



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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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:

To understand the impact of organizational culture within policing and how it has affected myself since achieving independent patrol status it is important to understand what organizational culture is. There are numerous definitions that have been formed by researchers with the most widely used definition being that organisational culture is “the underlying values, beliefs, and principles that serve as the foundation for an organisation’s management system, as well as the set of management practices and behaviours that both exemplify and reinforce those basic principles (Denison and Mishra, 1995).” When looking at organisational culture from a policing perspective the term police culture must be considered.

Police culture is different to organisational culture and has been defined by Manning (1989, p 360) as the “accepted practices, rules and principles of conduct that are situationally applied and generalized rationales and beliefs”. This police culture is often defined in an overwhelmingly negative manner with Reiner (1992, pp. 761 - 773) arguing that police culture is a desire for action which glorifies violence with police officers adopting an us against them mindset. Reiner (1992, pp. 111 – 129) also states that common traits of police culture include a cynical view of the world with racist attitudes who are unwilling to change. However, there are alternative views of police culture or “canteen culture” as it is most often referred to. It has been argued that “the concept of a police sub-culture contributes little to the explanation of policing as police sub-culture operates mainly as a palliative, rather than as a guide to future action (Waddington, 1999, p.289)”.

As a new officer organisational and police culture are crucial elements in the learning process as “initial police training moves you from being an individual to being part of a group (Bryant and Bryant, 2021)”. Whilst it is important to acclimatise to the police culture and become part of the team, there are risks to conforming to the widely perceived idea of the police culture. Kingshott, Bailey and Wolfe (2004) highlight the risks to conforming to police culture as due to the demand for loyalty it becomes hard for officers to challenge inappropriate behaviour, especially new recruits who are adjusting to the hierarchy within the police, thus furthering the us against them mentality and isolating officers from the public and their own personal

values. They go on to state that conforming to police culture denies officers the opportunity for personal development and healthy stress management strategies, denying their own needs and feelings whilst developing a sense of entitlement which can lead to personal relationships outside of the workplace failing.

As police culture can have a detrimental impact on a new officer's mental and physical health it is important to have different strategies in place to counteract developing these negative traits. Whilst there are many strategies that can help in improving wellbeing and resilience it is imperative that the individual uses those that they enjoy. Personally, I thoroughly enjoy competitive sports and the feeling of being part of a team, therefore I have recently chosen to learn a new sport in the form of cricket. This has provided me with the opportunity to not only improve my physical health but has also provided a number of mental health benefits through socialisation with others who work in other fields not related to policing and thus have different attitudes and values.

The benefits of physical activity on wellbeing and mental health are widely documented, with Sport England (2023) showing four key areas in which taking part in physical activity can improve mental health, those being having a positive impact on mood, being a stress reducer, increased self-esteem and self-worth and the prevention of developing depression and anxiety. The added benefit of taking part in a team sport as a means of physical activity is the social connections that can be made with other like-minded individuals who are also a part of the team. Research conducted between 2014 and 2017 by Get Set to Go Research Consortium (2017) who studied those participating in team sports found the benefits were that individuals were calmer and had a more positive outlook, improved mood, increased energy and confidence, a greater sense of pride in themselves, reduced feelings of loneliness and clearer minds with less intrusive thoughts.

Resilience "refers to the capacity to maintain stable functioning and to undergo adaptation in the face of significant adversity (Fletcher and Sarkar, 2013)". This is important to police officers as they are exposed to incidents throughout the undertaking of their duties that have the potential to be detrimental to their mental and emotional wellbeing. Therefore, it is imperative to have adequate strategies in place to build individual resilience. Research into resilience and its connection to team sport participation has been conducted by Laborde, Gullen and Mosley (2016) whereby it was concluded that there were positive relationships between sport participation and desirable traits in relation to self-efficacy, positivity, resilience, self-esteem, and perseverance. It was also concluded that team sports participation may have a positive effect on the psychological wellbeing of the individual.

