



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 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:

Achieving Independent Patrol Status marked a significant milestone in my career as a police officer. It also exposed me to the full extent of organisational culture within the police, which has positively impacted my wellbeing and resilience. In this essay, I will reflect on this experience, particularly in relation to how my team uses coping mechanisms like humour and camaraderie. I will also consider the risks of these strategies and how the public could easily misinterpret them. I will use academic research to support my experience and complete my reflection using Gibbs' Reflective Cycle (Mind Tools, 2022).

Organisational culture in policing refers to the shared values, beliefs, and behaviours that define the working environment (Charman, 2017). Although I was introduced to the police's organisational culture during my initial training and tutorship, it was not until I achieved Independent Patrol Status and was embedded within my team that I fully understood how it would impact my wellbeing and resilience.

In this essay, wellbeing refers to maintaining good physical and mental health (World Health Organization, 2022), and resilience refers to recovering from and managing stress in response to traumatic events (Bonanno, 2004). Emergency workers often face unique stressors, including high job demands, exposure to traumatic events, and the need to adhere to strict protocols and procedures (Cartwright and Roach, 2020; Mind, 2020; Tehrani, 2011). High levels of stress can trigger psychological

conditions like PTSD, depression, anxiety and even suicide (Clements et al., 2020; Foley and Massey, 2018; Mona et al., 2019). Consequently, I have developed a robust understanding of the importance of resilience and wellbeing, particularly as a police officer.

Achieving Independent Patrol Status allowed me to apply the knowledge and skills acquired during my training and tutorship. It required me to take full responsibility for my decision-making and actions while responding to calls and managing my resilience and wellbeing afterwards. Initially, I felt confident, knowing I had been thoroughly trained and prepared for the transition. However, the job's unpredictable and often traumatic nature soon tempered this feeling. During my tutorship, I had not encountered traumatic injury or death, which I was particularly concerned about. The gravity of these incidents and my uncertainty about handling their aftermath heightened my anxiety.

Reflecting on my experience several months after achieving Independent Patrol Status, I believe that organisational culture in the police has many benefits, particularly when managing stress and resilience in high-pressure situations. Although my first shifts on independent patrol were challenging, I quickly learned from my colleagues the various coping mechanisms used within the organisation to manage high-pressure situations and emotional outcomes. Within my team, humour and camaraderie were often employed as coping strategies to alleviate stress and build resilience after traumatic incidents.

Initially, I was cautious about participating in this camaraderie, mindful of the serious nature of the situations we were dealing with. However, I soon learned that humour is a common coping mechanism among emergency workers (Rowe and Regehr, 2010). Research indicates that humour is a form of tension release (Koestler, 1964) and is a valuable coping strategy for those who deal with traumatic events regularly, contributing to overall resilience (Charman, 2017).

Over time, I came to appreciate this coping strategy. When I was required to deal with traumatic injury, my colleagues' gentle banter and camaraderie were

instrumental in helping me cope with the incident and manage my emotions. I realised that humour and camaraderie are not indicative of a lack of seriousness but rather a crucial outlet for the complex emotions that come with working in a high-stress environment (Scott, 2007).

While humour and camaraderie are generally accepted as coping strategies, they carry significant risks if not carefully managed. For instance, the mother of one of the Nottingham attack victims criticised the "callous, degrading, and desensitised" manner in which officers discussed her son's injuries (The Guardian, 2024). This underscores how humour or lightheartedness in the context of crime can easily devolve into insensitivity or inappropriate behaviour. The Baroness Casey Review (2023) further illustrates these risks, revealing deep-seated issues within the Metropolitan Police, including institutionalised racism, misogyny, and homophobia, coupled with a lack of accountability for misconduct. These findings highlight the potential for organisational culture to deteriorate into harmful behaviour if boundaries and appropriateness are not rigorously maintained (Punch, 2009). Officers must be vigilant in recognising and calling out inappropriate behaviour to prevent this.

Even when humour or lightheartedness is used in a way considered appropriate among officers, it can be easily misunderstood by the public. It is crucial to recognise that while emergency workers regularly encounter traumatic events, the public does not. Therefore, it is highly inappropriate and easily misinterpreted if officers appear to take serious situations lightly. Maintaining trust requires balancing personal wellbeing with acknowledging the seriousness of the situations we handle, and it is essential to ensure these coping mechanisms do not undermine the public's trust in the police.

The culture of camaraderie can also pose personal challenges to wellbeing and resilience. Organisational culture is not universal, and some individuals may feel pressure to conform to established norms, leading to conflicts between personal values and professional expectations (Chandler, 2010). Studies suggest that an ingrained culture of "toughness" still exists within the police, discouraging officers from seeking mental health support and creating a significant barrier to wellbeing (Cohen et al., 2019; Demou et al., 2020). For some, adopting a "tough" demeanour

is challenging, and there is a risk of losing one's identity and personal values in pursuit of fitting in.

Retaining personal values, such as empathy and compassion, in an environment that prioritises efficiency and results has been challenging. The high-stress nature of policing often demands quick decision-making and a no-nonsense attitude, which clashes with my instinct to approach situations with understanding and patience. Balancing these personal values with organisational expectations has been a continuous learning process. I am mindful of this situation, as studies show this dissonance can cause stress and impact overall wellbeing (Skolnick, 2008).

I have also adopted personal strategies that have further supported me in managing Independent Patrol Status. Physical exercise is a well-documented method for enhancing wellbeing, with research recognising that it can alleviate stress by releasing endorphins (Jackson, 2013). Maintaining physical fitness has been instrumental in keeping my body and mind healthy, especially after stressful or traumatic shifts. Motivating myself to go to the gym after a busy shift can be challenging when my instinct is to rest. However, I know that physical exercise increases my energy levels and motivation, which leads me to prioritise it after work.

