

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	Wellbeing and Resilience	1250
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1750
Task 3	Maintaining Professional Standards Leadership and Team-working	1750
Task 4	Policing the roads Information and intelligence Conducting investigations	1750
Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Having achieved Independent Patrol Status, **reflect** on the impact of organisation culture within policing on your wellbeing and resilience (organisation change, retaining personal values in a wider organisational culture).

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Since achieving independent patrol status, I have maintained resilience and prioritised my personal wellbeing whilst both on and off duty. The strategies applied during the last 9 months have helped me understand the impact organisational culture has on resilience and wellbeing in policing.

The risks of conforming to organisational culture have also become apparent, which can be more evident to student officers. I will be reflecting on the impact organisational culture has within a policing environment while placing wellbeing and resilience at the forefront at this essay.

Organisation culture refers to the shared beliefs, values and behaviours of an organisation. It often attributes to how individuals within an organisation interact with one another and perform their duties (Chartered Management Institute, 2015). The Code of Ethics sets the standard of behaviour for those working within policing and working to this code empowers and supports officers to do the right thing when it comes to making difficult or complex decisions (College of Policing, 2014). The Code of Ethics influences the way in which police professionals think and behave and individuals are expected to abide by the code both on and off duty. These standards also have a preventative role as it holds those working within policing accountable for their actions, decisions and/or behaviour. Those suspected to be behaving in a way that suggests their conduct falls short of the expected standard will also be subject to questioning.

The reporting of such behaviour is encouraged and although there is no 'one size fits all' approach to determining the action to be taken, any conduct which may amount to a breach will always be investigated in order to ensure a zero-tolerance policy against unprofessional behaviour (College of Policing, 2014).

During my time in police training, trainers, police staff and guest speakers stressed the importance of abiding to the Code of Ethics. Students were advised of the potential consequences that officers could face by failing to comply with the code, which included disciplinary hearings and even dismissal. It was clear that the policing principles and standards of professional behaviour set within the Code were the cornerstone that all officers and staff must adhere to. When joining, I believed I already held many of attributes outlined within the Code of Ethics and therefore, confident in my ability to instil and maintain trust of the public and set an example for others within my team.

Since achieving independent patrol status, I have been fortunate to work alongside all members of my response team and observe how each officer conducts themselves when dealing with members of the public, as well as understand how they deal with different incidents. I have found that I am able to adapt my approach to incidents when working alongside different colleagues now that I have a better understanding of their working style. As a result of this, I have developed a good working relationship and mutual respect with all members of the team.

Organisational culture has had a direct impact on my resilience and wellbeing over the last 9 months, particularly when responding to a critical incident. I, amongst many other colleagues remained on scene for several hours to manage a mass-scale public order incident. The unpredictability and severity of violence shown toward officers left me feeling anxious and in a sense of disbelief. However, in the immediate aftermath and days following, there was an overwhelming sense of cohesion amongst colleagues. The following morning my supervising officer sent a message of commendation and support which was followed by 3 additional emails within the next 24hrs to all those that attended – Mental Health and Wellbeing Officer to offer TRIM referrals, Force Information offering counselling appointments and the third, on behalf of our Inspector to further offer support via Victim Focus. It was reassuring to receive so many offers of support and acknowledgement that the way I was feeling was normal. I was due back on shift the following night, although, I still apprehensive about returning to duty, I reached out to my team and communicated the way I was feeling and felt immediately calmed following the responses. It was evident that several other team members also felt the same way. Throughout the night, the team rallied together to provide support to one another as well as frequently checking in on each other's welfare. Research relating to job satisfaction in women has found that females seek moral support and appreciation to enhance their overall job satisfaction (Zahid et al, 2017). If this can be achieved, it is believed that a friendly and supportive culture can develop resilience when officers feel supported, as well as maintain their emotional and mental wellbeing. (Steenbeek et al, 2020). Based on the current policing culture, our police force conducts a de-brief meeting which is mandatory for those who attend major/critical incidents to reflect on the decisions made and actions taken. This holding not only officers but senior management and leadership accountable, as well as identifying further learning opportunities or support and wellbeing needs, placing officer's' welfare at the forefront.

