

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

Learner name: __LUKE CONNOLLY

Learner's University Registration Number:
2222445

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Individual Learning Plan	1500 equivalent
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

This essay will discuss my life as a Police Officer since achieving Independent Patrol Status. I will reflect on how the impact of organisational culture within policing has influenced my wellbeing and resilience. I will be considering the impacts and risks that conforming to organisational culture pose and illustrate my strategies I utilise to maintain a positive wellbeing and resilience base. I will reference difference research and will be using the Borton's model of reflection.

Wellbeing does not have its own definition and can be adapted to fit whichever industry or situation it is being used for. For example, in a police context wellbeing is often referred to as mental health / mental well being or occupational stressors. In any case one thing is clear, that with poor wellbeing comes poor performance.

"Occupational stressors in police work increase the risk for officer mental health morbidities." The inadequate mental health of officers can have a detrimental effect on the individual, impacting their professionalism, organisational efficiency and public safety. (Purba, and Demou, 2019).

Resilience is again a broadly used term and its definition can be adapted dependant on the situation it is being used and the environment in which is being discussed. *"Definitions included a concept of healthy, adaptive, or integrated positive functioning"* The definitions encompassed the idea of flourishing, flexible, or cohesive positive functioning as individuals navigate through challenging circumstances. A distinguished panel of experts namely Dr. Steven Southwick (chair) and multidisciplinary panellist's Drs. George Bonanno, Ann Masten, Catherine Panter-Brick, and Rachel Yehuda, concurred that resilience is a multifaceted concept, and its definition may vary depending on the context of individuals, families, organizations, societies, and cultures. In terms of identifying the factors that contribute to resilience, there was unanimous agreement that studying this construct empirically requires a comprehensive analysis that incorporates genetic, epigenetic, developmental, demographic, cultural, economic, and social variables. *(Southwick, Bonanno, Masten, Panter-Brick, Yehuda, 2014)*

If you are asking me in layman's terms If I'm ok and how am I doing, I would say that this is a two part answer. Part 1 would simply be yes, I'm ok. I love my job; I love my police family and I'm excited every shift to come to work to help make a difference in at least one person's life that shift. Part 2 would unfortunately be the opposite; I'm not doing great and I'm struggling. You see the organisational culture within my own team is what keeps me positive and keeps me smiling and when I am away from my 'real' family my police family are there and the culture and cohesion that we have built is fortified.

However, the modern-day picture for a newly independent officer who is more than just a police officer is one that comes with a lot of stress, worry and uncertainty. I am a family man with two children, my partner works full time, and my children are in full time education and full-time private

nursery. They both have full schedules outside of school through their respective hobbies and sports. I am a police officer, and I am a student and unfortunately at this stage one doesn't come without the other, but they also don't operate in homeostasis. I use the word homeostasis as the work life balance is very much that. If one part isn't healthy or functioning, then neither does the other. *"Homeostasis is the ability of the human body's organs and tissues to maintain stable conditions"*. If the body falls out of sync with its normal operating levels such as too much of one function and not enough of the other, then that system or function fails to work correctly. (Gullo, and Chiarego, 2002)

The same can be said for a police officer. If I have attended a griefy job that has caused some level of stress, and this is not managed correctly then this has a negative impact on my home life. Which in turn then causes further stress in my work life as I am unable to recoup and recharge ready for the next shift. Using the Bortons reflective model, another example is when shift patterns must change. We have recently been told of a new shift pattern coming into the job which is going to impact me negatively due to having to find further childcare cover as both my partner and I will now be in work whereas I would normally be home until she arrived for change over. Thus, creating more financial strain on the family. This will result in a restructure for childcare needing to take place and for my partner to speak with bosses to gain further support for shift time differentiation or us seeking financial support elsewhere.

There have also been periods where some one new has joined the shift and has perhaps had a different culture and outlook then we have already on shift. One individual was very much a challenge joining shift. They displayed behaviours attributed to the 'Blue Wall of Silence' *"a phenomenon that suggests that the police engage in a pervasive pattern of deception and withholding of the truth in ritual cover-up for their brethren"*. (Nolan, 2009) These behaviours were very much against the grain of our culture and I was the one to challenge these behaviours as the stereotypical locker room chat or boys club mentality has no place in modern policing and especially in our own team. The individual was taken to one side and educated and spoken to about how this behaviour would have a detriment to officer safety and trust with one another out on the job.