Another crucial strategy has been to build strong relationships with my colleagues. This has proven invaluable, as they understand and relate to the unique stresses of the job. I regularly debrief with trusted colleagues after difficult shifts, who offer emotional support and practical advice. This peer support system fosters a culture of resilience and allows me to raise concerns comfortably. This openness has enabled me to raise awareness of the risks of humour and camaraderie, helping me feel more comfortable and confident in my work environment.

Reflecting on the impact of organisational culture on wellbeing and resilience is crucial for personal and professional growth. The culture within policing presents both benefits and challenges, making it essential to adopt effective strategies to maintain personal values and manage stress. My experience with humour, camaraderie and a "no-nonsense" attitude has shown that these can be valuable

coping mechanisms. However, I have also learned the importance of practising empathy and patience to uphold my values. In reflection, I should have spoken up sooner about my worries about the risks of using humour as a coping mechanism. This would have enabled me to better balance professional expectations and personal integrity, ultimately enhancing my wellbeing and resilience.

By focusing on physical health, open communication and peer support, I can navigate the complexities of organisational culture and enhance my resilience as a police officer. Going forward, I will continue prioritising my wellbeing by setting personal goals, such as completing a marathon in the summer of 2025. Additionally, I will remain vigilant about my colleagues' and my use of humour as a coping mechanism, ensuring our actions contribute positively to the overall team dynamic while still aligning with the high standards expected by the public.

Word count: 1,371

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:

As a police officer, it is critical to be able to identify and manage vulnerability and risk, particularly in complex and unpredictable situations. Effective decision-making and discretion are essential when the safety and wellbeing of vulnerable individuals are at risk. In this essay, I will recount an incident I attended involving a vulnerable woman suspected of being "cuckooed." I will reflect on the methods I used to make decisions in this challenging and unfamiliar situation. My reflection will highlight how dynamic risk assessment was applied, how decisions were made using the National Decision Model (NDM), and the ethical considerations that influenced my actions. The reflection will be structured using Gibbs' Reflective Cycle (MindTools, 2022) to comprehensively analyse the incident and the lessons learned.

The concept of vulnerability is complex and multifaceted, manifesting in various ways. According to the College of Policing (2021), a vulnerable person is someone unable to protect themselves from harm or exploitation due to their circumstances. Vulnerable individuals may include children or older people, those with learning difficulties, people from minority groups, or people living in poverty (Mechanic and Tanner, 2007). Any combination of these factors can increase an individual's

vulnerability and, therefore, their risk of exploitation (Chakraborti and Garland, 2012). Often, these individuals are marginalised and exist on the fringes of society, making them less likely to seek help and compounding their vulnerability even further (Villacampa and Torres, 2017).

As a police constable, I have encountered many vulnerable individuals and witnessed firsthand the multifaceted nature of vulnerability. In some cases, identifying someone at risk, such as a young child or a victim of domestic abuse, is straightforward. However, in more complex situations, the line between victim and perpetrator can be blurred (Spicer, Moyle and Coomber, 2019). Police officers must identify vulnerability and potential risks accurately and act accordingly, even if the individual does not fit the traditional profile of a "perfect victim" (Jordan, 2008).

This understanding of vulnerability became particularly clear to me when I was called to an address where a vulnerable woman was believed to be being "cuckooed" by two suspected drug dealers. They were believed to be using the woman's address as a base to take and sell drugs, which was particularly concerning as the woman was a dependent drug user and spoke limited English.

The practice of "cuckooing" involves gangs taking over the homes of vulnerable individuals to establish a base for drug dealing (Butera, 2013; Coomber and Moyle, 2018). Victims of cuckooing are often drug users who are chosen for their isolation and reluctance to report crimes to the police or seek help (Spicer, Moyle and Coomber, 2019). Before attending the scene, my colleague and I discussed the importance of implementing safeguarding measures if vulnerability was identified. However, we acknowledged that the situation could be complex as the dual role of victim and perpetrator often complicates the dynamic between vulnerable people and the police, particularly when building trust (Macdonald et al., 2022).

While I had encountered many vulnerable individuals as a police constable and had studied "cuckooing" during my training, I had not dealt with it in a real-life situation. On my way to the address, I reviewed the legislation on the Pocket Sergeant mobile app to ensure I understood how to handle this potentially complex situation. However, this last-minute preparation made me feel anxious. In the future, I will take

proactive steps to be better prepared for such incidents by thoroughly reviewing training materials and staying updated on relevant legislation in advance.

Upon arriving at the property, I felt concerned for the woman's safety. Her limited proficiency in English raised potential communication barriers, which I knew could exacerbate her existing vulnerabilities (Bowling et al., 2010). Although I initially felt relieved to find her alone, her distress quickly heightened the situation's urgency. She expressed fear for her safety if it became known that the police were at her address, emphasising the significance of my role in providing immediate support and safeguarding.

The National Decision Model (NDM) — the process of information gathering, assessing threat and risk, considering powers and policy, identifying options and contingencies, taking action, and reviewing the outcome (College of Policing, 2013d) — guided my actions and decisions throughout. Applying the Code of Ethics is central to the NDM, which I knew would be crucial to gaining the woman's trust (College of Policing, 2013d). While the NDM and the Code of Ethics are designed to support officers' decision-making, their real-world effectiveness depends on factors such as training, interpretation, and individual application (Edwards, 2021; Roycroft and Roach, 2019). Therefore, while these tools gave me a structured approach, I had to navigate the real-time risks and benefits of my actions continuously. I was also mindful of my own possible unconscious bias, which can disproportionately impact marginalised groups and undermine the framework's goal of fair policing (Quinton, 2015).

Arriving at the scene, my main focus was gathering accurate information about the situation. This included assessing the woman's immediate physical and emotional state, understanding her relationship with the suspected drug dealers, and identifying any immediate risks. The information I gathered would be critical in shaping subsequent actions and ensuring that all decisions were based on a comprehensive understanding of the situation (Watkins, Visser and West-Meiers, 2012).