When deciding on what sport I wanted to get involved in it was important to myself that it was an outdoor sport as I have found that when partaking in both outdoor and indoor activities previously, I have felt invigorated and happier from taking part in outdoor activities. Research conducted supports this as it was found "that exercising outdoors is associated with greater feelings of revitalisation, and positive engagement, decreases in tension, confusion, anger and depression and increased energy (Coon et. Al, 2011)". Another factor in the choice of team sport I wanted to partake in was the weather and its effect on my mood. It is well documented by

Fedderson, Metcalfe and Wooden (2015) that being exposed to sunlight produces Serotonin within the brain, which in turn has a significantly positive impact on mood.

Whilst there are obvious benefits to wellbeing and resilience through participating in any sporting or physical activity there have been documented studies into how the participation in Cricket has had a positive effect on individuals who play cricket. Research has shown that “emotional and social functioning, vitality and mental health were better than the population average in elite, recreational, current, and former cricketers, whilst greater resilience was associated with better mental and physical components in all cricketers (Bullock et. Al, 2020)”.

Joining a team and being able to take part in a team sports activity has had a substantially positive effect on my own mental health and has provided opportunities for building resilience to everyday and work-related stresses. It has allowed myself to increase my physical activity, therefore increasing my physical health whilst also providing a great learning opportunity, thus keeping my brain engaged. I have attained a larger social circle through participating in cricket and find that I thoroughly look forward to opportunities to play.

Word Count - 1141

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:

Decisions are made by every individual at multiple points throughout the day, however police officers must make decisions at every incident we attend, which could affect the liberty and rights of an individual, therefore it is important that any decisions made are appropriate for the circumstances we encounter. Throughout the decision-making process there are numerous factors which can affect the outcome, these being “legal, moral and procedural demands, mixed with community expectations and the reality of resources available (Roycroft and Roach, 2019)”.

To be able to fully evaluate the incident and make the most ethical decision the risk posed to officers and the public must always be considered. Risk is defined as “the possibility of something bad happening at some time in the future; a situation that could be dangerous or have a bad result (oxfordlearnersdictionaries.com, 2023)”. During policing incidents risk is ever changing, therefore it is vital that officers conduct dynamic risk assessments throughout. A Dynamic Risk Assessment is “the assessment of risk in a rapidly changing environment at an incident where decisions are sometimes made in fast-moving situations, with incomplete or inaccurate information (www.ukfrs.com, n.d.)”.

The National Decision Model (NDM) was introduced to enable police officers to make decisions that consider the full circumstances of the incident, whilst ensuring that decisions made are consistent with policing principles and standards of professional behaviour. The National Decision Model consists of six elements as defined by College of Policing (2014) as information, assessment, powers and policy, options, action and review and the code of ethics, which is at the heart of every decision made. The Home Office (2014) states that the code of ethics was introduced in 2014 as a guideline of the standards of behaviour expected from police

officers and staff. It consists of nine policing principles and ten standards of professional behaviour. The policing principles are accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect, and selflessness, whilst the standards of professional behaviour are honesty and integrity, authority, respect and courtesy, equality and diversity, use of force, orders and instructions, duties and responsibilities, confidentiality, fitness for work, conduct and challenging and reporting improper conduct.

During this task I will be discussing an incident I have attended involving domestic violence and the actions I took to deal with this situation effectively. As a police officer it is vital that I reflect on incidents that I have been involved with to ensure that my actions were ethical and in line with the expected standards of professional behaviour; but also, to ensure learning for future incidents I may attend. Throughout this task I will be using reflective practice; specifically, the Gibbs model of reflection to achieve this.

As outlined by Elizabeth, Hanratty and Martin (2020) the Gibbs's model of reflection was developed by Graham Gibbs in 1988, which consists of six steps. The steps within the model are description of the incident, evaluation of actions taken, thoughts and feelings about the incident, analysis of actions taken, conclusion and implementation of an action plan for learning when attending future incidents.