My coping mechanisms have remained very much the same. I am a highly active individual who still plays semi-professional rugby, partakes in motor sport from time to time and I love to live my life outdoors with my family, I still utilise the occasional counselling session as a coping strategy to reaffirm my own resilience. Evidence is overwhelming for the benefits of physical exercise. *"Physical Exercise is a strong gene modulator that induces structural and functional changes in the brain"*. PE provides enormous benefit on both cognitive functioning and wellbeing. PE is also a protective factor for neurodegeneration. Overall PE facilitates in the production, protection and continuation of a healthy mind and body. (Mandolesi, Polverino, Montuori, Foti, Ferraioli, Sorrentino, and Sorrentino, 2018)

My police family and my home family go hand in hand in facilitating me to maintain a resilient and healthy outlook on day-to-day life. Mistakes happen and lessons are learnt but judgement is never passed and the goal to succeed is a shared common goal which is why we are the best performing shift in our region. Findings have significantly indicated that *"knowledge sharing and team emotional intelligence influence team working"*. Teams that communicate together and share best practices to overcome adversities are more likely to succeed and achieve singular and shared goals. (Jamshed, and Majeed, 2019).

As is public knowledge the policing culture at present is under much scrutiny due to recent publications of misogyny and corruption. It is of paramount importance that the foundations of our immediate team's culture is not influenced by some of the outdated personal and negative cultures still around today. These outdated methods and views of policing can act like a cancer if left unchallenged and paint an unrealistic picture of the true culture and values the wider force share. *"Communication is an important component in the construction of workplace identities."* (Holmes, Schnurr, and Marra, 2007).

To conclude if my police family continue to build upon the foundations in place and maintain and pursue the culture, we have instilled I'm confident that my resilience and wellbeing will be managed and supported. Furthermore, I believe that with every contact our team makes to the wider force we will instil change and leave a positive mark.

Total word Count – 1,302

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 discuss a policing incident involving a domestic related situation. I have chosen an incident where I have played a significant role. I will be giving a brief overview of the incident and I will reflect on how I made my decisions utilising a dynamic risk assessment. I will then review the outcome and ultimately anything I would've done differently next time. I will reference different research and will be using the Borton's model of reflection.

Domestic Violence is defined as: *"Domestic violence is a pattern of assaultive and coercive behaviours"* These assaults can be varied including but not exclusive to physical, sexual, and psychological. As well as economic coercion. These situations tend to occur between intimate partners. (Hegarty, and Roberts, 1998)

Domestic violence follows a pattern of key features some of these are as follows; *"Intimate partner violence refers to the actions carried out by adults or adolescents against their partners in dating, married, or cohabiting relationships."* These behaviours are often part of a pattern that includes various strategies, some of which may cause physical harm while others may not, and some of which may be criminal in nature. Perpetrators engage in a combination of physical violence, threats, and controlling behaviours that instil fear and cause both physical and psychological harm to the victims and potentially their children. Ultimately, intimate partner violence is characterized by purposeful actions aimed at gaining compliance from or exerting control over the victim. (Ganley, 1995)

This incident involved a 21year old vulnerable female victim and a 30-year-old male perpetrator. The relationship fell just short of 3 years and had several incidents take place over that time, with the majority never reported to police until a alter date. The offences involved were 'Coercive Control Behaviour, Common Assault, Non-Fatal Strangulation, Criminal Damage, Harassment and Rape'. Due to lack of communication between investigating officers the victim had 4 open investigations and things were being missed which was creating a disservice to the victim. I took it upon myself to consolidate the incidents to form one investigation covering all the incidents which resulted in a better service to the victim and enabled us to achieve a better investigation. At the time the offence being investigated was Harassment and continuation of. During the investigation, I built good rapport with the victim. This was achieved by maintaining positive and regular victim contact and being open and honest as we made progress through the investigation, this was in line with force policy but also for

any additional that I felt the victim needed. Throughout the course of the investigation disclosures of the forementioned offences came to light. It was later stated that had it not been for the way I handled the investigation and treated the victim and the way I managed her that these further disclosures would have never come to light. Following these disclosures, the victim was classed as High Risk. I joined this job to help and support genuine victims of crime and to protect them from further harm. This investigation gave me the option to fulfil this desire.