The Code of Ethics, which emphasises fairness, respect, and accountability (College of Policing, 2024), played a vital role in my approach. By following these ethical

principles, I ensured that my actions were not only legally sound but also moral. This was particularly important in building trust with the vulnerable woman, as perceptions of bias or unfair treatment could have alienated her or exacerbated her distress (Abrahms, 2010).

Despite her initial distress and scepticism towards the police, my calm and empathetic approach enabled me to gain her trust, assess her safety, and complete the necessary safeguarding referrals. To build this trust, I was mindful of my body language and tone of voice, ensuring I conveyed empathy and non-judgment. Aware of the language barrier, especially since she had declined a translator, I spoke slowly and clearly. By asking open questions and practising active listening, I facilitated a natural flow of conversation, allowing her to share her situation openly and without interruption — an approach recognised for its effectiveness in gathering accurate information (College of Policing, 2020).

Using the information gathered, I assessed the threat and risk. The NDM emphasises the importance of dynamic risk assessment, which I conducted continuously. This involved evaluating the immediate threat posed by the potential arrival of the drug dealers, which I took action to prevent by locking all of the windows and doors, as well as the longer-term risks to the woman's safety and wellbeing.

Several legal frameworks informed our decisions. At the time of the incident, "cuckooing" was not a recognised criminal offence in the U.K., although individuals involved in "cuckooing" are often later prosecuted for related offences (Justice and Care, 2024). Despite this, other laws provided the basis for identifying related criminal activities and potential safeguarding measures.

Section 2 of the Modern Slavery Act 2015 addresses human trafficking, which includes coercing someone into facilitating drug-related activities. This law was relevant given the suspected coercion and exploitation in this case. Additionally, Sections 2 and 4 of the Protection from Harassment Act 1997 pertain to harassment and causing fear of violence, covering actions that cause the victim to fear that violence will be used against them on at least two occasions or significantly

negatively impact their daily activities. Given the victim's vulnerability and the common use of threats and coercion in "cuckooing" cases, these offences were also relevant. Furthermore, Section 4 of the Misuse of Drugs Act 1971 was relevant, as the victim was a drug user, and the suspects were believed to be drug dealers.

"Cuckooing" and related offences can pose significant risks to the victim, including severe impacts on mental health and wellbeing, increased vulnerability to abuse, and social isolation (Butera, 2013). Victims may also become entangled in criminal activities, potentially leading to arrest or the loss of their homes (O'Regan, 2022). Ethically, the decision to focus on safeguarding rather than immediate enforcement was driven by the woman's expressed wishes and the need to build trust. Influenced by the Code of Ethics and the NDM, we recognised that, in some instances, prioritising community relations can have greater outcomes than exercising police powers (Myhill and Quinton, 2011).

The Code of Ethics guided the discretionary decisions made during the incident. The victim said she did not want police action, and we wanted to respect her autonomy. Additionally, there was no evidence of "cuckooing" related offences at the property, and the woman did not indicate any crimes during our conversation. Despite the smell of cannabis and a grinder on the table, my colleague and I chose to exercise discretion and not question her about it. Our goal was to build trust and ensure she felt supported rather than judged, enhancing her likelihood of trusting the police in the future. After conducting a risk analysis, we prioritised respecting her wishes, leading us to focus on safeguarding over enforcement.

The immediate consequence of our decision-making was providing support via safeguarding advice. Actions included advising her to keep windows closed and doors locked, reminding her to call 101 or 999 if she felt unsafe, and providing information about local support groups and charities for additional assistance. Despite her initial refusal of a translator, I used an online translation service to ensure she fully understood the safeguarding advice.

We also implemented long-term measures, like submitting an Adult at Risk Public Protection Notice and attaching a critical marker to the address to alert future

responders to her vulnerability. By prioritising the woman's immediate safety needs and respecting her reluctance to involve the police directly, I am confident we successfully created an environment where she felt supported and protected.

Reflecting on the incident, there were successes and areas for improvement. A key success was that the woman received support and safeguarding advice, and we established a foundation for a positive future relationship. Research indicates that discretion can enhance community-police relations in the longer term, making the public more likely to cooperate and provide critical information in the future (Peyton, Sierra-Arévalo, and Rand, 2019). The ethical considerations and discretionary decisions we made were vital in ensuring her wellbeing without exacerbating her distress. Focusing on empathetic communication, ethical decision-making, and dynamic risk assessment will be essential to effectively manage similar situations going forward.

While our immediate actions provided support, the need for improved trust-building and cooperation strategies was clear. Better communication strategies and more effective engagement with vulnerable individuals could lead to better outcomes in the future. To improve next time, I will enhance my knowledge and understanding of "cuckooing" cases to support victims better so I can encourage them to make formal statements and seek additional support from the police. Moreover, a clearer understanding of "cuckooing" will enable me to deal with future incidents more confidently, which could lead to better outcomes.

To achieve this, I will seek additional training in communication techniques, particularly in overcoming language barriers. Over the next three months, I will also regularly review and reflect on ethical decisions made during emergency calls and discuss these with my sergeant to improve my decision-making processes. Seeking feedback from colleagues will provide new perspectives and improve my handling of similar incidents, ensuring vulnerable individuals receive the support and protection they need while maintaining ethical and professional standards.

Word count: 1,905

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:

Strong professional relationships are valuable in any profession but can be considered particularly crucial in policing. Police officers frequently face complex, high-pressure situations, dealing with intense and potentially traumatic scenarios that require strong team cohesion. This essay will evaluate theories such as Tuckman's Stages of Group Development (1965) and the GRPI model (1972) in developing team cohesion, addressing barriers like interpersonal conflict and poor leadership in a policing context. The essay will also consider the consequences of dysfunctional team dynamics in policing, using real-world examples to demonstrate the critical impact of disregarding professional standards.