In contrast, a negative culture can have detrimental effects on a persons' resilience and wellbeing. If an organisation fails to address mental health concerns or discourages those from seeking help it can lead to high levels of stress, burnout and even mental health issues. (Steenbeek et al, 2020). Negative culture within a policing environment is not limited to mental health concerns but can include a variety of factors such as approachability and loyalty to others. New students are always made to feel immediately welcome, certainly in my experience. Both my supervisor and colleagues were very approachable and willing to help however, this may not be the case in all organisations. For example, while 'making the brews' is sometimes seen as a rite of passage by those with more experience (Waddington, 1999), consideration must be given to conforming to this culture as Code 2 within the Code of Ethics states that as we will 'treat colleagues with respect and courtesy'. (College of Policing, 2014)

I have challenged behaviour of a colleague on one occasion relating to this matter. Two colleagues within the team had become good friends after working alongside one another for a considerable amount of time, when one faced the promotion process, which proved unsuccessful, the manner of the other team member towards our newly appointed sergeant became disrespectful. I believed that this was due to the loyalty between my colleagues, and they had become resistant to change which is one of the risks associated with conforming to culture. I brought this to the attention of my supervisor immediately as if the behaviour were to continue, I was concerned it could have escalated. I saw the impact this had on the new sergeant whose confidence was hindered as a result.

The main strategy I have applied to maintain resilience and wellbeing since achieving independent patrol status is that of encouraging open communication amongst colleagues.

I have found this to be the best for me as I have felt relief in knowing that others are experiencing the same feelings. Our team culture ensures that concerns/conflict is dealt with appropriately and in a timely manner and nothing reported is ever brushed under the carpet. By investing in the wellbeing of officers, police organisations can develop a resilient and healthy workforce that is better equipped at responding to the needs of their communities.

Word Count: 1231

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:

In this essay I will be discussing a domestic related incident that I attended and reflecting on the decisions made. I will be explaining the use of the National Decision-Making Model (NDM) to outline the considerations and rationale behind the decisions I made.

The National Decision-Making Model (NDM) is a framework which has been designed to support all police officers during the decision-making process (College of Policing, 2014). The NDM places the Code of Ethics at the centre of all decisions, enabling officers to place themselves in the best possible position to make justified, proportionate and ethical decisions whilst keeping themselves accountable for their actions (Code of Ethics, 2014).

I recently responded to a domestic related incident which involved a male refusing to leave a property. Once assigned with a colleague, I began to follow the NDM process by gathering information and intelligence. I did this by firstly obtaining the address and confirming persons linked to that address, including any relevant warning markers. Critical Markers can be placed on addresses where there is an increased threat, risk or harm to the occupants, members of the public or attending officers (PC 2093 Conant, 2021). A Critical Marker is usually present on addresses where high-risk domestic violence victims or perpetrators reside and this information is vital for officer awareness to ensure the appropriate safeguarding measures are implemented.

Although no markers were present on the address, I was notified of two occupants linked, one of which, a male, who had warning markers for assault police. This allowed me to progress on to the next step of the NDM; assess threat and develop a working strategy.

I acknowledged receipt of the warning marker and conducted a dynamic risk assessment while advising that both officers are in possession of PPE and my colleague a taser, therefore we would continue responding. I monitored the incident via my Samsung device and noted that the control room were still in contact via landline with the reporting person. The female stated that the front door to the property was unlocked. This information suggested to me that the female would not greet officers upon arrival and officers were to enter. As I was unaware of the full circumstances at this stage, I continued to assess the threat, develop a working strategy. I concluded that I would enter the address upon arrival as Section 17 Police and Criminal Evidence Act 1984 (PACE) provides a power of entry to police officers for the purpose of 'saving life and limb or preventing serious damage to property' (College of Policing, 2020). In the same way, I decided it was appropriate to deactivate the lights and sirens on the approach to the property in order to further safeguard anyone inside and not aggravate the situation further.

Upon arrival at the address, I activated my body worn camera as per the mandatory requirement when attending domestic related incidents. (South Wales Police, 2017). Capturing the scene, potential injuries and initial disclosures in this manner provides invaluable evidence and can be crucial to securing a prosecution. I entered the address and immediately identified myself as a police officer whilst instructing anyone inside to come to the door. A female presented herself at the top of the stairs, silent and pointed to a door downstairs.

