

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

Learner name: Jordan-Lee Chaplin

**Learner's University Registration Number:
2125667**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Individual Learning Plan	1500 equivalent
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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:

As a result of completing my tutorship period, I have been exposed to the policing culture on response and have been able to see the importance of being resilient and minimising stress. In this essay I am going to cover what coping mechanisms I have used to combat stress and become resilient when exposed to incidents and the culture within the police service and how these had to be adapted from being a student in a classroom to being response officer. I will reference research on this throughout the essay and I will be reflecting by using the Gibbs model of reflection (The University of Edinburgh, 2020).

Since starting out on my response team I have been able to see how the officers on my shift are able to handle and cope with the natural stress that the job brings and how they are resilient to keep going. During my research on stress, I have found that the Health and Safety Executive, (no date), defines work related stress as '*the adverse reaction people have to excessive pressures or other types of demand placed on them*'. I understand this from a police perspective as, when I go to a call and there is a lot going on around me my mind and body reacts in the way of stress that can't be stopped completely however, it can be managed. The HSE goes on to explain some of the signs of stress from a team point of view as frequent arguments, sickness absence, decreased performance and more complaints. From a personal point of view, signs of stress could be mood swings, loss of concentration and commitment. Moving on to resilience police service, this is very important to have on

a shift of officers. Craig (2019) explains resilience as the ability to bounce back from situations. I have been able to see this first hand whilst at work when returning from traumatic incidents. My shift has a way of using humour and talking as a way of dealing with an incident that was stressful or traumatic which I have been able to take on board and adapt to the coping mechanism I was already using whilst in training. Humour is an effective way of dealing with traumatic incidents as it helps soothe us and creates a safety net for our mental health Petherick (2020). I no longer find myself dwelling on an incident like I used to at the start and now find myself using humour to create a happy space when in the station with colleagues after dealing with such things to improve self and team mental health. I have noticed that this was part of police culture. I have experienced Police culture as being humours to deal with challenges and trauma, it helps me bounce back from a situation and helps me move on to the next one without carrying it from call to call. I had spent a lot of time talking to family when in the training environment as I already had close relationships with them meaning I was able to unload my stress and worries by talking. By talking face to face with family, this helped trigger hormones that relieve traumatic stress. By being a police officer, I am always exposed to life and death decisions and preparing to put myself in harm's way naturally, but I have identified the importance of taking care of myself and using my coping strategies to prevent self-exhaustion (Smith, Robinson & Segal, 2023).

I can recall the feelings I felt when leaving the safe environment of the classroom, where I had to put all theory knowledge into practice, and I remember this being nerve wrecking feeling I didn't know enough. On top of this big challenge, I had to adapt my sleeping patterns, and this initially affected my decision making and awareness of things happening around me. The first 12 weeks I was still in a safety net of being tutored by a trained tutor which meant I had some time to prepare myself before achieving independent patrol status. Sleeping was another coping strategy I had to use and adapt with the change to operational policing to prevent any sleeping disorders. Shift work sleeping disorder or SWSD, is a sleeping disorder specifically for those who work outside of the typically 9am to 5pm, Monday to Friday routine. This was my normal working hours when in training causing a shock to my body clock when working outside of that time. SWSD causes a challenge for when you need to change your sleep routine. Some of the challenges that I faced were

unwanted tiredness when on nightshifts and then the struggle of sleeping in the daytime hours. Cleveland Clinic (2023).

I combated these challenges by using black out curtains for when sleeping in the day as the body naturally wakes up in the daylight hours. The body produces melatonin which helps us sleep at night and when the sun rises the body begins to release cortisol which helps the body wake up. Gilpin (2023). At night-time when on nightshifts I used caffeine to help me stay awake. Once the caffeine is consumed this is quickly absorbed by the body but most particularly by the brain. Caffeine blocks sleep-promoting receptors called adenosine receptors. McCallum (2021). Equally I have identified the negatives of caffeine and the affect it can have on the body if consumed too much. Symptoms of too much caffeine can be Headaches, dizziness, and increased thirst as well as increase chance of heart attacks. Spritzler (2017).

