



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 2 (PCDA)**

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

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**Learner's University Registration Number: 2031275**

## **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](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](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          | <b>Wellbeing and Resilience</b>                                                          | <b>1250</b>            |
| Task 2          | <b>Decision-making and Discretion<br/>Vulnerability and Risk<br/>Public Protection</b>   | <b>1750</b>            |
| Task 3          | <b>Maintaining Professional Standards<br/>Leadership and Team-working</b>                | <b>1750</b>            |
| Task 4          | <b>Policing the roads<br/>Information and intelligence<br/>Conducting investigations</b> | <b>1750</b>            |
| Task 5          | <b>Individual Learning Plan</b>                                                          | <b>1500 equivalent</b> |
|                 | <b>Total</b>                                                                             | <b>8000</b>            |
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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:

Since achieving Independent Patrol (IDP) I have found the need for higher levels of resilience in an aide to reduce the stress and potential trauma that can occur on a daily basis. Within this essay I will reflect upon the impact of organisational culture on my resilience and well-being, I will also be reflecting upon the risks that come with organisational culture's and outline my coping methods in maintaining high levels of resilience.

After becoming IDP the job has changed quite significantly, I have gone from attending calls with my tutor to attending them as a solo officer in most cases. Due to this I have had to start relying more on the organisational structure and culture with more experienced officers helping with knowledge and experience. As a new officer there are area's that I have not had chance to experience or deal with an as such more experienced members of the shift are more capable of providing me with the support required to tackle these situations. However it was important that I become part of the culture of my shift. Organisational culture is described as it's personality and character, it is made up of the shifts values, beliefs and assumptions about how people should behave or interact with others (Chartered Management Institute, 2015). To help build strong relationships with my shift it was important that I understood the unwritten rules. Many of these rules are passed down from officer to officer over the years and help strengthen the bond between team members. One of these unwritten rules is that probationers make the tea, which at first seemed odd to me however I soon realised it was a way of paying forward the support that ultimately I would need off these more experienced officers. By making the tea it was a simple gesture but would provide me with a wealth of knowledge and support that would greatly increase my resilience and well-being as the support of more experienced officers in new and unfamiliar situations is invaluable.

Part of day to day policing is going to incidents that are stressful, frightening and distressing and due to this I run the risk of developing trauma (MIND, 2020). I often default to using humour as a coping method when outside of the public view as humour has the ability to help with the regulating of emotions (Gruber and

Moskowitz, 2014). Humourising a traumatic event has the ability to raise not only my mood but the mood of others and due to the stress moderating effect of humour, it allows for the team to de-stress after what is often a very stressful job. Humour however can have negative effects, coming across as offensive or aggressive (ibid) when used in the wrong context. Dark humour especially is part of the organisational culture of the police and is used as a way of separating a person from a traumatic event however it can have negative impact on the psychological well-being of a person (ibid). Dark humour can also be grossly offensive to others and if taken too far can go against the code of ethics that each officer lives by, As seen in a recently incident involving Gwent police where 3 officers were suspended for sending misogynistic, racist and homophobic messages in a Whats App group (BBC, 2022). I find humour important in my role to help relive stress and lift the mood of everyone involved in an incident and dark humour when used correctly in line with the code of ethics provides an emotional regulating effect. When looking at the organisational culture of using dark humour however it does carry the risk of people taking it to far or offending others to the point where it can harm their mental health.

To aid in maintaining both physical, mental well-being and resilience I feel like sleep is extremely important. Sleep deprivation has far reaching effects on cognition and can have a huge effect on important functions required to do the job. Sleep deprivation has an effect on attention span, learning, memory and can cause a variability in behavioural responses (Gerard, A *et al*, 2010). Behavioural responses is important when handling incidents as ensuring my emotions are in control when handling members of the public can often have an impact on how they react when dealing with me. By keeping my emotions in check and removing emotion from the incident I am more readily able to tackle the incident without escalating it due to emotion. With sleep having an important function on memory and attention span by getting solid sleep I find that at incidents I am more able to pay close attention to the smaller details that can impact the safety of both myself but also the service users.

Circadian rhythms are internal manifestations of the day that reset on exposes to the 24 hours light-dark cycle and have a large effect on sleep and have a direct impact on sleep quality (William H, *et al*. 2020). Poor Circadian rhythms also are linked with higher levels of anxiety and the development of mental health problems (ibid). Due to the nature of policing and the requirement for shift work circadian rhythms are impacted significantly. Although this cannot be avoided through the supplementing of melatonin I am more easily able to reset my rhythm after a set of shifts is finished. Melatonin allows for the increasing of total sleep time, sleep efficiency and the reduction in onset sleep latency (Zizhen Xie *et al*, 2017) and allows me to get more sleep on shifts where my circadian rhythm is disrupted for example night shifts.