I entered through the door, again identifying myself as a police officer upon entering, where I located a male sitting on the sofa. I explained to male the reason for officers' attendance, to which he stated he had just been sitting on the sofa watching TV. The male presented as calm, though from the discarded cans around him, it was apparent he had been drinking alcohol. I encouraged the male to talk to me and proceeded to ask him open questions so that I could understand the circumstances that had led to a female in the address requesting police assistance. From this, I was able to ascertain that a verbal argument had occurred between the couple while they were out earlier in the day. I asked the male if the argument had continued at home but was told it has not.

Conscious of the fact that the request for police was due to a male refusing to leave the address, I made enquiries about the relationship between the couple and their current living arrangements. The male stated that he and the female were partners, and the property was owned by the female. Obtaining this information enabled me to progress to step four of the NDM; consider powers and policy.

I then left the living room to liaise with my colleague who had been speaking with the female upstairs. She advised me that a verbal argument had occurred, the property belonged to the female and she didn't want the male at the property and wanted her keys back from him. Displaying that she was also considering powers, policy and actions to be taken, my colleague continued to say that the male had a mother who lived locally however, it would not be suitable for him to attend there due to safeguarding issues. My colleague also told me she was advised by the female that last time the male was dealt with by officers he became aggressive and assaulted the officers.

My colleague and I re-entered the living room and spoke with the male about the actions that would now be taken. I firstly confirmed that we were satisfied no offences had occurred and began to explain the process of positive action following a domestic incident. The male became defensive and argumentative. I informed the male that he needed to be taken to a different address and would not be permitted to remain within the property. The male was

asked several times if he could provide us with an alternate address, to which he refused and continued to voice his objection to the situation. I attempted to reason with the male and stated that without an alternative address, he would still be removed from the address and could be arrested in order to prevent a breach of the peace. Common law defines breach of the peace as 'behaviour that has caused a constable to believe that a breach of the peace had or would occur had to be related to violence and such a breach occurred whenever harm was done or likely to be done to a person or in his presence, to his property, or a person was put in fear of being so harmed through an assault, affray, riot unlawful assembly or disorder' (R v Howell, 1982).

At this point, the male agreed to co-operate with officers however, continued to refuse to provide an alternate address to be taken to. This led me to the final stage of the NDM during the incident; take action and review what happened. As the male refused to provide officers with an alternative address, was not cooperative and I could not mitigate the risk of him returning to the property, I decided to arrest him.

I arrested the male, at which point he began to resist his arrest. My colleague and I used reasonable force to take hold of the males' arms in order to restrain him. The male was given clear, concise instructions which he refused to comply with and began swearing at officers. My colleague and I continued to order the male to stand up and place his hands behind his back however, this was ignored. The male was continuously trying to free himself from our grip and began swinging out at us. Using unarmed tactical methods taught to officers during Officer Safety Training, my colleague and I removed the male from the sofa which would allow me to handcuff him to the rear. I applied rigid handcuffs to the left wrist of the male when he began throwing his weight back on to the sofa. I have immediately said "STOP RESISTING", aware that my body worn video was still recording and maintained my grip on the handcuffs. At several points during his restraint, I have attempted to use my radio to request further units attend to assist us however, they proved unsuccessful due to a signal issue. Whilst attempting to get assistance via my radio, the male reached for the equipment attached to my tactical vest. Having been unable to contact anyone, I asked my colleague to request assistance all the while, the male was still continuing to resist, and it was evident he would not comply with instructions. When I noted that my colleague did not request help, I felt that the risk to our safety was increasing at which point, the male began kicking out at my colleague. I felt I was justified, and the action was proportionate in the circumstances so, I pressed my emergency button, continued to restrain the male and shouted my location for additional officers to attend. I continued to shout the address to ensure our location could be heard over the male shouting and resisting. My focus during this time was keeping hold of the handcuffs that were attached to the male in order to prevent him from using these as a weapon against us.