Whilst reflecting I have realised; I have had to level out my stress and sleep to make decisions at any time of day or night. Sleep and stress are closely linked to one another. Stress can affect sleep and how long the body sleeps for, but on the other hand sleep is just as important as this can caused stress if the body does not have enough sleep. Medical News Today (2018).

To conclude, I was able to adapt the coping strategies I had built in training to be utilised whilst out as an operational police officer. I was able to identify How police culture helped me deal with trauma and reduce stress and how keeping up a good standard for health and fitness also reduced stress on my mind. By talking to family at home and colleagues in work I was able to use humour to reduce stress and how trauma affected me meaning I could still make life and death decisions whilst at work and required of me. Improving my sleep routine from a 9am to 5pm to shift work I identified areas of improvement and changed these before I was out of tutorship so I could manage my stress and decision making independently when I was required to so after my 12 initial weeks.

Word Count - 1140

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:

Since becoming an operational Police Constable, I have been exposed to many domestic incidents. During this essay I will reflect on just one of these and highlight the use of the national decision-making model as well as covering the key points of domestic abuse, use of body worn video, public protection, and use of force.

Throughout this essay I will reference any research made and to assist in reflecting I will use the Gibbs model of reflection (The University of Edinburgh, 2020).

Wood, D. *et al.* (2022) p. 302 explains what Domestic abuse. Although there is no legal definition of domestic abuse, The Home Office (2013) explains it as “*any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial, and emotional abuse*”.

The Office of National Statistics (2022) shows that for the year of 2022 more than 2.4 million adults aged 16 to 59 experienced domestic abuse. Predominantly women are subjected to domestic abuse equating to 1.7 million of the 2.4 million reported. A phone call is made every 30 seconds to the police in the United Kingdom reporting

domestic abuse meaning this takes a lot of the police demand currently. Due to the awareness of domestic violence spreading people are now reporting domestic violence, even those who do not know the parties involved.

Whilst on mobile patrol in the area that I cover a constable, my colleague and I received a request to attend a local hotel that was not that far away from our current location. It had been reported that a female had approached the reception of the hotel fleeing domestic violence from her boyfriend.

Whilst on route to the location I started adapting and utilising the National decision-making module. The national decision-making module is a dynamic risk assessment tool used by all police officers in the UK. The model was introduced in 2012 and was developed as part of the Conflict Management Model which is primarily used for public disorder and firearms incidents. The National Decision-Making model consists of 6 parts with a review at the end. The model firstly starts with Code of ethics.

These are the key principles and behaviour of an officer to act professionally. Then the next part is information. At this stage I gather all information and intelligence that is available to me from the call made to police, previous history of persons involved and any warning markers they have on the police computer system. Moving on to assessment this is the stage where I would then create a working strategy on what I know so far whilst assessing the threat and risk of persons involved, officers and the public. Options is then the next stage. Here I identify the options and contingencies where I would consider all options, I have available to me and decide on what option is best suited for that incident. Then there is Action. This stage is where I use the option I have identified and utilise it. Lastly, at the end of the incident I then review.

This is an important and vital stage of the national decision-making module as it gives me the ability to see what went well and what went wrong. This cycle can then be recycled. It was designed to be used in a dynamic environment where the situation changes continuously. (Wood, D. et al. 2022) p. 81-82.

Considering the above firstly I asked the control room for any history we have on the parties involved for the incident. I identified that the female who approached the reception area is a high-risk domestic victim of her partner who was at the location. This is the highest level of risk assessment given by the public protection teams within the police. I then asked for the warning markers that we have on the system for the perpetrator. He was showing as a high-risk domestic violence aggressor

against the same female. This meant there is a history of domestic violence that is very severe. Other information given to me was that the perpetrator had previously assaulted police and resisted arrest where police issue CS spray was used on him but was not effective.

At this point I have started to consider the information and intelligence given to me by the control room and developed a working strategy. I identified that by splitting the parties up would help me gain the most information on what happened that evening and what offences had been committed. Wood, D. et al. (2022) p. 305-306 evidence this process. I have also acknowledged that the male is a violent offender with complete disregard to law and order and would be a struggle to detain the male and keep him and officers safe.

At scene, the female was still in the reception foyer. I activated my body worn video to capture the initial disclosure of the victim. College of policing (2022) suggest that officers should activate body worn video at domestic incidents as the footage can be used later in court and can show the scene of how it was exactly, initial reports, victims and suspects demeanours and capture any significant comments made.