During this task I will be reflecting on a domestic abuse incident that I attended shortly after achieving independent patrol status. Domestic abuse is defined by the Domestic Abuse Act 2021 as the "behaviour of a person (A) towards another person (B) if (a) A and B are each aged 16 or over and are personally connected to each other, and (b) the behaviour is abusive (GOV.UK, 2021)". GOV.UK (2021) states that behaviour is classed as abusive if it is any of the following: physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse or psychological, emotional, or other abuse.

During the incident, the male in question was arrested for assault by beating that is defined by section 39 of the Criminal Justice Act 1988 as "the intentional or reckless application of unlawful force to another person (Crown Prosecution Service, 2022)". The arrest of the male was conducted in adherence to section 24 of the Police and Criminal Evidence Act 1984 which states that, "if an offence has been committed, a constable may arrest without a warrant (a) anyone who is guilty of the offence; (b) anyone whom he has reasonable grounds for suspecting to be guilty of it (legislation.gov.uk, 2010)".

The male in question was further arrested during interview by myself for assault of a person thereby occasioning them actual bodily harm and intentional strangulation. Assault of a person thereby occasioning them Actual Bodily Harm is defined by Section 47 of the Offences Against the Person Act 1861 as "a person who intentionally or recklessly assaults another, thereby causing Actual Bodily Harm (Crown Prosecution Service, 2022)". Intentional Strangulation is defined by Part 5 of the Serious Crime Act 2015 under Section 75A as "a person (A) commits an offence if (a) A intentionally strangles another person (B), or (b) A does any other act to B that (i) affects B's ability to breathe, and (ii) constitutes battery of B (legislation.gov.uk, 2021)".

I received a transmission from our force control room to attend an emergency call, whereby it was reported that a female had messaged a third party stating that she was locked in a property and being held against her will by her partner. Whilst on route to the incident, using the NDM I consulted with force control room to ascertain if there were any previous incidents at the address, information regarding persons present and any warning markers or critical markers. I was advised that the female was no trace, whilst the male had numerous warning markers for domestic abuse against previous partners. Considering this information, I was able to assess risk to myself and other colleagues attending to prepare for conflict upon arrival.

On arrival at the scene, I activated my Body Worn Video before frustratingly trying to gain access to the communal area of the property on several occasions before an occupant of the address eventually opened a window. In the window I was presented with an agitated male who was hostile towards colleagues and myself. Due to the male being hostile and needing access to the property I have attempted to build a rapport with the male through verbal communication, therefore I advised this male that we had received a call in relation to this address and would need to come in and talk with him. The male initially closed the window on officers whilst he spoke with another person in the property, before then re-opening the window and telling myself that he would let us in shortly. At this time, I reassessed the incident using a dynamic risk assessment and concluded that the agitation and hostility shown by the male towards officers could potentially lead to conflict. I concluded that I would continue utilising verbal communication with the male and other occupants of the address as at this point I have gained no further information in relation to what has happened, however, I was prepared for conflict if that were to happen.

The male in question allowed us access to the property shortly after this, therefore myself and another colleague have entered the communal area and subsequently the property. I was the first officer into the property, where I was presented with the hostile male stood directly in front of me and a female who was sat on the sofa. I noted that there were visible injuries to the female's face and that she was very scared, therefore, in line with Gwent Police's Domestic Abuse policy I removed the female from the property, whilst my colleague spoke with the male inside.