After several minutes and through the use of communication skills, my colleague and I managed to get the male into a seated position. I have then been able to secure the males' wrist in the remaining handcuff resulting in him being securely handcuffed to the rear. At this point I have updated the control room and advised that the male was now securely detained and units attending could stand down.

Shortly after this, our colleagues arrived at the address to assist us and escorted the male out of the address. I have accompanied them outside to retrieve the house key belonging to the female and provided the circumstances of the males' arrest to my colleagues.

When I returned to the address to return the key and speak with the female, she made some remarks that concerned me, they suggested she was a victim of coercive and controlling

behaviour. I communicated this with my sergeant who was also on scene and requested that I stay with her to ensure her welfare and conduct further enquires. I remained with the female for a considerable time after the incident and implemented various safeguarding and support measures for her and her disabled daughter. As a result of the time spent with the female as well as gaining her trust, I was able identify she had been a victim of abuse for many years. To provide the best possible prospect of police progress in the matter, my colleague and I worked beyond our tour of duty to obtain further evidence which included retrieving the bank card belonging to the female from the male's custody property, taking images of damage and disrepair within the address, writing disclosure statements and exhibiting the evidence we had obtained. By doing this, the male was further arrested on suspicion of coercive and controlling behaviour.

Reviewing the actions taken, my colleague and I were commended for our efforts by our Chief Inspector which gave me a great sense of accomplishment. Reflecting on the incident as a whole, had I requested further officers make their way to the address when I became aware of the last incident involving police, may have avoided injury being caused to myself and my colleague.

Word Count: 1895

Task 3

Relevant areas of the National Policing Curriculum: Maintaining Professional Standards, Leadership and Team-working

Evaluate theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion).

Consider why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance.

Consider how team dynamics within the police service can result in failing to comply with professional standards requirements (Code of Ethics, policies, procedures, protocols or legislation).

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

ANSWER:

In this essay I will be discussing theories of team dynamics as a means of developing team cohesion as well as evaluating why some teams cannot function. I will explain why inter-personal conflict can occur within a team and what strategies can be adopted to enhance individual and team performance. Finally, I will review how team dynamics within the police service can result in failing to comply with professional standards requirements.

In order to understand the dynamics and effectiveness of a team, it is important to first understand what a team is. A team is 'two or more people, who interact with one another, in situations where at least some members need to rely on other team members at least some of the time, sharing a common (or at least somewhat overlapping) sense of purpose or goals and are viewed as a unit by others and/or themselves' (Tannenbaum and Salas, 2021). Teams exist in a variety of settings such as sports teams, workplaces, community organisations and professional organisations.

A team cannot simply be established and expected to immediately be fully effective. A model developed by Bruce Tuckman describes the four stages that teams typically experience during their development: Forming, Storming, Norming and Performing (Tuckman, 1965). The model was further adapted in 1977 by Tuckman and a doctoral student, Mary Ann Jensen to include a fifth stage which they named adjourning (Tuckman and Jensen, 1977). The first stage of Tuckman's model; forming, is typically where a team 'forms' and begins the process of development. Within the forming stage, individuals get acquainted and gather information of the task at hand. The leader plays an invaluable part at this stage as this is where expectations are set and those within the team are relying on the direction and

guidance. Generally, individuals want to make a good impression and usually act in a polite manner to integrate themselves into the team.

The storming stage will then follow as inter-personal conflict starts to materialise. This is a natural part of the process as individual characteristics and traits of others become apparent and impressions of one another's work ethic develop. Strengths and weaknesses of team members become apparent as individuals become familiar with one other and frustration begins to surface which distracts from the task at hand. Disagreements concerning roles, responsibilities and the overall progress being made are also common requiring the implementation of early intervention from the leader which is essential in resolving conflict. (Thomas, 2004)

Once the conflict has been resolved and team members begin to work cohesively, gaining the trust of others, is when the norming stage occurs. There's now a shared understanding of responsibilities as well as mutual motivation toward achieving objectives.

The performing stage is reached once a team is functioning at an optimum level and can be considered effective. Team members are enthusiastic, highly committed to the task and supportive of one another, this enabling them to overcome conflict through mutual understanding.