They move on to say that with the activation of body worn videos at domestic incidents has increased charging rates of domestic violence. This is primarily due to when the victim chooses not to make a complaint the police can carry a victimless prosecution forward before the courts. Reasoning as to why this happens can be as simple as the victim being afraid of the perpetrator. I was able to gain a full account of the incident and identified withing the national decision model that I now have a power of arrest I can use based on the disclosure given which amounted to the offence of ABH. The offence of actual bodily harm is whereby the offender commits the offence by causing injury more significant than a simple shove or push which would normally account to common assault. Some of the levels of injuries sustained that would amount to the offence of actual bodily harm would be bruising, scratches bite marks, swelling, tooth loss Murray (2021).

At this point it had been arranged that I would go and arrest the male with 2 other colleagues, and I asked another to stay with the victim to complete a statement on what had happened. I requested that my colleague who was trained in the use of taser should also assist with arrest enquiries due to the previous information stating that CS spray was not effective, so to safeguard officers and limit as much as use of force as possible taser was a safer way to deal with the matter should it escalate.

The perpetrator was still in his hotel room at the time, it was now also known that the male had consumed a lot of alcohol and was drunk, Because of this information I now knew that the chances of this incident escalating was almost certain based on previous encounters with police and the mix of being under the influence of alcohol made this more challenging. Drinking alcohol and being under the influence effects the way we think and changes the way that the mind process information. As well as this, studies have shown that alcohol plays a big part in domestic incidents between intimate partners whereby 30% of the 10 partners who were involved in intimate relationships whilst having domestics said that alcohol was a part to play. Drink aware (2022).

On entering the hotel room, the perpetrator was in bed. I tried to reason with the male keeping in mind batari box where my behaviour would then reflect on the subject's behaviour. This model is used by officers to help them manage conflict. College of policing (2020). This however was not affective; I then made the decision that I would attempt to handcuff the subject whilst giving him the 'when caution' and other parts needed to make a lawful arrest such as necessities and time.

The perpetrator has then lashed outwards in an aggressive way forcing officers including myself backwards. I wanted to handcuff the subject to the rear, and this is best practice and gold model of police training. Based on the personal protective equipment I considered all options available to me. I identified that the use of a police baton was out of the picture based on the small room that were in and this posed a risk to the officers in the room, My PAVA spray could have been drawn however I didn't want to anger the subject more and risk injuries to colleagues. My taser colleague however decided to draw her taser from its holster and aim it at the subject making him aware of the red dots shining on his torso area, this defused the situation enough for me to recycle the NDM, I approached the subject for a second time where he lashed his arms out again causing my female Sargent to fall over on the floor. The subject was then Tasered twice where they were both ineffective causing the male to become more violent, I have then activated my red button above my radio requesting all near officers to attend the location fearing the worst was about to happen. I then decided that the only other option was to draw my PAVA spray and spray the male until he was compliant. Officers were able to detain the male safely using handcuffs.

Once I have left custody I returned to the victim and made her aware of what happened. Whilst there I have offered any public protection agencies and referrals as I could to help her escape the violent perpetrator. I later found out that woman's aid and live fear free were the 2 most helpful referrals made which was stated by the victim.

Live fear free is advice helpline given to domestic victims. It is a government funded organisation which offers a 24hr helpline service. Welsh Government (No date).

Woman aid is slightly different in the respect that they also offer advice but will also re house victims and offer more personal support to domestic victims but will only work with women and children. Women's aid (no date)

To conclude and to reflect on this incident I believe I had great usage of the national decision model, and this helped me identify all risk factors, powers, options, and action to take throughout the incident. However, I would next time handcuff the male to the front sooner to prevent further use of force. Considering the victim and body worn video, If I hadn't had activated my body worn video for disclosure and the incident it was highly likely that a conviction would have been missed showing the importance of body worn video.

Word count - 1829

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:

In this essay, I will cover teamwork within the police and the importance of leadership whilst maintaining professional standards. I will cover topics such as how leadership is defined, the Tuckerman model and the use of the messaging platform WhatsApp within the police. Due to not being able to reflect on a specific incident I will focus this essay on research, citing this throughout the essay and I will use the Gibbs model of Reflection (The University of Edenborough, 2020) when possible.