Research has extensively explored theories of team dynamics across various professions, but the significance of effective teamwork and positive team dynamics is especially pertinent to policing (Espevik et al., 2021). Police work involves high-stress environments with continuous variables, as emergency responders handle diverse people, locations, and situations daily (Cartwright and Roach, 2020). Moreover, emergency workers, including police officers, operate in high-pressure environments, facing serious injuries, deaths, trauma, and people in crises, which has the potential to escalate tensions within a team (Tehrani, 2011). These

considerations underscore the importance of a consistent and cohesive team that is able to operate efficiently across diverse circumstances. It has been argued that, even if individual team members are skilled, they do not always function effectively as a group (Hackman, 1990; Salas et al., 2005). Therefore, the ability of police officers to work cohesively becomes essential to success.

Team dynamics, for the purpose of this essay, is defined as the interactions and relationships between members within a team, while team cohesion can be understood to mean the degree to which team members stick together and remain united in the pursuit of common goals (Carron and Brawley, 2000). In a policing context, both can impact the operational efficiency of officers and the organisation's ability to maintain professional standards. Research has shown that solid team cohesion in a healthcare setting can reduce workloads and stress, increase job satisfaction and employee retention, and improve the quality of service delivered to the public (Kumar et al., 2014), a finding that could also be understood in a policing context. It is important, though, to draw a distinction between team cohesion and team performance, as each can be successful or not independently of the other (Salas et al., 2005).

Although it was first proposed in 1965, Bruce Tuckman's theory of team development remains among the most relevant and studied models for understanding teamwork. Known as Tuckman's Stages of Group Development, the theory outlines the five stages that teams typically experience as they develop: forming, storming, norming, performing, and adjourning (Tuckman, 1965). This model is highly relevant within a policing context, where effective team cohesion is critical for operational success and maintaining professional standards.

The first stage, forming, refers to the initial introduction phase, when members are learning about one another and trying to set a good impression. The second stage, storming, involves the asserting of ideas, characters, and dominance and is often associated with conflict and dysfunction as boundaries are challenged. In real-world terms, it is often the phase where members learn each other's strengths and weaknesses and attempt to understand their roles within the group. Groups showing positive signs of cohesion will continue to the norming stage, where conflicts are

resolved and the groundwork for teamwork has been laid, leading to improved cooperation and open communication. From here, groups can reach the performing stage, which is characterised by high efficiency, effectiveness, and working towards common goals. Finally, the adjourning stage occurs when a team disbands after achieving its goals.

Academic research into Tuckman's theory generally agrees that most teams will experience these five stages, but whether a team moves linearly through each phase depends on factors like the team members themselves, their skills, and the team's leadership. Groups can move backwards through the phases or remain stuck in a phase without adequate management and awareness (McCahan et al., 2015). Additionally, those who reach the final stage won't necessarily stay there; changes to team members, goals, or external circumstances can cause a group to revert to an earlier stage (Kumar et al., 2014).

The theory's strengths lie in its value as a tool for group members to track their progress and identify if they are ready to move forward (Roy, 2019). However, critics argue that although it highlights potential conflicts, it doesn't offer any solutions, which could leave groups vulnerable to a cycle of frustration (Miller, 2019).

In a policing context, leadership can learn valuable lessons from this theory by actively looking for ways to ensure a smooth transition through the five stages when new recruits are hired or during new operations that rely on cohesive teamwork. They should be particularly mindful that the storming stage is necessary for productive transitions into the following stages (Kumar et al., 2014). Effective leadership and conflict resolution strategies during this stage can facilitate a smoother progression to norming, performing, and beyond, thereby enhancing team cohesion and operational effectiveness.

Another theory that can serve as a model for productive and effective team cohesion in policing is Richard Beckhard's GRPI model (1972). This model outlines four corresponding sections of highly effective teamwork: Goals, Roles, Processes, and Interpersonal Relationships. Often applied in sporting environments but equally applicable to policing, it emphasises the alignment of team goals, a clear

understanding of individual roles, well-defined decision-making processes, and quality communication and collaboration.

Policing culture inherently aligns with three out of four elements of this theory. Policing priorities and aims are set at a national level, providing clear Goals for all officers. Individual Roles are usually well-defined, from constables to sergeants, ensuring that everyone knows their responsibilities from a hierarchical perspective. Standardised Processes across forces dictate key principles like the Code of Ethics (College of Policing, 2024), decision-making, and operational standards. The Interpersonal component, however, depends on the communication, personalities, and interactions within each team, making it more vulnerable to conflict.

In a team environment, individual feelings and behaviours can impact cohesive teamwork. Lencioni's Five Dysfunctions of a Team model (2005) identifies the most common disruptors of team cohesion: absence of trust, fear of conflict, lack of commitment, avoidance of accountability, and inattention to results. Lencioni recommends addressing these dysfunctions from the ground up, starting with building trust as the essential foundation for managing other issues.

In a policing context, interpersonal conflicts can arise from personality clashes, competition for favourable assignments or recognition, workload distribution, large team size, burnout, and the high-stress environment officers often face (Schaveling et al., 2017; Terpstra, 2018). Factors such as lack of leadership, limited resources, and unclear roles can exacerbate these conflicts (Bosma and Henning, 2022). To improve team cohesion, it is essential, therefore, to offer resources like conflict resolution training and mediation processes. Promoting a positive work culture through respect and trust-building can also mitigate interpersonal issues. Leaders should foster an environment where team members feel valued and understood, reducing the likelihood of conflict (Radu, 2023).

The GRPI model's focus on Goals, Roles, Processes, and Interpersonal Relationships provides a structured approach to improving team dynamics. Simultaneously, addressing Lencioni's five dysfunctions can help identify and resolve underlying issues that hinder team cohesion. By integrating these models, police

teams can enhance their operational effectiveness, maintain professional standards, and ensure a supportive working environment.