The disbanding of the team marks the fifth and final stage of Tuckman's model - adjourning. Apprehension amongst team members may develop at this stage at which point the leader should look to focus on evaluating and recognising the efforts and achievements of the team during this time.

I have experienced all 5 stages put forward by Tuckman since leaving training school and joining my current response team. I particularly resonate with the importance stressed on the role of the leader - the direction, support and guidance shown to me by my supervisor during that time was invaluable and continues to be a fundamental element in building and maintaining team cohesion.

A poor leader, clashes in personality and toxic culture are just a few examples of why some teams cannot function (Bryant-Smith and Beard, 2018), despite the existence of team-based models. Research conducted for the Advisory, Conciliation and Arbitration Service (ACAS) states that 'close to 10 million people experience conflict at work' (Saundry and Urwin, 2021). As a result, over 5 million people have suffered stress, anxiety or depression directly relating to conflicts within the workplace. The cost of conflict to UK organisations is equivalent to more than £1000 for each employee therefore, resolving conflict through early intervention is key to saving time, money and prioritising the welfare of employees. (Saundry and Urwin, 2021).

The CUDSA model and its systematic approach can be utilised to resolve conflict (Volunteer Ireland, N.D). The first stage of this approach focuses on the behaviour, confronting the conflict, by highlighting the issue and expressing the want to come to a solution to resolve. A mutual respect and understanding of people's positions must be apparent as we move on to the next stage, clarifying the concern and diffusing/addressing emotions. Step three looks to define and explore the problem in finer detail followed by seeking for a solution, ideally a win-win outcome for all involved where possible. This approach then concludes with a collective agreement on the decided course of action and this implemented in order to address and successfully resolve the problem.

There are many benefits to a cohesive team which include, team members gaining the trust and respect of one another through shared understanding, the retention of strong interpersonal relationships, and the use effective communication skills and conflict management which ultimately lead to an effective, productive and harmonious team. (Carron et al, 2002) Cohesion is defined as 'a dynamic process that is reflected in the tendency of a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs' (Carron et al, 1998). Improving cohesion within a team can be achieved through various strategies such as the encouragement of open communication within a team. Encouragement from leaders to share thoughts, ideas and concerns assists in building trusts and strengthens inter-personal relationships amongst team members. Another strategy to improve team cohesion is to promote diversity and inclusion as embracing diversity within a team allows for plethora of different view-points, backgrounds and skills. Combining open communication alongside an inclusive workforce not only improves cohesion within a team but will allow teams within policing to reflect the communities they serve. (HM Government, N.D)

One of the most important factors in the success of any organisation is the quality of management. (Mullins, 2005) Servant leadership is a leadership style originated by Robert K. Greenleaf in 1970 which focuses on prioritising and meeting the needs of their followers, enabling their success rather than pursuing a personal agenda. (Greenleaf, 1970) Research conducted for Durham University found that 'supportive leadership has positive effects on police officer and staff well-being, ethical behaviour and discretionary effort and preparedness to engage in improvement activity' (Graham et al, 2019). This, along with the view of the College of Policing (College of Policing, 2015) suggest the need for policing to move from a command style leadership to that of a more positive style in order to achieve success. The servant leadership model is ideally suited for this as leaders who follow this method will look to build a sense of community, involving team members in the decision-making process and gaining their trust. In my opinion, it is an approach that allows team members to feel a sense of empowerment further fuelling their motivation.

'Motivation determines how hard employees are willing to work for a business and how productive a business is' (BBC, N.D) which is essential for any organisation, including the police service as it directly impacts performance. If an employee is motivated, they are more inclined to apply themselves to the best of their ability. Since achieving independent patrol status, I have found that I am motivated by having my efforts acknowledged whether it be from my colleagues or that of a senior officer.

On several occasions, senior officers attached to the forces Rape Investigation Team (RIT) have commended my performance and skillset when undertaking the role of a Sexual Offence First Responder (SOFR). Considering and reflecting upon my motivation when joining the police service which was to be able to help others, receiving acknowledgements like this further motivates and provides me with a great sense of job satisfaction, knowing I can make a difference to others.