Throughout the investigation every time I engaged the victim I adopted a soft tone and simple language to help them feel comfortable and to avoid making them feel like they couldn't understand. If providing updates face to face I provided good eye contact and ensured I was always at or below the victim's level to show I was engaged and wasn't creating a power presence and I acted empathetically to the situation to minimise the chance of the victim feeling judged. To this point I had taken away a couple of learning points to improve on each encounter. For example, when delivering updates about the perpetrator I avoided negative terminology as I had become mindful the victim still had feelings towards the individual. As I had previously used the phrase "he just seems like a bad dude" which caused upset. (Dittman, 2014)

It became immediately clear that this victim required urgent safeguarding. Given the fact I had graded her as high risk I expedited certain actions that were within my power. For example Victim safety pack was delivered, Domestic Abuse Stalking & Harassment Risk Assessment was completed along with a Public Protection Notice and these were sent to joint services and a referral was made for MARAC. *"MARAC has proven to be a useful tool in preventing further victimisation."* (Robinson, and Tregidga, 2007).

It was clear the victim was suffering from severe manipulation and Coercive and Controlling behaviours, every time they would open up it was followed up by them taking the blame for what had been done to them. The victim had informed me the perpetrator was scheduled to be leaving the local area and relocating to Spain for the foreseeable future, to ensure there was a chance for justice and to prevent the perpetrator from absconding I placed a wanted flag on the Police National Computer to prevent travel by land, air and sea. I spoke with PPU (Public Protection Unit) and organised a SOLO (Serious Offences Liaison Officer) officer to speak with the victim about the historic rape allegation. An ABE (Achieving Best Evidence) interview was also booked to facilitate best evidence as this would not be possible by means of a traditional interview. *"Investigating sexual assault is an exceptionally challenging task"*. The distinctive nature of criminal circumstances related to sexual offences, coupled with the lack of supporting evidence, often leaves investigators heavily reliant on the testimony provided by the victim to determine the occurrence of a criminal act. The way these testimonies are obtained is therefore of utmost importance. Extensive research over the years has shed light on strategies to enhance the comprehensiveness and accuracy of witness testimonies. (Zajac, Westera, Ali, and Powell, 2019).

The decisions I made facilitated a more concise and clear-cut investigation. This allowed us to build a case and platform to gather as much information and evidence we could to give the victim a fighting chance for justice. I made the decision to utilise our Digital Forensics process to scan the victim's phone for historic messages to prove or disprove the coercive element and an application for a DVPO (Domestic Violence Protection Order) was made to safeguard the victim in the short term whilst a case was built. *"In 2014, the police forces in the United Kingdom introduced a new tool to address domestic violence known as the Domestic Violence Protection Notice/Order (DVPN/O)"*. This legislation serves as a means to safeguard and protect victims involved in domestic incidents where there may not be enough evidence to pursue criminal charges in offences such as battery, actual bodily harm (ABH), or grievous bodily harm (GBH). By issuing a notice, the police are granted the authority to temporarily remove the perpetrator from the residence for a period of 48 hours. Simultaneously, they can seek an order from the Magistrate's Courts, which prohibits the perpetrator from directly or indirectly contacting the victim for a duration of up to 28 days. (Jones, 2020).

The consequences of the decisions I made through out this investigation achieved a good outcome. Faith in the police was consolidated in the victim, from the early positive action to the continual support up until the perpetrators arrest and after. Through the course of the investigation, I continuously utilised The National Decision Model when making decisions ensuring the larger picture was always considered and that the victim and the evidence was always focal of the decisions being made and ensuring that I was operating in an ethical manner. *"The newly revised National Decision*

Model takes a closer look at ethical policing principles". It proposes a framework for increased awareness of ethical issues within the police service. (Mills, 2003).

Utilising Borton's reflective model I am able to take lessons away from the situation and build confidence from the outcomes achieved. I had a victim who had been through an awful time and had lost faith in UK policing and the system as she felt that we had failed to protect her. Through my actions taken such as building the rapport, safeguarding her with the DVPN/O and conducting an ethical investigation utilising things such as Digital Forensics and maintaining positive communication throughout I was able to ensure the victims complete buy in resulting in further disclosures. I was then able to utilise these disclosures to get a positive outcome and justice for the victim. I will take away the lessons learnt such as mindfulness of victim's feelings towards perpetrators in domestic situations and ensure the language and terminology used is always appropriate for the situation. Some of the processes completed such as DVPO and MARAC referrals were new to me and this experience help give me new knowledge to better serve future victims going forward. Overall, I was happy with the outcome of the investigation and the part I played. Positive action was taken to ensure the victim always remained safe through the investigation especially whilst the perpetrator was still free. I ensured the victim was signposted to organisations that could help and through referrals made to joint agencies and the support of MARAC the victim was safeguarded. All partner agencies now have a knowledge of the victim, and should any future incidents occur have access to a full portfolio and history so that nothing is missed, and they aren't caught in a vulnerable position. *"By addressing revictimization, a substantial number of offenses can be prevented".* Repeated crimes tend to occur more frequently in areas with high crime rates and in the immediate aftermath of a crime, indicating that swift and temporary responses to victimization could lead to effective crime prevention. The prevalence of revictimization is often underestimated, highlighting the importance of understanding patterns of revictimization to enhance the prevention of domestic violence. (Farrell, 1995).