Healthy team dynamics and effective cohesion are crucial in policing due to the severe real-world consequences of dysfunctional dynamics. Given the police's critical role in public safety, from victim protection to crime prevention, flawed team dynamics can undermine compliance with professional standards, including adherence to the Code of Ethics, which is essential for maintaining public trust and operational integrity (College of Policing, 2024).

The troubling impact of flawed team dynamics within police forces in the U.K. has been highly publicised, with landmark reports like the Macpherson Report (1999) and the Baroness Casey Review (2023) exposing deep-rooted issues like institutionalised racism and systemic failures that go beyond one or two negligent officers. These reports underscore the dangerous real-world impacts of a policing structure that allows dysfunctionality and misconduct to go unchecked and highlight how widespread transgression can become when it's accepted among the dominant group.

The Casey Review (2023) exposed institutional racism, misogyny, and homophobia within the Metropolitan Police, revealing that 12% of women in the Met had been harassed or attacked at work, with one-third experiencing sexism. The report detailed a culture of bullying, demoralised frontline officers, and systemic discrimination. It also connected these systemic failings to serious incidents, such as the criminal cases of Wayne Couzens and David Carrick, who were both involved in heinous crimes while serving as police officers. These examples illustrate how toxic cultures and flawed team dynamics can spill over into real-world impacts, prejudice, and criminality.

The case of Wayne Couzens further exemplifies the concerning nature of flawed and dysfunctional team cohesion. His arrest led to the discovery of a WhatsApp group involving six other Metropolitan Police officers, where they shared racist and homophobic comments and derogatory remarks about domestic abuse victims, people with disabilities, and women (IPOC, 2023). This case underscores how

deeply ingrained unethical behaviour can become within a dysfunctional team and the serious real-world consequences that can come as a result.

Dysfunctional teams often struggle with ethical behaviour, fail to follow procedures and exhibit reduced accountability. To counter this, leaders must set good examples, regularly reinforce ethical guidelines, and provide continuous training on policies and procedures. In a policing context, it is the responsibility of all officers across all ranks to uphold the Code of Ethics and call out toxic or problematic behaviour as it arises. By fostering a culture of accountability and integrity, police teams can maintain high professional standards and effectively serve their communities.

In conclusion, there are several theories of team dynamics that can be helpfully applied in a policing context, most notably Tuckman's Stages of Group Development (1965), which outlines how new recruits or new teams can work to a stage of efficiency through a series of carefully-managed processes. Similarly, by nature, Beckhard's GRPI model (1972) aligns closely with policing principles, providing a comprehensive and replicable summary of highly effective teamwork within the force.

However, in any team environment, there are dysfunctions, which Lencioni (2005) says most commonly relate to the absence of trust, fear, lack of commitment and limited accountability- factors which are more than relevant in modern policing. In the most serious of cases, team dysfunction can have catastrophic and wide-ranging consequences, evidenced by the widespread acceptance of racism, homophobia and sexism seen in the WhatsApp messages of Wayne Couzens and his colleagues. At its worst, team-wide acceptance of abhorrent behaviour can have fatal consequences, as seen in the murder of Sarah Everard.

To prevent similar tragedies in the future, it is the responsibility of all police officers to hold their teammates and colleagues accountable for upholding the Code of Ethics and ensuring that problematic behaviour cannot become the standard among policing teams, much less among police culture as a whole.

Word count: 1,831

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 effective policing of Britain's roads plays a crucial role in disrupting prevalent criminal activity and maintaining public safety. This essay will explain how serious crimes such as drug smuggling, human trafficking, child sexual exploitation, and other offences can be disrupted through the effective use of information and intelligence on the road network. Additionally, it will explore the specific functions and benefits of Automatic Number Plate Recognition (ANPR) technology in disrupting criminal activity while addressing potential risks and concerns, including privacy issues and technological limitations.

Criminals rely heavily on Britain's roads as vital channels for committing offences, ranging from minor motoring infractions to major international crimes (College of Policing, 2013b). The road network facilitates many serious crimes, including drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, and "county lines" operations, among others (Roach, 2017). Research indicates that criminals, particularly those involved in "county lines" operations, are increasingly dependent on the road network to carry out serious offences, highlighting the importance of road policing as a means of disrupting criminality (Pidd, 2020; Tidy, 2020). Moreover, the sophisticated nature of modern organised crime requires proactive intelligence gathering as criminals increasingly evade police. Disrupting

environments such as the road network, which criminals use, can significantly contribute to crime prevention (Ekblom, 2001).

Research indicates a link between offending on the roads and other forms of criminal activity. Rose (2000) highlighted that 79% of disqualified drivers had a criminal record, a figure four times higher than the average for the general population. Similarly, Junger et al. (2001) identified links between risky traffic behaviour and more general violent crime, highlighting how police can use road traffic behaviours as an indicator of more serious criminality (Roach, 2017).

Disruption, in this context, refers to interventions that prevent organised criminals or groups from operating (National Audit Office, 2019). Skidmore (2023) suggests that police disruption generally targets those committing the most serious crimes. Notably, the concept of disruption in policing is rooted in counter-terrorism (Innes and Thiel, 2008), highlighting the high level of threat it addresses. This transition towards proactively disrupting offenders on the roads reflects a broader shift in policing from traditional reactive policing to intelligence-led policing that relies on pre-emptive intervention (Harfield, 2006; Maguire, 2008; Skidmore, 2023).

Disruption as a crime prevention strategy has become so significant that it is now central to the government's crime strategy (HM Government, 2018). Likewise, the National Police Chiefs' Council (NPCC) road policing strategy for 2022-2025 highlights the opportunity to detect and prosecute "the most serious crime" through proactive road policing, using tools like information and intelligence (NPCC, 2022).