Once taken to a safe space outside the female became visibly less scared and began to open up to myself about what had happened prior to our arrival. I actively listened whilst the female told myself how over the course of three days the male had become increasingly verbal and physically aggressive towards her. The female told me how he had punched her to the face as he was unable to sleep. The female then pointed out to myself the bruising to both her eyes before she advised that she just wanted to be away from him and could not speak any further as she feared him. Reviewing what the female had told me it was clear that there was an offence of assault by beating that been committed, although, there was quite clearly further instances undeclared at this time due to further injuries noted to the female's face and neck area. Using the NDM with the information gained so far and to ensure the female's safety I re-entered the property where I arrested the male for assault by beating where the necessity to arrest under Code G of PACE 1984 was to protect a

vulnerable victim and to prevent further harm. The male was then conveyed to custody by my colleague, where his detention was authorised.

I remained with the female whilst she collected her belongings from the property and then conveyed her to a family member's address where she was to remain. Whilst conveying the female to her family member's address she detailed that there were further attacks on her made by the male, whereby he punched and kicked her to the rib area before strangling her to the point where she blacked out. Due to the seriousness of the disclosures made I ensured that I showed empathy and actively listened to everything she disclosed as I knew this was a critical point in the investigation, which could lead to the victim not trusting us if she believed we did not care. Upon arrival at the family member's address the Domestic Abuse, Stalking and Harassment (DASH) form was completed, and a statement taken from the victim outlining the incidents in full. The DASH was graded as high risk by myself in line with Gwent Police Domestic Abuse policy, however, was later downgraded by CID. The victim then attended A&E in relation to her injuries and it was found that she had sustained broken ribs. Due to the disclosures made the male was further arrested in interview for assault occasioning actual bodily harm and intentional strangulation.

This was the first domestic incident I had attended since gaining independent patrol status and whilst the outcome was appropriate and correct for the circumstances, I believe that I could have managed the incident in a more efficient manner. Although in this incident I worked at the pace that the victim was comfortable with I could have asked further questions to ensure that further offences were identified sooner. The offences committed and the victim's presentation throughout police involvement, outline this incident as being one of high risk and therefore this is a learning experience as to how to deal with other departments in the future. I have learnt from this to ensure to set out the facts in a clear and concise manner enabling the facts to be clearly identifiable to other departments and I will ensure that this is the case in any future domestic incidents I attend.

Word Count - 1842

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

Whilst there are many aspects of the role that police officers conduct by themselves, a considerable amount of time is spent working within a team. Therefore, it is important for officers and management to understand how their team works. There are countless reasons why teams can fail, however there has been considerable research conducted around team dynamics and there are several theories of team dynamics which can be used to create a greater team cohesion.

The most prominent model used to review team dynamics is the Tuckman Team Model, developed by Bruce Tuckman in 1965. As stated by Last (2019) there are five stages to the Tuckman Team Model which are forming, storming, norming, performing and adjourning, which was a later addition to the model in 1977. The forming stage is where each member of the team is getting to know each other before moving on to the storming stage where each member of the team learns about the strengths and weaknesses of other members. The storming stage is the stage where conflict is most likely to be seen. If conflicts have been resolved the team will move into the norming stage, which is where each member fully understands their role within the team. The performing stage is where a team has proved that they are able to work well together on multiple occasions and fully understand their role and others within the team. The final stage of adjourning is where members of the team leave, with the team then starting back at the forming stage as new members join. Tuckman's team model is important in understanding team dynamics as "it recognises the fact that groups do not start fully formed and functioning and grow through clearly defined stages from a group of individuals to cohesive, task-focused teams (Brown, 2019)".

During the storming stage within Tuckman's Team Model conflict between team members can often be seen. Bryant-Smith and Beard (2018) outlined twelve

dysfunctions within a team that can lead to conflict, these being gossiping within the workplace, unprofessional conduct leading to a toxic workplace culture, toxic personalities within the team, personal issues for members of the team, workplace romances ongoing between members of the team, family members working within senior management, a lack of diversity and inclusion, unresolved historical issues between team members, the manager's style of leadership, unhealthy competition between team members, the absence of a clear goal and accountability of team members, and team members being overworked. However, whilst there are a number of clearly outlined issues that could affect team cohesion there are several ways to deal with these.