Firstly, I want to look at how leadership is defined and on researching this I have found that Northouse (2020) defines leadership as *“a process whereby an individual influences a group of individuals to achieve a common goal”*. I understand this from a police perspective as a Sargent of the shift sets out daily tasks to achieve common goals of that day and work towards the policing vision.

Wallbridge (2021) evidences the Tuckerman model. In 1965, a team framework was designed by a psychologist called Bruce Tuckman. Tuckman created 4 stages which were forming, storming, norming and performing. Tuckman then found a co-author after some studies on his framework, and they added a 5th stage which was the termination stage however named it the adjourning stage. Tuckman's framework

shows how a team develops effectiveness, maturity, establishing relationships and how a leader changes leadership style. The forming stage is essentially the initiation phase where the team is new, and all members rely on the leader for direction. From a policing point of view, since I had joined my shift, it has now changed dramatically due to the experienced officers moving on to other roles or progressing up the ranks and becoming leaders themselves so the officers on my shift are still looking to understand the common goal and establish working relationships with one another. The next stage to progress is the storming stage, Tuckman suggests that at this stage it is the part where the team show personalities or may communicate their feelings and are able to confront each other's ideas. I have been able to identify this in myself when at work. I have managed to successfully develop a working relationship with team members resulting in me being able to confront a decision made at a call that I may not 100% agree with where we can agree on a decision effectively. This brings me on to the norming stage where Tuckerman suggests it is at this stage the team becomes more connected with a common goal which can be achieved by working together and is set out by the leader. Due to a healthy working relationship the team then progress this into friendships and plan activities outside of work like nights out. I have been able to organise events like this where I arranged for the team to walk up to the peak of Pen-y-fan which even outside of work sees us achieving common goals of reaching the top. Tuckerman's framework then moves on to the performing stage where the team has a shared vision and leadership plays a little part on the team. The final stage is the adjourning stage. This is where the task is complete, and the goals are met. This stage allows the team to reflect on the task and identify what went well and what didn't and who contributed to what part of the task. For example, on an evening shift myself and the team conducted arrest enquiries for an outstanding suspect on the team's workload. He had warning markers for escaping police. The sergeant of the shift delegated responsibilities and roles where I had the role of arresting the male. Other roles consisted of covering the rear of the building in case the male fled out of the back of the property, engagement with any family in the house and who would be conveying the male to custody. Due to the high work ethic of the team and the relationships built we were able to arrive at the address, keep family calm, arrest the male, and convey him to custody safely without an escalation of events in the process.

Sometimes however, there can be conflict within a team. Wallbridge (2021) explains that when conflict occurs this is predominantly in the storming phase. Members of the team may consider themselves as individuals, especially when a member is new to a team that are already working well together. This is sometimes caused within the police when a member of the team joins and may have an idea about planning and carrying out a task but there are experienced officers on shift that may have a different idea and their experience may help them make an evidence-based decision based on their experiences in the past. Jenson (2019) explains that an evidence-based decision is when a decision is largely decided on the relevance and accuracy of the information in which it is based on.

Team dynamics can often affect an officer's ability to comply with professional standards. Loyalty amongst officers can somewhat affect the officer's ability to uphold professional standards. McCartney and Parent (2021) explain that police officers hold a strong loyal relationship with one another due to the type of work they carry out on a day-to-day basis of which most work can be dangerous. It is this loyalty that tells officers that they will have each other's backs when danger occurs, and officers around will assist when required. If loyalty is breached, then that officer is seen to be damaging the teams work structure even though they were upholding the organisations code of ethics and core values. When loyalty is strong amongst officers this can lead to corruption amongst teams. Examples of this can be lying about a chain of events or stretching the rules to take the bad guys out of society when police struggle to remove them legally. A more local example of this was the murder of Lynnette White. Jackson (2018) covers a big article on BBC news and described how officers from South Wales Police framed 5 black men from Cardiff for a crime they never committed by forging paperwork and interrogating the men over and over to cause them to believe they committed the murder and to admit the crime.