In a policing context, information refers to details that are obtained, recorded, and processed for a policing purpose, while intelligence refers to gathered information that has been developed for action and may be sensitive or confidential (College of Policing, 2013c). In all cases, information and intelligence are considered the "lifeblood of policing," serving as key strategic tools for modern crime prevention and operational planning (North Yorkshire Police, 2022). The National Intelligence Model (NIM) underpins all intelligence gathering, offering a strategic framework for effective intelligence management (Wood et al., 2022). The Home Office (2001, p.4)

describes it as a "validated model of policing ... representing best practice in the use of intelligence to fight crime."

Information and intelligence come in many forms, and their effective use is often crucial for successful prosecutions in serious and organised crime cases (Hollywood and Winkelman, 2015). Information can come from various sources, such as public reports, tips, and intelligence reports by police officers using the 3 x 5 x 2 method. This method of submitting and sharing information assesses the reliability of sources and the information provided, ensuring effective management and deployment of intelligence (National Anti-Fraud Network, 2023). Intelligence may also be gathered through covert surveillance operations, CCTV footage, and, notably, collaboration with other law enforcement agencies, including the National Crime Agency (NCA), Serious Fraud Office, HM Revenue and Customs, and the Security Service (MI5) (Wood et al., 2022).

This multi-agency collaboration has become critical to harnessing the potential of intelligence (Carter et al., 2014; National Crime Agency, 2014). Between 2003 and 2006, the Bichard enquiry prompted the emergence of the Police National Database (PND). This system enabled police forces across the U.K., as well as the British Transport Police, among others, to share information and intelligence (Bichard, 2004; Pythian and Kirby, 2022). Intelligence databases such as the PND are essential to storing and interpreting data that can identify patterns and connections in criminal activities (North Yorkshire Police, Fire and Crime Commissioner, 2010). These systems enable the police to predict, preempt, and disrupt criminal behaviour by identifying hotspots and trends, particularly on the road network.

A notable example is the disruption of "county lines" drug trafficking, which refers to the transportation of illegal drugs across police and local authority boundaries (National Crime Agency, 2018). County lines operations rely on the roads to transport illegal substances across the country, highlighting an opportunity for police to use intelligence to disrupt them on route (Harding, 2020). By analysing information like travel patterns and vehicle movements and surveilling known or suspected offenders, police can often successfully identify and intercept drug couriers.

Merseyside Police recently announced the success of Project Medusa, an initiative designed to proactively disrupt county lines drug dealing. Within a year, the initiative closed 484 "lines" and led to over 1,100 arrests. Police seized nearly £1 million in cash and 143 kg of Class A, B, and C drugs. Additionally, 530 charges were filed for serious crimes, including drug offences, modern slavery, and weapons violations. Project Medusa had a nationwide impact, with seven police forces collaborating to share intelligence, showcasing the effectiveness of a multi-agency approach. The operation relied on various forms of intelligence, such as surveillance and expert witnesses, to achieve its objectives (Merseyside Police, 2024).

In addition to information and intelligence, modern road policing increasingly relies on technology to disrupt criminal activity. Surveillance cameras, drones, and Automatic Number Plate Recognition (ANPR) systems are critical tools that provide valuable data. ANPR, in particular, has revolutionised road policing by enabling the automatic identification and tracking of vehicles (College of Policing, 2013b). This technology facilitates the rapid reading, identification and cross-referencing of vehicle number plates, enabling crime agencies to cross-reference vehicles of interest almost immediately (Haines-Delmont, 2009).

ANPR systems utilise existing CCTV cameras, traffic cameras, and specific ANPR cameras to proactively disrupt criminal activity. By automatically reading a vehicle's registration, ANPR offers police a "tactical option to disrupt, prevent and detect criminal activity," thereby increasing public confidence (College of Policing, 2013b). For example, ANPR systems can be fitted to police vehicles to collect intelligence that might otherwise be overlooked or alert officers to the real-time location of vehicles associated with criminal activities, enabling an immediate response.

Among the primary advantages of using ANPR are its speed and accuracy, with individual systems able to process thousands of number plates per hour at an expected accuracy of around 97% (Tang et al., 2022), far exceeding human capabilities. However, critics argue that even with such a high efficiency rate, the extensive modern use of ANPR systems allows for significant error. In 2023, then-Biometrics and Surveillance Camera Commissioner Fraser Sampson wrote a letter to the British Secretary of State for Transport highlighting the risks of the ANPR

system, which he claimed were "significant and enduring." Even at a misread rate of just 3%, Sampson argued that with 75 to 80 million reads per day, this volume allows for millions of inaccurate reads daily, risking wrongful penalty notices and potential breaches of data protection laws (Sampson, 2023).

Privacy concerns around police use of similar technology systems are well-documented. In 2020, a member of the public successfully challenged South Wales Police's use of Automated Face Recognition technology, arguing it was unlawful and infringed on privacy rights. The Court of Appeal ruled that the technology's use breached the Data Protection Act of 2018, specifically noting the police's failure to consider potential racial or gender bias (Wood et al., 2023). Similarly, privacy advocates argue that indiscriminate surveillance and retention of licence plate data infringe on individuals' privacy rights, particularly as the location of many ANPR systems remain largely unknown to the public.

National ANPR standards for policing and law enforcement address the use of ANPR data for evidential and intelligence purposes. These standards require that data used for the prevention, detection, or prosecution of criminal offences be managed and used in compliance with legislation and policy, including Part 3 of the Data Protection Act 2018 and National ANPR Standards for Policing and Law Enforcement (Home Office, 2022). However, critics like Sampson (2023) argue that these protections do not go far enough.

The College of Policing (2013b) encourages officers to carefully consider using and responding to data from ANPR systems, urging them to balance public protection with the rights and legitimate expectations of individual privacy.