I also employ a strict fitness routine comprising of a resistance training program in an aid to both support my physical health but also my mental health. Resistance training has been shown to improve lean mass, reduce fat and increase muscle mass but also decrease depression, increase self confidence and also improve cognitive ability (Westcott, W.L, 2012). The increased cognitive ability allows me to more readily face the day to day challenges of policing. The gains in muscle mass

and reduction in body fat allow me to tackle the more physical aspects of the role when involving subjects who are actively resisting arrest which provides a high level of safety for everyone involved. Being physically fit also allows me to stay in line with the code of ethics which states that I must always be ready to carry out my role and fulfil my responsibilities (College of Policing, 2014)

In conclusion there are a number of methods I use on a daily basis to help increase my resilience and well-being. Through humour I am able to reduce stress by making light of situations that others might find traumatic however the organisational culture of dark humour must be avoided due to its potential to cause offence that can result in repercussions as seen by other Gwent officers. A mix of good sleep through melatonin supplementation and routine based physical exercise allow me to stay both physically and mentally fit for the role.

1176 words

## 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:

Utilising available information and intelligence to influence strong decision making is vital as a police constable. During this essay I will be reflecting upon a domestic incident where I identified and supported a victim of physical and mental abuse, used the available information and formed the intelligence required to locate and safeguard the victim. In this essay I will be using referenced research and the Gibb's model of reflection (The University of Edinburgh, 2020).

Decision making is a core part of being a police constable, the safety of all parties is often decided by the decisions that individual officers make. Often these decisions are required to be made under duress or in stressful incidents therefore a single decision making model is used to allow for consistency from all officers. The National Decision Making Model (NDM) was introduced in 2011 and allows officers to make decisions in line with the Code of Ethics while enhancing the use of discretion. professional judgment and allow for the reduction of risk aversion (Lander, P, 2011).

The incident in question involved a call from a neighbour stating that she had a concern for a female she lived close to. The call stated that the female had not been seen for over 24 hours which was unusual as she was close to the neighbour. Prior to attendance I conducted checks on the female that the concern was raised for which identified some initial early concerns. The female had a critical marker on her address stating that she had been a repeat high risk victim of domestic abuse at the hands of a male partner. After conducting checks on the male I found that he had bail conditions not to be at the address due to a previous domestic incident that had happened only a week earlier. Due to the history with the female I was concerned for her well-being and ongoing safety.

Socially domestic abuse issues have come in to public light more in recent years due to the severe life long trauma that it inflicts upon its victim. Domestic abuse is a huge concern as it is the leading cause of homicide death for women and can cause a wide ranging impacts on the health of the victims such as an increased risk of cardiovascular disease, anxiety, eating disorders and post traumatic stress disorder (Marianna et al., 2020)

Severe domestic abuse is defined as a pattern of physical, sexual or emotional behaviour between partners in an intimate relationship that causes or risks causing significant negative consequences (Government Publications Office, 2005). As this female had been previously deemed to be at a high risk of immediate harm I spoke with the Sergeant of the control room and I advised that this should be reviewed and upgraded to an emergency graded call. After the call was upgraded I attended double crewed to the incident location.

Upon attendance I noticed immediately that the house was not quite right. I noticed that there was signs of a disturbance inside the property such as smashed glasses on the kitchen floor and damaged property inside. After surveying the property there was no sound coming from inside. This made me feel very uneasy due to the report from the neighbour, the history between the partners and now the signs of a disturbance. The upstairs curtains were closed and after multiple attempts at raising a response at the door there appeared to be nothing coming from the inside of the property. I made the decision to request the control room to gather telephone numbers for the victim from our systems, luckily there was a current mobile phone number for the victim. I then placed a call to the victim's phone which could be heard ringing inside of the property. This set alarms off in my head as mixed with all the other information and intelligence I had I believed that there was potential an incident was ongoing in the property. Using the NDM I decided my next move.