Norton (2017) argues that Tuckerman was wrong, and his theory doesn't work amongst teams. She firstly goes on to explain the Tuckerman theory and cover each of the stages from start to finish but She suggests that his theory was based on a small number of narratives where people were asked to share their experiences around team forming. Tuckerman then used this to create 4 fundamental components to the model that can be universally used in all teams. However, the US Military investigated this and how teams went through each stage over a long period

of time and concluded that very few teams had much evidence of the Tuckerman's model. Some teams just seamlessly skipped stages and some teams the stages couldn't even be identified within. They finally suggested that the storming stage is in fact not a stage at all and is a consistent occurrence within a team.

WhatsApp is now commonly used within police forces across the UK because of its ability to hold large amounts of people within a chat and the amount of people within the UK that have the app downloaded on their phone. Zivkovic (2023) states that 2.34 million people downloaded the app in 2020 and 30.1 million people actively used WhatsApp on a monthly basis compared to the 62 million internet users within the UK. This shows the volume of people that use the popular app in the UK.

From a police perspective, Leshone and Norris (2020) as part of the Independent Office for Police Conduct or IOPC released a review into the use of WhatsApp within the police service. Their review contains information on 29 of 43 Police forces as the other 14 forces gave no information regarding the use of WhatsApp on a professional and non-professional basis. The review does not specifically say what forces used WhatsApp for what reason however it does suggest that out of the 29, 17 police forces use WhatsApp in some way, 2 forces have rolled the app out for all personnel to use on work issues mobile phones, 15 forces use WhatsApp in certain departments, 10 departments were named however responses show this could be a lot more and 4 forces can or intend to govern and monitor WhatsApp use. Leshone and Norris summarised the risks posed when WhatsApp is used in the police and some of these are concerns over police wellbeing and members of the public reporting crimes, sometimes emergencies, through WhatsApp and without consistent guidance or procedures data breaches and disclosure are a major concern. The IOPC gave all police forces 9 recommendations around the use of WhatsApp, one of these being, to keep instant messaging applications like WhatsApp under review to ensure risks rising can be effectively addressed by the force.

WhatsApp is however used outside of the policing world and used the same as texting friend when not in work. There have been many stories recently about police conduct and professionalism when using WhatsApp. Officers form team groups as well as larger groups where officers keep in touch with one another. Many of these have come under scrutiny in the media such as officers sharing horrific messages in a WhatsApp group containing Wayne Couzens, who was the officer who raped and murdered Sarah Everard. Dearden (2022) wrote an article for the Independent,

evidencing a group chat containing officers where it was found to have contained horrific “*grossly racist, sexist, misogynistic*” messages. The officers breached their core values including professionalism and were charged with sending grossly offensive messages.

To conclude this essay, it is evidenced above that the Tuckerman theory is very outdated and it's use within the public sector, more prominently within the police service, would not work as a policing team is continuously changing, goals are ever more adapting to the needs of the communities the police serve and evidentially the US Military has been able to back this especially being a team based structured service. Maintaining professionalism within the police when using messaging apps like WhatsApp, again evidence has shown that the police around the UK have not been able to manage the use of the media platforms and has been used by officers to commit crimes through the platforms and damage public trust in the police.

Word count - 1751

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:

In this essay I will be focusing on research as I do not have a specific incident to reflect on. I will be looking at what the roads policing are and what they do, what is the strategic road network, how the NPCC aims to make the UK roads safer, what the National Roads Policing Intelligence Forum, the fatal 4, county lines and how technology like ANPR can assist in tackling crime on the roads before finishing on how calls were made to make the Roads Policing unit a priority across police forces in the UK. As part of the essay, I will reflect when I can by using the Gibbs model of reflection (The university of Edenborough, 2020).

College of policing (2023) defines the role of a roads policing officer as *"The Roads Policing Constable prevents loss of life and injury on the roads by preventing, investigating and prosecuting offences through intelligence led policing."* The charity, Brake (2019) explains that the roads policing unit deter criminality on the roads, educate drivers and prevent other types of crime such as county line. From the above two references I understand the roads policing unit to be a specialist department within a police force in the UK that uphold laws on the roads and use information and intelligence to disrupt criminality like human trafficking and county lines.

Department for Transport (2012) explains that the strategic road network for England and Wales is built up of trunk roads and motorways and details what roads there are in England and Wales from streets to motorways.