Having reviewed the importance of team dynamics and leadership within a working environment, it is paramount to also understand and address how some team dynamics can lead to the failure of complying with standards of professional behaviour. From a leadership perspective, if conflict is not addressed between team members in it's infancy, this can not

only intensify but also negatively impact the wider team resulting in disengagement, lack of commitment and loyalties towards individuals.

Loyalty between colleagues can at times put ethical decision making at risk, turning a blind eye to behaviour they know to be wrong (Westmarland and Rowe, 2018) which demonstrates a direct failure with professional standard requirements. Loyalties towards colleagues don't always stem from conflict but merely professional working relationships that have developed between team members, and this should not be discouraged, however on occasions these loyalties can cause unethical decisions to be made/supported and neglect the 'overriding duty to challenge conduct of colleagues which has fallen below the standards of professional behaviour'. (College of Policing, 2014)

To conclude, team dynamics in policing requires a fluid approach to maintain cohesion within the team. Each team is made up of different individuals from a variety of backgrounds and circumstances. This can result in inter-team conflict however with the right leadership and team dynamics these differences, certainly within the policing world, can be the greatest strength within a team.

Word count: 1594

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:

During this essay I will explain how information and intelligence can be used in the disruption of the more prevalent criminal activity by effective policing of the roads. I will also discuss how ANPR can be used as an investigative resource when disrupting criminal activity.

The Oxford English Dictionary defines information as 'knowledge communicated concerning some particular fact, subject or event; that one of which is appraised or told; intelligence, news' (Oxford English Dictionary, N.D). While intelligence is more difficult to define, it is 'generally considered to be information derived from many sources that has been recorded, graded and evaluated' (Bryant and Bryant, 2020). The sharing of information and intelligence within a police environment facilitates the disruption of criminal activity by helping officers and partner agencies identify and track offenders and their patterns. (Brown et al, 2004) Analysing and understanding these patterns means that resources can be strategically deployed to high profile areas, making it harder for criminals to operate. Intelligence placed on a vehicle known to officers in South Wales Police resulted in a pursuit of the vehicle which ending in persons making off and discarding their clothing, the clothing was collected by officers who subsequently found a large amount of cash and drugs. (South Wales Police, 2023) The original intelligence can be further developed in light of the incident in order to gather further evidence and build a clearer picture of the suspected criminal activity. Without intelligence, the ability to detect and combat crime is significantly reduced which is why information is considered as the very lifeblood of policing. (Innes et al, 2005) Information can be provided from members of the public, other officers or by partner agencies which is then obtained and recorded for a policing purpose (James, 2016). A policing purpose provides the legal basis for the collection and processing of information which sets out to protect life and property, maintain law and order, prevent and detect crime, bring offenders to justice and drive assistance from members of the public. (College of Policing, 2016)

Once information has been evaluated and processed through the application of The Intelligence Cycle and National Intelligence Report it is then be known as intelligence. (College of Policing, N.D)

As shown in Figure 1, The Intelligence Cycle displays the process of developing raw information into intelligence which is widely used by intelligence and law enforcement agencies. This enables decisions to be made about how the intelligence is best used as well as the priorities and tactical options available when taking action. (College of Policing, 2015a)

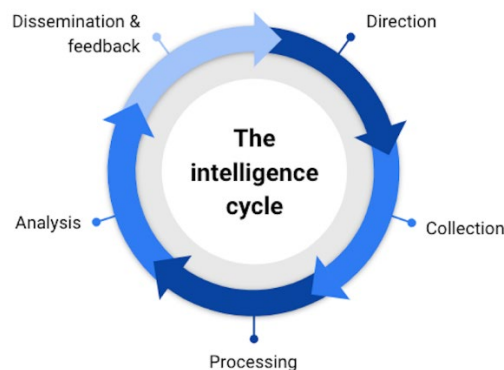


Figure 1: Diagram showing The Intelligence Cycle (Disney, 2021)

At the start of the intelligence cycle, is the collection of information which can be obtained one of three ways. Firstly, through routine collection whilst performing operational duties such as responding to incidents, making arrests, conducting stop and search and targeted patrols. (College of Policing, 2019) Secondly is through the collection of tasked information and can be obtained through the use of CCTV, ANPR and a variety of databases. (College of Policing, 2015a) Thirdly, through volunteered information from members of the public and partner agencies such as social services or Crimestoppers. Information collected by this means is usually received because people want something done with the data, though it can also refer to information that the police have requested (College of Police, 2019).