The National Decision Making Model (NDM) allows officers to put the code of ethics at the centre of any decision. It uses information and intelligence to assess risk and develop a strategy. It allows for the consideration of powers and policies to identify options and contingencies, action is then taken by officers with a review taking place afterwards (College Of Policing, 2014). I had quite a lot of information and intelligence available such as the neighbours report, the history of the parties including the high risk nature and bail conditions, the signs of a disturbance inside the property and the mobile phone ringing from inside. Risk appeared to be high based upon this and I was considering forcing entry to the property with the contingency of getting a family member with a key.

Under section 17 of Police and Criminal Evidence Act (PACE) an officer can enter a property in order to save life or limb or prevent serious damage to property (Police and Criminal Evidence Act 1984). Under section 117 of PACE an officer may use force to carry out any PACE power so therefore force can be used to gain entry to the property (Police and Criminal Evidence Act 1984). As part of the NDM I had enough information to believe that there could be an incident ongoing inside of the property so I had the power to enter by force. When considering to enter the property it was also important to ensure that the conditions of Section 17(1)(e) of

PACE had been met as per the prominent case of 'Friswell vs Chief Constable of Essex Police' (2004) which states that officers may enter a property deal with emergency situations where someone has suffered, or is at risk of suffering, loss of life or serious injury without immediate police intervention, or where serious damage is being done, or is immediately threatened, to property. The risks of not intervening or choosing not to enter were too high for me to walk away.

As I am not a trained in gaining entry to properties I requested the attendance of a specially trained unit. I shouted in to the property through the letter box that if there was anyone inside and if they did not open the door I would force my way in. My colleague then noticed movement upstairs as the curtains briefly opened and closed and a male could be seen. This cemented the information I already had and entry would have to be gained. This was the first time that I had requested entry to be forced in to a property due to my own information and intelligence which made me feel nervous about what I would be confronted by when I got inside however the need to protect the female inside the property quickly swept my nerves aside. I considered forcing entry through the window with my baton however the specialist unit was only five minutes away. Although this delay could have been detrimental I did not want to risk the safety of my colleague or myself by smashing and climbing through a glass window and the extra officers would be vital in facing the male inside.

Once the specialist officers arrived entry to the property was gained and I activated my body worn video (BWV) as the incident had started to become dynamic with the risk of changing circumstances requiring footage for evidential value. I went up the stairs in company with my colleagues and located the male who was in breach of his bail conditions. Due to the breach of the bail conditions I made the choice to arrest the male. When decided to make the arrest I considered his Human rights primarily article 5 the right to liberty and freedom (Human Rights Act 1998) however due to the breach of bail conditions and the potential for other offences being committed I believe I made the correct decision in line with section 24 of PACE (Police and Criminal Evidence Act 1984). The male was then taken to the back of a police vehicle whilst I spoke with the female. Whilst I was hesitant in taking a statement at this time as it appeared the female may have been intoxicated I still requested information about what had happened. I captured the initial disclosure on my BWV as I was concerned that she would not pursue a complaint as in a 2016 study over 160,000 victims of domestic abuse withdrew complaints against their partners (Johnson Astills, 2017). This initial disclosure could have also been used to pursue an evidence led prosecution with the crown prosecution service (CPS, 2022). The victim disclosed elements of physical and emotional abuse during her initial disclosure however she appeared to be very nervous in talking about it. The nerves of the victim made me feel like it would be better for the victim to be revisited by a specially trained officer. I believe I would have had the ability to complete the statement as required however I did not believe that I could provide the victim with the right level of support and after care that could be offered by a detective constable from our CID teams. As this incident was declared to be high risk and the victim had the potential to be intimidated I felt it best to liaise with a member of the CID team to complete a fully in depth statement to achieve best evidence (College of Policing, 2021).

Within the evaluation and analysis element of reflection I felt the incident was handled well considering the nerves I felt and I believe that it was handled with the upmost professionalism. In my initial responses I used the NDM to make the decisions required to keep the victim safe. I used all the information available to create a plan, ensuring that I was working within the powers that I had even considering the legality of the force and entry used. Upon reflection I believe that I could have made the decision to enter quicker however I believe that this will come with more experience and ultimately the incident was resolved and a victim was protected.

The male would go on to be imprisoned for 3 years for the offences identified and the victim was supportive throughout the entire criminal justice procedure. I believe my decision to hand the investigation to high trained officers was vital to gaining best evidence and supporting the victim through the process.