The National Police Chiefs Council (NPCC) aims to make roads safer. College of Policing (2018) explains that the NPCC aims to make roads safer between the years of 2018 and 2021. They will make safer roads by utilising ANPR on high arm routes to detect criminals, improve awareness of speeds on the roads, explore and utilise technology to reduce the number of collisions and embrace the use of safer vehicles, work with partners for a safe system approach and respond to all collisions reported to police. They then move on to describe the National Roads Policing Intelligence Forum (NRPIF). They describe it as *“The National Roads Policing Intelligence Forum (NRPIF) provides a structured mechanism to facilitate joint working between UK police forces and other key stakeholders that impacts on all critical areas of business in reducing road casualties and disrupting criminality.”*

As part of the above, The National Police Chiefs council has also outlined the Fatal 4. Parliament.uk (2016) describes the fatal 4 as, Speed, Drink and drive, Mobile phones, and Seatbelts. They suggest some figures that in 2014 a driver/rider who was under the influence of alcohol contributed to 4,741 accidents of which 1,111 were fatal. 336 persons within vehicles on UK roads who didn't wear a seatbelt died after a road traffic accident. Speed was a factor in over 7,730 accidents of which 169 were fatally killed, finally 492 accidents involved a driver or rider using a handheld device which distracted them causing a road traffic accident and fatally killing 11. The above evidence shows the importance and seriousness of the fatal 4 and why the roads policing units have a vital role within the police.

Another area that the roads policing units play a vital role in tackling is County lines. National Crime Agency (2021) state on their website that the National Police Chiefs Council define county lines as *“The 2018 Home Office Serious Crime Strategy states the NPCC definition of a County Line is a term 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”. They are likely to 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.”* To give an example and a way of showing how I understand this, there would be a large gang in the London area, to make

more profits and gain and to expand the organised crime group they will send a group of individuals, primarily vulnerable teenagers to another area like Cardiff, and take over a house or flat that a vulnerable person lives, also known as “cuckooing”, to sell drugs and traffic persons across the line created between the 2 city’s. Cuckooing is when a gang from an area moves to another area and identifies an adult at risk or vulnerable person and takes over their home to use it as a base to deal drugs and commit other crime from. O’Regan (2022), Backs this information but also suggests that *“Perpetrators cuckoo properties either by manipulation and/or force and it can occur in rented, owned or social housing. The impact on the individual being cuckooed and their family can be hugely significant, not only for their wellbeing and mental health, but it can also put them at risk of abuse, isolation, participating in criminal activities and losing their home”*.

The roads policing unit helps tackle these specific crimes by using information and intelligence from ANPR cameras and stop gangs operating county lines whilst in transit on the road. BBC News (2022) wrote an article on Devon & Cornwall Police after they set out an operation to tackle county lines involving the roads policing unit. The result of the operation led to 40 arrests as well as the seizure of large quantities of drugs and cash, bladed articles and 12 vehicles used to transport drugs along the line made by the organised crime group. They used a key tool called Auto number plate recognition software. College of Policing (2019) suggest that *“Automatic number plate recognition (ANPR) is an effective way of identifying vehicles and matching them against predetermined indices or flags. It is a proactive policing tool for response policing and investigations, which can prevent crime by targeting criminals through their use of the roads.”* ANPR is a live system and automatically reads number plates and matches these against database records which provides a tactical option to the roads policing units assisting them in disrupting criminal activity. Some of the markers that may show can consist of no insurance, the vehicle is stolen, or the vehicle is concerned in supplying of drugs. This allows officers to respond to the local vicinity of the camera where an activation has occurred and locate the vehicle in question by using the cars onboard ANPR system. College of policing go on to say that the cameras can be static, moveable, multi-lane, CCTV, mobile and covert.

ANPR cameras do work according to an article on the BBC News website. BBC News (2019) state that in the Isle of Man, 50 untaxed vehicles were located on the

roads. All drivers were given 14 days to pay the fine posed or would face criminal prosecution. Watson (2022) who works for BBC News published an article stating that Nottingham police and their crime commissioner has announced funding of £500,000 to add more ANPR cameras across the county.