Once information has been collected, it can then be processed and analysed. The processing is conducted by the individual submitting the information through use of the 3x5x2 system. The 3x5x2 system emphasises the use and integrity of the intelligence by assessing its reliability, credibility and quality as indicated in Figure 2 below. (College of Policing, 2022).

Source Evaluation	Intelligence Evaluation	Handling Conditions
1 - Reliable	A - Known directly to the source	P – Lawful sharing permitted
	B - Known indirectly to the source but corroborated	
2 - Untested	C - Known indirectly to the source	C - Lawful sharing permitted with conditions
	D - Not known	
3 – Not reliable	E - Suspected to be false	

Figure 2: Diagram showing 3x5x2 system used to process and analyse information for intelligence purposes (Adams, 2020)

Once submitted, the information is analysed by intelligence officers to best determine if further development of the information is required or if dissemination is appropriate. The final stage of the intelligence cycle is the dissemination of the information so that intelligence is shared locally, regionally, and nationally if deemed necessary and appropriate which can exploit the benefit of organised crime group mapping (OCGM) (College of Policing, 2015).

Roads Policing Unit (RPU) officers are highly trained and have the ability to perform tactics in order to stop vehicles. This specialist skill allows a lot of the intelligence to be acted upon. Intelligence-led policing allows a Roads Policing Constable to fulfil their role of preventing loss of life and injury on the roads by preventing, investigating and prosecuting offences (College of Policing, 2018). The passion demonstrated from the public to help police our roads led to the creation of Operation Snap. Operation Snap is a partnership initiative allowing the police and their partners to effectively deal with certain driving offences captured by members of the public (GoSafe, N.D) which includes the more prevalent 'Fatal Four' – excessive speed, use of a mobile phone/device whilst driving, not wearing a seatbelt and careless driving. (South Wales Police, N.D) Since its launch early last year, Lancashire Police have reported that they have been able to take positive action in 58% of 1400 cases. (Lancashire Police, 2022) Research has shown that individuals who commit driving-related offences are more likely to engage in serious crime (Broughton, 2007) therefore, it is essential for a proactive approach to be taken by all patrol officers in relation to traffic offences.

Following a Learning Development Services (LDS) Standardisation Meeting in 2023, it was decided that 'Portfolio 15 – Roads Policing' would no longer be a requirement on student officers' Occupational Competency Portfolio (OCP). This means that within South Wales Police, student officers would no longer be required to demonstrate competency within Roads Policing. Interestingly, in a report produced by HMICFRS who found that roads policing in some forces was inadequate, they were told that 'it wasn't unusual for student officers to complete their two-year probationary period without having experience of basic roads policing activity, such as making an arrest for drink-driving' (HMICFRS, 2020) contributing to the ineffectiveness of roads policing. Although I have had experience in making arrests for drink-drivers and attending road traffic collisions, my overall knowledge of traffic legislation as well as experience in responding to these incidents does require improvement. With roads policing remaining part of a student officers OCP across several forces, it could be argued that the inexperience of student officers within forces which have seen this removed could impact the effect these forces have on policing the roads.

His Majesty's Inspectorate of Constabulary and Fire & Rescue Services recognises that the roads policing unit (RPU) has 'evolved', requiring 'the use of roads policing resources to target criminals who use the road network for a criminal purpose'. (HMICFRS, 2020) 323.8 billion vehicle miles were driven on UK roads in 2022 which saw an 8.8% increase compared to 2021. (Department for Transport, 2023) As the Strategic Road Network (SRN) boasts 4,500 miles of motorways and 'A Roads' that connects our major towns and cities

(National Highways 2020), it is not surprising to see the number of road users utilising the road network is increasing. However, the SRN also provides a direct channel into those towns and cities for criminals and organised crime groups who also seek to exploit it through the use of 'county lines' and other prevalent criminal activity. (Department for Transport, 2020) County Line is 'a term used to describe gangs and organisational criminal networks involved in exporting illegal drugs in to one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'line deal'. They are likely to exploit children and vulnerable adults to move (and store) the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.' (National Crime Agency, N.D) County lines and other criminal activity associated with organised crime are very much cross-boarder crimes. They require travelling and movement from cities into smaller towns and rural areas. (South Wales Police, N.D)