In conclusion I am happy with my contribution to the incident and the way I handled both a new and stressful experience. I believe that with the use of the NDM the right decision was made and a strong outcome was gained in court. Whilst forcing entry to a property can carry legality risks I believe I had enough information to proceed and secure the property to safeguard the victim. Upon reflection I believe an area for improvement would be the speed of decision making. I am aware this will come with experience but I want to ensure that the NDM is still used in full at all times. I want to make sure that I can speed up the decision making process whilst putting the code of ethics at the heart and ensuring that I use legal powers and policies. This is an area that I will work on over the next three months and continuous revision of my available powers and policies will aid me in this.

1911 Words

### 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:

Team work within policing is an important function as often in very dynamic situations you are relying on the help of your colleagues to ensure the best outcome for service users. During this essay I will be evaluating team building theories used to build a strong team dynamic. I will also be reflecting on an incident whereby a member of my team failed to adhere to professional standards and the code of ethics resulting in inter-personal conflict and poor team cohesion. In this essay I will be using referenced research and the Gibb's model of reflection (The University of Edinburgh, 2020).

Teams are dynamic and complex, they are required to adapt to meet varying situations and the demands of their environment (Delice, F et al, 2019). In a government institution such as the police this is even more important as strong team cohesion allows for a higher ability to hit organisational demands (ibid). A team is defined as recognisable groups of two or more individuals that engage in a meaningful way toward a shared goal or aim in a dynamic, interconnected, and adaptive way (Salas et al., 1992, p. 4). The Tuckman stages of group development is potentially one of the most popular team building theories. The 1965 theory devised by Bruce W Tuckman is comprised of 4 key stages forming, storming, norming and performing (Bonebright, 2010). The first stage is the forming phase, during this phase, the group establishes ground rules, familiarises itself with the assignment, and tests the limits of appropriate interpersonal and task behaviour. Additionally, throughout this phase, group members develop ties to organisational principles, leaders, and one another. The storming phase is a period of intergroup issues. This stage is marked by a lack of team cohesion and division over interpersonal difficulties. The third stage of group development norming involves the establishment of roles and norms within the team. The performing stage happens as participants adjust and take on roles. Task activities will be

improved and task performance is supported by structure. Roles become functional and adaptable, and group energy is directed toward the goal (ibid). Adjourning was added by Tuckman and Jensen in 1977 and is used to signify the end of the model. However when attempting to adapt this model to policing it strikes issues similar to that of other fields and area's. Although Tuckman's model is very easy to implement it does not always work well in practise, in a 2007 study conducted by Monterey Naval Post-Graduate School researchers found that only two percent of teams who used the model completed all five stages. The study showed that teams showed behaviours or completed tasks that could be associated with other stages of the model (Patterson, D, 2022). Tuckman's theory also has the drawback of not providing any quick fixes for internal group problems and group communication issues that result during the storming phase (ibid). During my initial 12 months of policing I can clearly see Tuckman's stages in play. I believe that as an individual I went through the stages of forming, storming, norming and performing however I do not believe the model is as simple in practice. In my experience I joined as a new member of an already existing team. This team has been together for quite some time and in theory had already progressed through Tuckman's model. By entering the team I pushed the us through another storming phase as we all got used to how each member worked. Only a few months later two long standing members of the team left and were replaced. This again pushed us through another storming phase which caused conflicts within the team that are still present as of today. Tuckman's model is simplistic and easy to apply to almost all teams but in my personal experience not each member of the team goes through the stages at the same time depending on when they join. This results in different members going through the different stages at completely different times causing the progression of the team to be non linear and can even draw members of the team from the performing stage back in to less favourable stages of the model.

Policing involves often stressful and traumatic incidents where both tempers and tensions remain high for long periods of time after the incidents has taken place. Due to this often issues can arise between individual members of the team that need to be addressed to allow conflict to stop. The term "interpersonal conflict" refers to a situation in which interdependent people express (overt or covert) differences in pursuing their unique wants and interests and encounter obstacles from one another along the way (Barki, H. and Hartwick, J., 2004). Often this occurs due to an individual officer's handling of an incident or treatment of other officers during these incidents but is also directly impacted by the diverse nature of police officers. People differ in terms of their culture, age groups, socioeconomic situations, and a wide range of other personality traits and features.