In terms of technology used by the roads policing units, it is not just ANPR that is effective and, in some cases, ANPR is not enough evidence to prove offences and sometime members of the public stopped by police after using ANPR give officers false details. Whitaker (no date) suggests that 60% of drivers stopped by police give false details. Due to this the introduction of Project Lantern was introduced. Whitaker goes on to explain that a mobile fingerprint machine was put on trial in some police forces to assist officers in gathering the correct details of persons they suspect are giving false details or persons who refuse details after committing a criminal offence. The fingerprint device allows officers to identify a person by placing each index finger on the machine which then matches the probability as and confidence rating as medium or high and a percentage of the match to the fingerprint. It will then load the person details the machine believes the print to match and has an accuracy rate of being 95% accurate. The process from taking the two prints to retrieving a result takes no more than 2 minutes. Whitaker lists some benefits he believes operation lantern offers such as an increased arrest rate for police forces when trying to establish the ID of a person who may be wanted by a police force, or subsequently not making an unlawful arrest of a person and keeping officers out on the street and still having a visible Presence to the public instead of retreating to the police station and using ID software.

Broughton (2007) suggests there is a link between motoring offences and general crime. He suggests that between 1999 and 2003, by matching records based on the DVLA and the Home Office is showed that 52,000 of the DVLA records matched crimes shown statistically by the home office. Broughton gives an example of *“men who committed between 4 and 8 non-motoring offences committed on average 21 times as many serious motoring offences as men who committed no non-motoring offences, and 3.9 times as many other motoring offences. The strongest relationship was found for the offence of driving while disqualified: on average, men who committed at least 9 non-motoring offences between 1999 and 2003 committed more than 100 times as many of these offences as men who committed no non-*

motoring offences. At the other extreme, the number of speeding offences was found to decrease with the number of non-motoring offences committed”.

Considering all the above information calls have been made to make the roads policing unit a national policing priority. Thompson (2020) published an article online outlining that approximately 1,800 people die on UK roads each year and a further 25,000 left seriously injured. While the total number of police officers has fallen by around 13 per cent since 2010, the number of dedicated roads policing officers fell by 22 per cent between 2010 and 2014 and has seen a further reduction of 18 per cent since 2015. In 2019 just 4% of the total number of police officers in the UK were dedicated roads policing officers. The report - *Roads Policing and its Contribution to Road Safety*, analysed by Thompson showed there was clear evidence that roads policing is effective in saving lives on UK's roads and cutting crime like county lines.

To conclude the above findings, the roads policing units situated in police forces across the UK play an important role in our communities. Without their specialisations and tactics when policing the roads, evidence shows that crime like county lines and driving offences would be on the up. With the introduction and investments made to technology used by the police this has assisted the roads policing units to work more effectively but with the downfall of the number of police officers falling in the UK, it is important to see that an injection of roads policing officers is needed across the UK.

Word Count - 1842

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
<u>KNOWLEDGE</u>	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Giving evidence at court.			9		5		I am still yet to attend court in relation to giving evidence. I believe this to be an important part of policing and I would expect the force to hold me at high standard when doing this.
Using a interpreter and an appropriate adult for statement taking			8		7		Volunteer to do this when the challenge arises next. There is not much training around this gives so development can only be gained by carrying out the task.

Casefile building on a more complex case.			8		7		Casefiles in general are complex however, cases that are DV or blackmail, or harassment based can be more challenging as there is more parts that go with the casefile that need to be completed. Progression and development would be achieved by HUB attachments.
Traffic legislation		6		4			Development is needed around traffic crimes and legislation and how it is investigated. There is not much time on response to develop this so an attachment with the Roads policing team would help greatly.
Antisocial behaviour			10		8		Familiarise myself with the vulnerable person definition and ASB definition. Explore the use of RAT, PAT and OSARA models.
<u>SKILLS</u>	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Driver training course (Blue lights)			10	1			To develop and training around response driving to better respond to emergency calls.
Electronic pocket note book			10				To use all areas around the EPNB to deal with incidents more effectively at scene improving public confidence.
Interview level		7			5		Develop interview techniques when questioning suspects for offences.

EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Understand and able to explain the restricted caution.			10	1			Develop the understanding of the restricted caution, when it is used and the ability to explain it.
Understanding the differences between repeat victimization, pure repeat victimization and near repeat victimization			8		5		To develop a better understanding of repeat victims and the different types that there are.

Bibliography

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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