Critics of ANPR's effectiveness also suggest that criminals using cloned or disguised number plates can easily — and commonly do — evade detection, undermining the system's effectiveness (Sampson, 2015). Poor lighting, vehicle speed, and dirty plates can further impact ANPR accuracy, resulting in false positives or negatives and incorrect enforcement actions or missed violations (Haines-Delmont, 2009).

Despite limited academic research concretely proving the crime-prevention benefits of ANPR systems (Haines-Delmont, 2009), positive outcomes are evident in policing

statistics. In 2018, North Yorkshire Police directly credited ANPR with the real-time arrest of 727 suspects and the protection of 36 vulnerable people within the same year. In addition to monitoring for driving offences, North Yorkshire Police says ANPR was instrumental in disrupting prevalent crimes, including providing evidence in major drug conspiracies and locating a vehicle connected with a kidnapping (Copeland, 2019).

Similarly, in 2024, a City of London police ANPR operation led to several arrests, explicitly targeting individuals using road networks to evade capture. Over two nights, police arrested five offenders—four for possession with intent to supply and one for drunk driving. They also seized eight vehicles and issued 13 traffic offences, crediting ANPR with the operation's success (City of London Police, 2024).

ANPR systems are also valuable for post-offence analysis, allowing police to reconstruct the movements of offenders and providing crucial evidence in investigations. During Ashley Dale's murder trial, ANPR evidence was presented in court to exclude the involvement of one potential suspect (BBC News, 2023), highlighting ANPR's significance not only as evidence but also as a defence tool in court.

In conclusion, the effective use of information and intelligence, as well as technology systems like ANPR, have proven to contribute to the disruption of prevalent criminality. Several successful, proactive policing operations have demonstrated the potential of using intelligence and ANPR to target offenders, in some cases preventing serious crimes. ANPR, in particular, is not only effective as a method of disruption but also as a tool for evidence post-offence. Its ability to process millions of vehicles daily with 97% accuracy underscores a capability beyond human ability.

However, despite these advantages, valid concerns about privacy breaches prevail, particularly for law-abiding members of the public. As noted by Sampson (2023), proactive policing efforts should not compromise the privacy of regular citizens. Therefore, data protection must remain a priority in ANPR regulation, especially as its usage continues to expand.

Word count: 1,872

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
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KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Knowledge, understanding and application of legislation			8		5		I would like to improve my knowledge, understanding, and application of legislation, particularly related to more unusual offences. While I had a comprehensive grasp of legislation during training school, remembering the details of offences I rarely deal with has become challenging. To achieve this, I plan to dedicate two hours per week to reviewing and revising legislation, focusing on less common offences in particular, with the goal of having a better understanding within two months. I will also seek support from experienced colleagues to gain insights and practical knowledge about offences that are less familiar to me, with the goal of broadening my understanding and awareness.

KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
2. Case file building		7			5		I want to improve my case file building skills to ensure my case files are thorough, accurate and well-organised. Currently, I find it challenging and time-consuming to put together case files that meet the necessary standards, which can impact the speed and effectiveness of investigations. Improving my ability to build strong case files will enhance the overall quality of my work and contribute to the success of investigations. I will start by reviewing the best practices and guidelines for case file building, ensuring that I understand all required elements and their importance. I plan to allocate time each week to focus on building and reviewing case files, paying particular attention to areas where I have previously struggled. Additionally, I will seek feedback from my sergeant and colleagues with case file experience to identify areas for improvement.

KNOWLEDGE 3. Dealing with mental health crisis	Low 1-4	Med 5-7	High 8-10 8	Low 1-4	Med 5-7 6	High 8-10	I would like to improve my ability to handle calls involving individuals in mental health distress. While I have some experience in this area, I recognise the need to improve my knowledge and understanding to provide the best possible support to victims. Dealing with mental health distress calls is crucial for ensuring the safety and wellbeing of both the individuals involved and the community. To achieve this, I will focus on gaining a better understanding of mental health issues and effective response techniques. I plan to allocate time over the next three months to study relevant materials, including mental health first aid guidelines and crisis intervention strategies. Seeking advice from colleagues who are experienced in handling these types of calls will also be beneficial.
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	REQUIRED	RATING	DEVELOPMENT NEED
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KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
4. Understanding of police units, roles and responsibilities			9		7		I want to gain a better understanding of the various police units and their individual roles and responsibilities. While I have a general knowledge of the different units within the police, I recognise the importance of having a better understanding to improve my collaboration across departments. This knowledge will help me to coordinate and cooperate with different units, ultimately contributing to more effective policing. To achieve this, I will start by reviewing the organisational structure and specific functions of each unit within the police force. I will allocate time on my rest days to study this information, focusing on understanding each unit's unique roles and responsibilities. I will also seek opportunities to shadow or observe different units in action, which will provide insights into their day-to-day operations.

KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
5. Knowledge and understanding of diverse groups			9		7		I aim to improve my cultural understanding and diversity knowledge so that I can interact more effectively with people from different backgrounds to me. This will help me to build stronger relationships with the community and provide fair and respectful service to everyone. To achieve this, I will proactively learn about the cultural backgrounds of the communities I serve. I will also seek perspectives from diverse individuals at work and in my personal life. In my personal time over the next six months, I will read books, articles, and research papers on cultural competence and diversity. I will also look for additional training classes and workshops outside of work to enhance my knowledge.

SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Time management and managing workload			9		6		I aim to improve my time management and ability to manage my workload effectively. Since becoming fully operational, I have struggled with balancing my time between attending emergencies and keeping up with my growing investigation workload. As a response officer, I am committed to attending emergencies while on shift. However, I must also find time to manage my ongoing cases, contact victims, and ensure that investigations are progressing as they should be. To achieve this, I will adopt a more structured approach to my daily tasks. I will allocate specific time for different activities, ensuring that I have dedicated periods for administrative work, case reviews, and victim contact. I will use tools like task lists and prioritisation techniques to keep tabs on urgent and important tasks. Seeking advice from colleagues who excel in time management and balancing their workload will also be beneficial.