Many of these traits are based on biological or social factors, and many of them are associated with personal values and favoured actions (Roloff, M. and Soule, K., 2002). When attempting to tackle interpersonal conflict a method that can be used is the CUDSA Model. The CUDSA model stands for confront the situation, understand the other person position, define what the problem is, seek a solution and agree a course of action. Although a simple model it allows for solid conflict management and has been implemented by the NHS with Jayne Summers a training and quality manager for the national conflict resolution training programme offering the opinion that the techniques work and that she has seen them work over and over in conflict situations (Davis, 2007). As with any model it can be used

as a guideline however the model itself cannot resolve all conflict between parties. A sincere desire to achieve is a prerequisite for the CUDSA model, which should also be supported by action planning. The procedure may be drawn-out, unpleasant, and draining. The conclusion is never assured, and you frequently have to go back and start from scratch (ANDRE, R.M., 1999). During my first year of policing I found the CUDSA model can work well however it very much depends on the person I am dealing with. Confronting interpersonal issues is a simple step but I have found that it can cause rifts between people as some people find it painful to admit that they were wrong. Without the initial step of confronting the issue the model falls apart as they often cannot see from my point of view why I am concerned, even if I can see it from theirs. I have successfully used the CUDSA model to resolve issues and when it does work, it works very well. However CUDSA cannot be used as a one size fits all approach towards conflict management due to the diverse nature of human beings and their emotional reactions.

Police officers are required to abide by the code of ethics (CoE) at all times whilst on and off duty. The code of ethics dictates that officers must be accountable for their decisions, treat people fairly and show integrity by doing the right thing (College of Policing, 2014). Also as per the code of ethics, good leadership will promote moral behaviour. People who feel appreciated, heard, and well-led are more likely to feel a stronger feeling of belonging, which will make them more likely to act honourably and with pride in their profession. Sergeants act as direct supervisors to front line officers and are often the first point of contact with the upper rank structure. Studies indicate that abusive supervision is linked with higher levels of workplace deviancy, greater turnover of staff and decreased commitment to the role (Klotz, A, Bolino, M., 2016). A recent poll also found that two in five employees have left a job due to bad management with 53% of people considering leaving their job stating it was due to bad management (Urquhart, J, 2022). Upon attendance of my first briefing after achieving Independent patrol I noticed immediately that there was an issue between a Sergeant and a female member of the shift which indicated problems with the team dynamic. The female member of shift left the briefing and went in to another room and cried. After speaking with the female member of shift she explained that was considering resigning as an officer, she believed that was being treated unfairly by the Sergeant. All officers including management are required to uphold a professional policing standards (PPS), part of which is to respect equality and diversity and challenge and report improper conduct (College of Policing, 2014). The next day I observed more closely the interactions between the female officer and the sergeant, I noticed that the female officer was being treated differently with what appeared to be higher amounts of criticism aimed towards her. In line with the PPS I reported this behaviour back to my tutor and training inspector as I did not feel that the behaviour was in line with the CoE. I explained that the behaviour of sergeant was at risk of breeding a negative team dynamic which could lead to further incidents that were not in line with the CoE and PPS. As a result of this report and internal investigation was conducted that concluded with the sergeant being removed.

Within the evaluation and analysis element of reflection I am ultimately happy with the outcome of the report however I believe that I did fall short of the requirements of the CoE. The CoE requires that I challenge the improper behaviour irrespective

or rank which due to being young in service I did not feel confident in doing. Although I reported the behaviour and action was taken going forward I will ensure that I challenge all inappropriate behaviour at the time in line with the CoE. After the incident the female colleague found higher levels of satisfaction from the role which had a huge beneficial impact on the team dynamic as it could be clearly seen by all team members that she was happier.

In conclusion the importance of the right team dynamic cannot be understated however conflict can occur at anytime. Conflict whilst understood is not so easily fixed due to the diverse nature of human beings and peoples different emotional reactions. The Tuckman and CUDSA models provide a simplistic way of establishing strong team dynamics and also help in dealing with conflict however falls short as it does not take in to account single member team changes or emotional reaction to confrontation. In my opinion the CUDSA model can work but not with every member of a team and is very person dependant. I believe based upon my own experience that a single unhappy member of a team also has the ability to disrupt team dynamics which could lead to breaches of the CoE.

1831 words

#### Task 4

##### Relevant areas of the National Policing Curriculum:

**Policing the roads, information and intelligence and conducting investigations.**

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

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

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

#### ANSWER:

The phrase "County Lines" is used to characterise gangs and organised criminal networks that export illegal drugs into one or more importing regions in the UK. They frequently utilise pressure, intimidation, violence, and weapons, and they are likely to take advantage of minors and vulnerable adults in order to move drugs and money (College of Policing, 2021). Often County Lines criminality facilitates the movement of offenders and contraband via UK roads and highways and as such there is a requirement for effective policing of the roads. During this essay I will be exploring how effective roads policing can be used to disrupt criminality including offences linked to county lines, I will also be reflecting upon an incident where roads based intelligence gathering lead to the arrest of a prolific drug dealer.