Automatic Number Plate Recognition (ANPR) has become an invaluable resource in everyday policing as well as more complex investigations (College of Policing, 2013). I was able to appreciate this following my involvement in an investigation concerning a high-risk missing person. The use of ANPR is extensive and should always be considered in assisting with vehicle crime including stolen, uninsured vehicles or the involvement of a vehicle committing crime. Further to this, it can be used to verify or disprove the whereabouts of a person suspected of committing an offence. (College of Policing, 2013)

A male been reported missing by his daughter after she returned home and found a note which suggested he was suicidal. Whilst establishing the full circumstances, I had noted that he had been reported missing previously however, as a note had never been left before this demonstrated that the risk of serious harm to himself was likely (College of Policing, 2023). I completed the initial enquiries with the family, during which time I was able to confirm he had access to a vehicle. As this was not at the home address, I provided the make, model and Vehicle Registration Mark (VRM) to our control room with the purpose of placing the vehicle onto the ANPR Hotlist. When a vehicle comes into contact with an ANPR camera, its number plate is instantly read and checked against various databases. (Police.UK, N.D) Therefore, based on the location of the camera, the location of the vehicle would be known meaning that the movements of the vehicle could be tracked; either by the use of further ANPR cameras or police resources. The vehicle was identified travelling towards the coastline and from this, I was able to intercept it and engage with the male. He was subsequently detained under S.136 of the Mental Health Act 1983 (HM Government, 1983) for the purpose of attending a mental health assessment and to receive support in dealing with his mental health and PTSD.

Submitting on average 60 million 'read' records to national ANPR systems daily (Police.UK, N.D) the data stored and processed can provide invaluable insights into criminal activity. Just as I have explained how intelligence assists in identifying offenders and tracking their patterns (Brown et al,2004), intelligence received from ANPR can establish the links between individuals, vehicles and criminal incidents, and their patterns and movements through the use of the road network.

ANPR is also assisting in increasing public confidence toward the police through the reporting of its effectiveness in the detecting, disrupting and preventing of criminal activity. ANPR was utilised during a recent national operation throughout the UK relating to organised crime groups involved in 'county lines' drugs supply. By using ANPR to proactively target vehicles suspected of being linked to county lines activity, South Wales Police made

32 arrests which resulted in 4 drug lines being taken out and £179,000 worth of drugs being seized. (Powell, 2021) As intelligence is heavily relied on from members of the public, it is important to share the success of positive results. This encourages members of the public to continuing providing information to the police, knowing that positive action will be taken.

To conclude, information and intelligence can be used to identify key individuals, their roles and connections. Utilising this intelligence and combining other resources such as ANPR enables road policing units to conduct targeted and proactive patrols which can be used in the disruption of more prevalent criminal activity.

Word count: 1901

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	
Improve knowledge of road traffic legislation and driving offences			10	4			Study legislation relating to drink and drug driving investigations, power to stop vehicles and driver/rider offences. Utilise applied knowledge to daily patrols and consider a placement with RPU to develop knowledge and experience
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	

Conducting priority and volume investigation			10		7		Improve quality of victim contact by allocating time within a set of shifts to keep all victims updated. Conduct outstanding actions/enquiries as a priority to ensure evidence is not lost (e.g CCTV)
Intelligence			10		6		Consider an attachment with Intelligence to further develop understanding of intelligence development and analysis. Utilise the intelligence briefing documents while on pro-active duties to further benefit a positive result
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Attend more public order incidents			8	4			I have had some experience of public order incidents, however reflecting on the critical incident described in Task 1 I would benefit from experiencing further public order events/calls. I have expressed my interest in joining PSU and am awaiting course availability. By joining PSU I will gain further experience and develop my knowledge in public safety
Preparation and completion of case files			10	3			Complete Hub attachment in order to further develop my knowledge and experience of building case files and completing the required documents.

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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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