There are several models for dealing with conflict effectively, one of those being the Lencioni Model developed by Patrick Lencioni in 2002. As defined by McPheat (2019) there are five levels or dysfunctions, arranged in a pyramid, which can lead to conflict within a team. Lencioni defined these dysfunctions as an absence of trust, fear of conflict, lack of commitment, avoidance of accountability, and inattention to results. An absence of trust occurs when team members are reluctant to be vulnerable with each other and become unwilling to admit to their mistakes and weaknesses. With a fear of conflict present, team members would be unwilling to enter into debate, potentially leading to bad decisions being made. A lack of commitment shown by team members could lead to an environment where decisions are unlikely to be made. Without clear expectations avoiding of accountability can easily occur and negative behaviours shown by individuals is unlikely to be reported. If individuals within the team start to put their own needs ahead of the team this can lead to poor work and inattention to results resulting in a negative outcome for service users. However, as stated there are solutions to overcoming these dysfunctions, Lencioni stated that it is vital to build trust and encourage honest debate, creating strategies to manage problems as soon as they arise and lastly always keeping the end goal in mind.

Whilst it is imperative to understand how team conflict can happen and the theories that have been developed to monitor and develop team cohesion, it is important to have effective strategies in place to improve team cohesion. Utilising the appropriate theory of team dynamics and the following techniques from Herrity (2023) team cohesiveness can be improved by providing the opportunity to and encouraging communication between team members, incorporating team building activities, having clearly defined goals to achieve, providing ongoing training and development for team members, celebrating successes as a team, building trust between team members, having a clearly defined workplace culture, empowering team members with responsibilities, resolving conflict as a group and if possible choosing new team/ members who will complement the existing team dynamic.

Interpersonal conflict "occurs when two or more people disagree about something, which often come down to a difference in goals, values, viewpoints or access to resources (Risser, 2022)". Interpersonal conflict can be beneficial at times as it can result in a mutually beneficial resolution, however, there are many times when it can become detrimental. Interpersonal conflict can occur for many reasons, according to Risser (2022) there are six types of interpersonal conflict, which are pseudo conflict, where there is a difference of opinion or a misunderstanding, fact conflict, where two or more people disagree on the facts, value conflict, where people have

differing values, policy conflict, where people disagree on a policy or procedure, ego conflict, where disagreements become personal, and meta conflict, where people argue about the argument itself. Interpersonal conflict can occur for many reasons ranging from personality and cultural differences to conflicting values and beliefs, therefore it is important to have strategies to put into place to resolve these.

A model which can be used for dealing with interpersonal conflict is the Thomas-Kilmann conflict mode model, which was developed by Kenneth W. Thomas and Ralph H. Kilmann in 1974. As stated by McPheat (2022) there are two approaches or dimensions to dealing with conflict, assertiveness, and cooperation. It was noted by Thomas and Kilmann that the dimension present would mean a different approach would be taken. Assertiveness was noted to be a good strategy when your own influence is significant and other attempts to resolve the conflict were ineffectual. Cooperation is a strategy best used when there is a clearcut way to manage a situation or there is another member who is not very cooperative to your approach. The Thomas-Kilmann Conflict Management model has five modes, which are competing, avoiding, accommodating, collaborating, and compromising. Some people will choose to avoid the conflict altogether and move on from the situation, however, this can lead to further issues down the line. It may be that some people will accommodate another person's suggestion on this one occasion, which is useful when conflict would be time costly. Compromise is where everyone agrees a solution, which encompasses everyone's viewpoint. Competing is when one person becomes aggressive or coercive to achieve their way, which is useful when needing a quick resolution. Collaborating is when everyone works together as a team to solve the problem at hand.

Having fully engaged team members working towards a shared goal is important for any organisation, none more so than the police. Police officers spend a large majority of their time working within a team environment, therefore having officers within that team who are working with clearly defined accountabilities to meet the goals and standards required of them is vital. Within policing all officers and staff work towards the same goal of protecting the public from harm and preventing crime and are all expected to adhere to the Code of Ethics.