The purpose of Roads Policing is to support the need to deny criminals access to the roadways. Research demonstrates a substantial crossover between minor and severe traffic offences, offences on the roads, and mainstream crime. For example, it was found that convicted drink drivers were twice as likely to be involved in mainstream crime with disqualified or dangerous drivers being four times as likely (Corbett, 2008). The benefits of Roads Policing can be seen in a recent operation by Hampshire Police where 100 suspected drug deals were arrested seizing over one million pounds worth of drugs, £53,000 in cash with Roads Policing officers playing a pivotal role (Hampshire and Isle of White Constabulary, 2021).

Currently local force's are responsible for setting the force priorities in a Police and Crime Plan set of by local crime commissioners. Currently in the 2021 to 2025 plan for Gwent police it aims to reduce and disrupt serious and organised crime as well as improve safety through effective roads policing (Gwent Police and Crime Commissioner, 2021). Even with this however there has been a remarkable drop in the number of roads policing officers with a 22% drop between the years of 2010 and 2014 also there was a further drop of 18% between the years of 2015 and

2019 (The Parliamentary Advisory Council for Transport Safety, 2020). Although this drop in officer numbers does not say anything specific on its own it does point towards there being a potential for a lower roads presence from the police thus perhaps allowing for offenders to be slipping through the net. Part of the drop in officers could also be attributed to advancements in technology such as Automatic Number Plate Recognition (ANPR).

At the local, force, regional, and national levels, ANPR technology is employed to assist in the detection, deterrence, and disruption of criminal activities. Travelling criminals, organised crime organisations, and terrorist organisations all fall under this category. Police departments in England, Wales, Scotland, and Northern Ireland employ ANPR to give avenues for inquiry and evidence during criminal investigations with up to 60 million ANPR reads per day being registered (Police UK, n.d). Automatic number plate recognition is a surveillance technique that reads vehicle licence plates using mobile and stationary roadside sensors and instantly compares them to data and intelligence stored on the Police National Computer and other systems. In a recent operation conducted by Gloucestershire Constabulary and its Tri-Force partners from Wiltshire and Avon and Somerset Forces over 200 vehicles were stopped and two seized in an aid to prevent international crime that targets fraud, money laundering, and human trafficking closely linked with county lines. The operation named Trivium 3 was aimed at tackling foreign nationals committing criminal offences in the UK. Over 20 of these vehicles were stopped as a result of ANPR, which conducted checks on foreign plated vehicles with roads policing officers conducting the stops (MAV Systems, 2023). Operations the like of Trivium 3 point towards the benefit of ANPR in an aid to crack down on county lines criminality when used in a proactive and targetted method. However as with any technology ANPR still suffers from limitations that can be easily exploited by criminals. Although very accurate ANPR is still subject to failures such as misreading a number plate. In a study conducted by the University of Hertfordshire in 2012 it discovered that 72.6% of misreads were caused due to the fixing screw placement on the number plate (Rhead, M et al.) which with number plates so easily available and customizable over the internet shows an area for potential exploitation.

When looking at ANPR as method of crime deterrence and detection two major operations are 'Ring of Steel' and 'Project Laser'. 'Ring of Steel' is the given name of a London based operation attempting to target terrorism. The system comprises of more than 1,500 surveillance cameras, many of which are installed at the eight official gates to the City of London's Square Mile, ANPR systems have been connected to many of these cameras. 75 million vehicles were scanned by ANPR systems in the first three years of operation as they went through the City of London's Entry Points. As a result, 1200 persons were arrested, some of whom were suspected of committing major crimes like murder, sexual assault, and armed robbery (Haines, A., 2009). Project Laser aimed to make use a mobile ANPR camera known as 'Spectrum' to gather information and intelligence leading to the reduction of criminality. Project Laser generated hits that were then acted upon by local police units to enforce and potential arrest, with the most successful being Laser four providing 20,592 arrests, 52,037 document offences and 41,263 vehicle seizures over 44 police forces (ibid). Operations such as these show the

effectiveness of the information and intelligence gained by the use of ANPR in detecting and deterring criminal activity.