	REQUIRED			RATING			DEVELOPMENT NEED
SKILLS 2. Dealing with high volume investigations	Low 1-4	Med 5-7 7	High 8-10	Low 1-4	Med 5-7 5	High 8-10	I would like to improve my ability to effectively manage a high volume of investigations. Currently, I find it challenging to handle multiple complex cases at the same time, which can impact the thoroughness and timeliness of my work. Improving my skills in managing an increased caseload will improve the overall quality and effectiveness of my investigations. To achieve this, I will focus on developing better organisational and time management skills over the next six months. I will allocate at least one hour each set to prioritise tasks and set clear goals for each investigation. Additionally, I will use tools such as task lists to keep track of my progress. Seeking advice from experienced colleagues and my sergeant on best practices for handling high-volume investigations will also be beneficial.

SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
3. Interviewing		7			5		I would like to improve my skills in interviewing offenders, particularly in complex cases or those involving multiple offences. I often get nervous during these interviews, which can affect my confidence and the quality of the information gathered. Improving my confidence when it comes to interviewing will help me conduct more effective interviews in future and achieve better outcomes in my investigations. To achieve this, I will revise the interviewing techniques I have learned so far during my training and focus on handling high-pressure interviews. Over the next month, I will also make sure to observe experienced colleagues during their interviews, which will provide practical insights. Practising through role-playing exercises over the next few weeks will also help build my

SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	To improve as a police officer, I need to improve my skills in dealing with individuals in heightened emotional states. Improving my ability to handle these situations will help ensure the safety and wellbeing of those involved and lead to more positive outcomes. To achieve this, I will seek advice from experienced colleagues who have a strong track record in handling these circumstances. Observing how they manage these situations will provide useful insights and techniques. Over the course of the next six weeks, I will also engage in role-playing exercises with my colleagues to practise these techniques in a controlled environment, helping to build my confidence and competence. Reading books and articles on mental health, trauma, and effective communication with vulnerable populations will also help.
			8		6		
4. Dealing with people in heightened states of distress							

	REQUIRED	RATING	DEVELOPMENT NEED

SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
5. Stress management			8		5		I must improve my stress management skills as I often find myself feeling stressed or overwhelmed due to my significant workload, especially when my shifts are busy and dominated by emergency calls. Managing stress is crucial to maintaining my wellbeing. To achieve this, I will immediately implement strategies to help de-stress and manage my workload better. I will set aside at least ten minutes after each shift for relaxation techniques, such as deep breathing exercises, which can help reduce stress and clear my mind. Additionally, I will prioritise my tasks and break them down into manageable steps to avoid feeling overwhelmed by the workload. I will also be honest and open with my sergeant about my stress levels, discussing my workload and seeking guidance when I feel overwhelmed.

EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Submitting intelligence using the 3 x 5 x 2 method		7		4			I aim to start regularly submitting intelligence using the 3 x 5 x 2 method and become more comfortable and knowledgeable with it. I want to gain a better understanding of what constitutes useful intelligence, when to submit it, and how to apply the 3 x 5 x 2 method accurately and appropriately. Improving my skills in this area will improve my ability to contribute valuable intelligence. To do this, I will familiarise myself with the 3 x 5 x 2 method by reviewing relevant training materials and guidelines, including re-reading the relevant sections of Blackstone's Handbook for Policing Students. I will put aside 2-3 hours weekly throughout July to focus on the criteria for useful intelligence and how and when to submit it. Additionally, I will seek guidance and feedback from experienced colleagues who regularly submit intelligence using the 3 x 5 x 2 method.

EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
2. Use of the National Decision Model (NDM) and decision making			9		7		I will improve my use of the National Decision Model (NDM) to enhance my ability to make faster, more effective decisions. While I am familiar with the NDM, I sometimes find myself hesitating, especially in high-pressure situations where quick decision-making is crucial. Enhancing these skills will help me respond more effectively to incidents and ensure better outcomes. To achieve this, I will revisit the principles of the NDM and practice its application in various scenarios to build my confidence and speed. Over the next month, I will engage in scenario-based training exercises that simulate real-life situations requiring quick decision-making. This will help me become more familiar with the model and improve my ability to apply it. I will also seek feedback from experienced colleagues on my decision-making, using their insights to refine my approach. I will also review past incidents and decisions to identify areas for improvement and learn from my experiences.

	REQUIRED			RATING			DEVELOPMENT NEED
EXPERIENCE 3. Crisis management	Low 1-4	Med 5-7	High 8-10 9	Low 1-4	Med 5-7 7	High 8-10	I would like to improve my experience in crisis management to better handle high-pressure situations. Dealing with emergencies confidently is crucial for ensuring the safety and well-being of everyone involved. To achieve this, I will continue to accept emergency calls that involve crisis situations to build my confidence by handling them as often as possible. Each experience will give me valuable insights and help me develop the skills necessary to manage these situations more effectively. I will also debrief with experienced colleagues after these calls to gain their perspectives and learn from their approaches. By consistently exposing myself to crisis situations and reflecting on my experiences, I aim to become better at managing emergencies and getting positive outcomes.

EXPERIENCE 4. Mentoring and supporting new officers	Low 1-4	Med 5-7 7	High 8-10	Low 1-4	Med 5-7 5	High 8-10	I would like to support new officers who have just come out of training school by acting as an informal mentor to them as a way to give back to those who supported me during my early days as a police officer. Helping new officers transition smoothly into their roles is crucial for their development and the overall effectiveness of the team. To achieve this, I will actively offer my assistance to new recruits, sharing my knowledge and experience to help them navigate their new responsibilities. I will make myself available to answer their questions, provide guidance, and offer constructive feedback. By being a source of support and encouragement, I can help build their confidence and competence.

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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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