The Code of Ethics was introduced in 2014 by the College of Policing as a framework for the standards of behaviour expected from members of the police service. There are nine policing principles within the Code of Ethics, which are accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect, and selflessness. Whilst there are ten standards of behaviour that police members are expected to adhere to, these being honesty and integrity, authority, respect and courtesy, equality and diversity, use of force, orders and instructions, duties and responsibilities, confidentiality, fitness for work, conduct and challenging and reporting improper conduct. Whilst police officers are expected to adhere to the national standards expected from the Code of Ethics there are also organisational policies and procedures that they need to adhere to, and any decisions made around incidents attended or involving members of the public whilst using these policies and procedures should not result in misconduct and breaching the Code of Ethics.

Team dynamics undoubtedly plays a part in failings of professional standards within the police service. Negative team dynamics as stated by Osborne (2023) contributes towards ineffective performance, less engagement and poor communication of team members leading to poor outcomes and unsatisfied members of the public. In a policing context having negative team dynamics can lead to officers and staff failing to report mistakes made and the misconduct of other officers. Team dynamics can lead to police officers and staff feeling as though if they do report misconduct, they could lose their job or feeling that they will not be seen as a team player and therefore ostracised by the rest of the team.

In conclusion, team dynamics has a significant role to play within every organisation, including the police. The current public perception of policing is extremely negative due to reporting of misconduct within many forces therefore creating and maintaining effective teams working towards the same shared goals, whilst adhering to accepted standards of behaviour will have a positive effect on the public perception of policing.

Word Count - 1601

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 nature of crime has drastically changed over the past few decades, with organised crime groups using the road network to commit serious crimes. However, policing has an established Roads Policing Unit dedicated to ensuring road safety and disrupting serious crime facilitated by the strategic road network.

The Roads Policing Unit (RPU) are a specialist department of the Police within the United Kingdom who "enforce road traffic laws and seek to detect and deter other illegal or dangerous activity on the road (Brake, n.d)". The responsibilities of a Roads Policing Officer are to deter and detect illegal and dangerous behaviour on the road, safely manage crashes, educate road users, remove dangerous vehicles from the road network and to prevent other forms of crime, whilst policing the fatal five of speeding, driving whilst under the influence, not wearing a seatbelt, using a mobile phone and careless driving. As set out by The National Police Chief's Council (2022) in the National Roads Policing Strategy (2022 – 2025) their main priorities for the next three-year period are to prevent harm and save lives, tackle crime, and use driving technology and innovations and educate road users.

A Roads Policing Officer undertakes proactive work throughout the course of their duties, however their effectiveness in preventing crime and ensuring road users safety is primarily dependent upon Intelligence led policing and the quality of information and intelligence. Intelligence led policing is the gathering of information from a number of partner agencies which is "used to direct police resources with the aim of reducing and preventing serious crime and disrupt criminal activities (Ratcliffe, 2008)". Intelligence led policing relies upon information provided through various sources, which is then evaluated and turned into intelligence through the National Intelligence Model (NIM).

The National Intelligence Model is a framework used by police to turn information into actionable Intelligence that was developed by the National Crime Intelligence Service and the Association of Chief Police Officers in 2000. According to the

National Criminal Intelligence Service (2000) the model works at three levels, level 1, which are local issues, level 2, which are cross border and affecting more than one force area, and level 3, which is serious and organised crime operating on a national or international level. The model uses a 5x5x5 system to evaluate the reliability and validity of intelligence, which evaluate the source, intelligence and gives the intelligence a handling code once disseminated. This in turn produces four intelligence products, which are subject profile, problem profile, tactical assessment, and strategic assessment. The intelligence created from the use of the National Intelligence model allows decision makers to develop tactics and strategies which allow them to allocate resources to areas where they are most needed.