During my initial year in policing the use of roads policing officers (RPSO) and ANPR was vital in apprehension of an offender involved in the supply of drugs. I was tasked by my Sergeant to investigate an incident that happened the previous day. This incident involved a known male offender with warning markers on policing systems for being involved in supply of class A and B drugs. The male had attended an address of a what was believed to be rival drug dealer in a white Audi, in company with two other known offenders. The male then got out the vehicle and proceeded to smash the victims car with a cricket bat whilst members of the public (MoP) were present. The two other offenders were present however did not take part in the offence, with the entire incident being captured on a MoP CCTV camera. This incident was then reviewed by a Chief Inspector due to the serious nature of the incident but also its links to potential drug offences, This incident was declared to be an offence of Violent Disorder. Violent Disorder is defined as an incident involving 3 or more people and their conduct would lead people to fear unlawful violence being used upon them (Public Order Act 1986). As part of the initial investigation I attended the scene and collected accounts and statements from witnesses of the incident which provided me not only with the aforementioned CCTV but also the registration plate (VRM) of the offending vehicle.

With offenders VRM I was able to run checks via the ANPR system via the control room ensuring that I was working within the Security Camera Code of Conduct which states that the use of a surveillance camera system must always be for a clearly defined objective that is necessary to fulfil a recognised urgent requirement and is motivated by law (Biometrics and Surveillance Camera Commissioner, 2022). This provided a hit on a local camera only five minutes before the check took place showing that the offending vehicle was out on the roads at the present time. Due to the nature of the incident involving a bat I liaised with the local RPSO team as they were required to be taser trained but also I am not an advanced trained driver capable of completing a routine traffic stop. Through monitoring of the local ANPR camera's RPSO were able to locate the offending vehicle and conducted the stop. I then followed shortly after made the arrest of the offender who at the time was alone in the vehicle. I then conducted a search of the vehicle in line with section 32 of the Police and Criminal Evidence Act (PACE) (Police and Criminal Evidence Act 1984).

Prior to the search I questioned the powers I was using however as the offender had been in the vehicle prior to the arrest I went ahead with the search. Also due to the CCTV I had viewed I reasonably believed that I would find an object relating to an offence which confirmed the power I was using was legal.

When conducting a search of the boot for the bat involved in offence I noticed what appeared to be a hidden compartment. In a search of this compartment I located 30 individually wrapped bags of cocaine in one gram quantities. Due to this discovery I further arrested the male for possession with intent to supply cocaine (PWITS). I ensured that I considered the male's Human Rights in particular Article 5 which provides all people the right to liberty (Human Rights Act

1998) however due to the nature of the offences an arrest was the correct decision. Also in line with PACE I understood the seizure of these drugs was legal as it was discovered during a legal search of the vehicle. When choosing the offence to arrest for I also considered the Crown Prosecution Service guidelines which advised that if a drug is in smaller quantities and wrapped in foil or film then it would be considered evidence of PWITS (Crown Prosecution Service, 2022)

In reflecting on this incident I am confident that my actions were conducted with the legal use of my powers in mind. RPSO and ANPR were vital in securing the offender, locating evidence but also discovering evidence linked with other offences. I am now more confident in my ability to work with other policing units with more specialist skills to safeguard members of the public but also officers. Although upon discovering the cocaine I was nervous as previously I had not had any involvement in PWITS offences with RPSO officers present it made me feel confident, not only in my discovery but also my actions. Upon reflecting I understand my nerves of the new experience made me slightly hesitant however I was still able to fulfil my duties. Going forward this incident will allow me to be confident when facing PWITS offences again.

In conclusion the Roads Policing team plays a vital part in apprehension of offenders but also the detection of criminal offences as shown by the success of operations such as those conducted in Hampshire and Isle of White Constabulary. Even with the evidence pointing towards Roads Policing losing officers it is evident that through changes in technology such as ANPR that their capabilities are not nullified. ANPR has been an invaluable tool in the detection of crime and locating offenders as proven in Operation Laser and will only get better as technology advances and fixes the avoidance measures that can be used. Through my own experience I have discovered the power that Roads Policing and ANPR can provide in the apprehension of offenders and reduction in crimes linked with County Lines.