Information in a policing context is defined as “all information obtained, recorded or processed for a policing purpose (College of Policing, n.d.)”, whereas “intelligence is information that has been analysed to assess its relevance and reliability (National Crime Agency, n.d.)”. Information is developed into Intelligence by being processed through the Intelligence Cycle. The Intelligence Cycle comprises of four distinct phases, which are, direction, collection, analysis, and dissemination. Stark (2016) defines direction as the start of the cycle, which defines the organisational intelligence need, this then leads to the collection phase where information is collected as set out by the intelligence need. Once this information has been collected it enters through the analysis stage where it is processed into intelligence before finally being disseminated and released as actionable intelligence.

The Police service primarily uses the 3x5x2 model within the analysis stage to assess intelligence created for its reliability. The 3x5x2 system is an adaptation of the original 5x5x5 system that was used at the inception of the National Intelligence Model. The 3x5x2 intelligence model is defined by Bryant and Bryant (2021) as the process in which information is assessed with the 3 referring to the reliability of the source, which is graded as either reliable, untested, or not reliable. The 5 referring to the reliability of the intelligence, which is graded as either known directly, known indirectly but corroborated, known indirectly, not known or suspected to be false. The 2 refers to the distribution of the intelligence, which can be graded either as lawful sharing permitted, or lawful sharing permitted with conditions.

Crimes conducted by organised crime groups such as county lines, human trafficking, counterfeit goods, and child sexual exploitation require movement of drugs, goods, or people throughout the country and internationally with a high proportion of that travel being conducted via the road network. It is also widely documented that there is a link that offenders who commit traffic offences are highly likely to have committed serious offences previously. Research conducted by Broughton (2007) found that whilst those who committed non-motoring offences were far more likely to commit traffic offences, with those likely to be serious. This is supported by research conducted by Rose (2000) who found that drink drivers were twice as likely to commit non-motoring offences, whilst those disqualified from driving were four times more likely to commit non-motoring offences. Police systems hold a considerable amount of information and intelligence in relation to offenders' criminal history and their suspected offending, therefore, having a proactive roads policing unit that regularly patrol the roads, utilises intelligence held effectively whilst using their powers to stop vehicles is paramount to disrupting criminals' ability to use the road network.

Once information has been processed into actionable intelligence the Roads Policing Unit can use this to disrupt criminal use of the road network. There are a number of approaches that can be used to action this intelligence, with the use of Automated Number Plate Recognition (ANPR) systems becoming standard practice. ANPR systems are cameras, which are “used to help detect, deter and disrupt criminality at a local, force, regional and national level, including tackling travelling criminals, organised crime groups and terrorism (GOV.UK, n.d)”. ANPR cameras can be either mobile or placed at fixed locations and work by reading vehicle registration marks then cross referencing them against vehicles of interest held on PNC and the National ANPR Service (NAS) database. The NAS database holds intelligence on vehicles that are suspected or have been used by criminals or in criminal offences, which then places a marker on these vehicles. Once a vehicle passes an ANPR camera roads policing officers are notified and will conduct a stop of the vehicle. There are a number ANPR cameras available for police use, these can either be static, which are those in a fixed location, moveable, which are fixed on a temporary basis, multi-lane, which have the capability to read number plates across multiple lanes, CCTV integrated that are dual purpose CCTV and ANPR, mobile, which are movable or covert cameras, which can be fixed or moveable and used to support covert operations.

ANPR is an incredibly useful tool for police in being able to tackle serious crimes being committed due to the high volume of vehicle registration marks it can read. Research pilots conducted by Gains, Henderson, and Goyal (2003) found that vehicles flagged by ANPR as of interest and therefore containing persons with a criminal record were seven times more likely to lead to an arrest. Gains, Henderson, and Goyal (2003) found there were over one hundred arrests per officer per year, which is ten times the national average. During the pilot over three hundred vehicles were seized, stolen goods were seized on over one hundred occasions and drugs were seized on over two hundred occasions. Further to this, Gains, Henderson, and Goyal (2003) found that only twenty percent of arrests made during the research period related to motoring offences, thus showing that the use of ANPR and the intelligence held on databases is thoroughly effective in disrupting criminal activity. It was found that not only did ANPR lead to officers making more arrests as it was found that with the assistance of ANPR a significant amount of intelligence logs were created that would benefit policing as a whole. According to College of Policing (2013) ANPR is incredibly useful when used in investigations and for the disruption of criminals using the road as it can help to identify movements of vehicles known to be involved in crimes and provide movement details of cars of interests.

ANPR has proved to be an effective tool in disrupting criminality as outlined by the success of multiple forces whilst using it. BAPCO (2021) outlined how Northamptonshire Police expanded their ANPR capabilities leading to over three hundred arrests, over six hundred vehicle seizures and in one particular incident a taxi being stopped where drugs were found, with an estimated street value of over £6000. Whilst Nottinghamshire police have used ANPR to great effect in burglaries leading to “a reduction in burglaries of 36% in one area, with a further 41% drop between 2014/15 (ANPRcameras.com, 2016)”.

In conclusion, Information and Intelligence is undoubtedly an effective tool when used in the disruption of criminal activity, notably so when tackling serious crimes that rely upon the use of the road network. Whilst Roads Policing Units use intelligence whilst undertaking proactive patrols for the majority of their duties, this is not always enough, and the use of technology has significantly increased their effectiveness. ANPR has allowed resources to be deployed strategically with the knowledge that there is concrete intelligence to support the deployment. It has been widely researched and documented that ANPR since its introduction has proven to be successful with more arrests and reductions in crimes being reported by forces utilising the technology.

Word Count - 1587

Task 5

Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 5000D) asks that you create an individual learning plan to meet your identified needs through reflection upon your continuing practice. This shows confidence in your ability to manage your own learning in response to evolving circumstances in the workplace.

This task differs from the PDPs that you have completed in your previous workbooks in that this learning plan allows you to assess what level you believe you are in key knowledge, skills and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

1500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 8000 words expected from this module.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Responding too and dealing with Sexual Offences as the first responder			10		5		Having dealt with the victim of a sexual offence recently and being the first responder to the incident I found that I relied heavily on other colleagues present to outline the process involved. Due to the nature of the crimes involved in sexual offences it is vital that the victim feels supported and confident in the police response from start to finish and being unsure

							of the processes and offences involved does not instil that confidence for the victim. I will research the law regarding sexual offences that response officers are likely to deal with either as first responders or investigators of the incident. I will familiarise myself with the police processes regarding different sexual offences, such as contamination and the victim attending a SARC to gain swabs of potential vital DNA.
SKILLS Constructing an MG6 series for case files	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Recently there has been a change in case file construction whereby instead of an SDC being completed it is now required to complete an MG6 series. Due to this my knowledge is now lacking in what needs to be included on each MG6 form. To ensure that my knowledge improves to what I believe is needed I will familiarise myself with the MG6 series via force forms on the intranet to understand what needs to be completed for each form.

							I will look to use the CPS guidelines provided via their website as to what is expected to be included on the MG6 series and to understand why these forms are vitally important to the case file.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Having attended my Tier 2 Interviewing course over the last couple of months I found that whilst I knew what Bad Character evidence was, I did not understand its uses and applications. I found that I did not feel comfortable using Bad Character evidence within the course and have not used it within interviews since, even though I have had many opportunities to do so.
Using Bad Character evidence within interview and subsequently within a case file for CPS knowledge.			8	3			I will familiarise myself with Part 11 of the Criminal Justice Act 2003 and the process for using bad character evidence and the correct way to use this within an interview. I will look to use the force intranet and the CPS website to research this. I will be utilising attachment opportunities with other departments to gain experience in the appropriate and

						practical uses of bad character evidence.
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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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