1892 Words

## 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<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Out of court disposals and diversion schemes. |            |            | 8            |            | 5          |              | In some circumstances when dealing with young offenders or offenders who are new to the justice system often going to court is not the only option. In some incidents where threat, risk and harm remains low and if it is a low level offence an out of court disposal can be used. There is a large amount of out of court disposals available such as the youth offending service, 18-25 diversion scheme, women's pathfinder and |

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|  |  |  |  |  |  | <p>also conditional cautions. Although I am aware of the majority of disposals I am currently struggling when finding the appropriate circumstances to use them but also what the qualifications for the schemes are. I will be setting myself the goal of understanding the out of court disposals and also the correct qualification and circumstances of their use. Only through correct and appropriate use of these schemes in a live setting without and issues will I know that the task has been completed. I am looking to achieve this task by booking an appointment with a custody Sergeant to sit down and discuss the schemes and their uses. Custody Sergeants are best suited to aid me with this as they are most often or not the supervisor who signs off on their use when a person has been arrested. I will also use all the resources on the internal policing systems and external websites such as the college of policing to bolster my knowledge of them. As I am required to handle an offender who is eligible for a disposal before I can measure my efforts I will be setting myself a time frame of three months to complete it. I believe that this a goal worth achieving as the use of an out of court</p> |
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|                                                                                                    |            |            |              |            |            |              | disposal can help in preventing entry in to the justice system. Entry in to the justice system can be for some youth's or new offenders be a slippery slope that they do not recover from. As such by avoiding this I hope to prevent further crime with the use of such disposals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>SKILLS</b>                                                                                      | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | As part of the Fatal Five, Driving whilst under the influence of alcohol is a major offence capable of causing life changing incidents. Up to current time I have experience with only two drink driving incidents. I am looking to increase my experience and develop my skills in the discovery of intoxicated drivers but also the road side breath test procedure. I will achieve this by speaking with the Road's Policing team and seeking advice on common road and driving behaviours that would lead them to believe that a person could be driving whilst drunk. I will then go out with a response trained driver, keeping a keen eye for any of the indicators or potentially find an attachment to the road's policing team. I will be looking to obtain a road side breath kit for the shift which will aid me in conducting the required road side tests from the roads policing teams. I believe that only through actual live |
| <b>Handling of drink driving offences from time of discovery to time of custody authorisation.</b> |            | 5          |              |            |            | 8            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                   |            |            |              |            |            |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                   |            |            |              |            |            |              | <p>practise of the road side breath procedure will I learn to complete it without incident which in turn will help me build confidence in this area. There is also a set list of questions required to be asked prior to any breath test such as when they last drank alcohol, took mouth wash or smoked a cigarette. All of these questions are available on the college of policing so I will be looking to create a question card that I store in my Tac vest until I have the questions fully stored to memory. I believe this is a worthwhile task as recently there has been a large amount of fatal road traffic collisions in my force with the majority of them being caused by drivers that were under the influence at the time. By completing this task there is the potential that I could be in a position to take a dangerous driver off the roads, saving future lives. I will aim to complete this task within a three month period because it will require a potential attachment to road policing. However due to the current numbers on shift this may take time to organise due to the loss of a response resource such as myself</p> |
| <b>EXPERIENCE</b> | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | <p>From either being involved in an initial incident or by being the Officer in case it can be common for an officer to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <p><b>Giving Evidence in court as a police officer.</b></p> |  |  | 10 | 4 |  | <p>be called to court. Whilst at court officers are required to provide whatever evidence they may have discovered in the case. Officers can also be cross examined by defence solicitors which involves a critique of the evidence but also the officers actions and how they have acted during an incident. As I have never been called to court or been required to attend in relation to a case I would like to build my experience in this area. To do this I will be looking to speak with our victim care teams as often they provide support to victims during the court process. The victim care personnel would have been in a court setting hundreds if not thousands of times and would be fully aware of the process from start to finish. This experience will be invaluable and I will be hoping to speak and take notes on what is required of an officer in court. I will also be looking to speak to officers who have been through the court process successfully multiple times. Members of the CID department are often called to court due to the high risk or serious nature of incidents they choose to send to court so I will potentially be looking to complete an attachment with this team to learn from their personal</p> |
|-------------------------------------------------------------|--|--|----|---|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|  |  |  |  |  |  | <p>experience's. There is also the opportunity for me to attend a court trail and sit in the visitor area to view the process to help provide me with a realistic view of it from start to finish. As I have an upcoming murder trail that I am required to attend I will be looking to complete parts of this in the next month with the aim to be fully confident with the process within six months. I believe this to be an important task that is required I get right first time. My evidence that is presented at trial can be the difference between a victim getting justice or an offender getting away with their crime. For these reasons it is important that I get the process right first time as there is no room for errors.</p> |
|--|--|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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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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