Total Word Count – 1,634

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 discuss and evaluate different theories of team dynamics as a means of developing team cohesion. I will explore reasons as to why some teams fall to the wayside and cannot function and will look at how different models and theories can help to improve team cohesion and performance. I will consider why interpersonal conflict can occur and outline strategies that can enhance both individual and team performance. My final consideration will be around how team dynamics within a policing environment can result in failing the professional standards. I will reference different research and will be using the Borton's model of reflection.

"Cohesion is a key contributor to team effectiveness". There is a significant lack of agreement in the evaluation of cohesion, which poses challenges when attempting to compare research outcomes. To tackle these challenges, we employ both qualitative and quantitative analyses to identify key themes that are crucial for the accurate measurement of cohesion. These themes are organized around six fundamental questions who, what, when, where, why, and how as they relate to each major aspect of the cohesion measurement process. (Grossman, Rosch, Mazer, and Salas, 2015).

One of the theories behind team dynamics and growth is 'Tuckman's model for nurturing a team to high performance'. Teams and groups can be likened to living entities that undergo distinct stages of development. A common representation of team development progress is illustrated through a series of steps on a graph. One axis denotes the level of achievement in handling increasingly complex tasks, while the other signifies the extent of time and dedication the group has dedicated to solidifying their teamwork. *"The steps consist of 5 in total and they are as follows: Forming, Storming, Norming, Performing and Transforming"*. It depicts that as more time and effort is applied the further through the steps a team progresses. (Nazzaro, and Strazzabosco, 2009).

As a former professional athlete, I can attest to the success of Tuckman's model in facilitating high performance. In the world of rugby, we focused heavily on the 5 steps due to the team ever changing and faces coming and going. To aid I the foundation phase of team building and developing the bonds things like socials were utilised where some of the hardwiring for bonding would take place. For example, if you had a genuine knowledge and trust of a person on the field you would trust them whole heartedly on the field and this aided our performance by knowing how the person next to you would have your back. The same can be said as a police officer. If times are hard or you have to go

and deal with a potentially dangerous call you need to know the team around, you have your back. Again this is achieved through bonding sessions.

"It has been said that often teams will fail due to the complexity of the vast mix of different disciplinary backgrounds." It must also be stated that most team failures come down to team members themselves and being unable to function together as one cohesive unit. However, there are also teams working together and performing well or even better. What are the preconditions? What can we learn from them? Research results indicate that teams can only work together successfully when they invest enough time to go through the necessary stages of team development. Of course, the crucial factor is not the amount of time but the mental models of the team members which need to be at least partially known to each other group member and aligned most efficiently in the first stages of teamwork. (Badke-Schaub, and Hofinger, 2018)

I speak for my own team when I say that we have a very strong team cohesion and when a period of adversity or challenging call presents itself we can function like a perfectly synchronised machine. I have personally witnessed periods whereby there has been a large obstacle / task at hand that's required all hands on deck and with minimal verbal communication we have been able to sync in and successfully complete the task at hand. One may wonder how we have come to achieve that level of synchronisation. *"The GRPI (goals, roles, procedures, and interpersonal relationships) model was introduced by Richard Beckhard in 1972"*. We have utilised this model and have built the team from the ground up. Establishing identities and roles for each member that best serve the team early on was crucial. This meant everyone knew their roles and responsibilities and were able to start to enhance their craft. Social events and bonding have been key, when a team is tried and tested it always comes down to the characteristics and mental capacity of each individual team member to ensure the ship stays afloat, after all you are only as strong as your weakest link. Knowing your team members on and off the field of battle in whatever discipline you may be involved with is crucial. You get to understand what makes your person tick and aids you to identify early any signs or symptoms that they maybe struggling. (Raue, Tang, Weiland, and Wenzlik, 2013)

The study indicates that team identity acts as a complete mediator in the impact of bonding and bridging social connections. This discovery sheds light on the mechanisms that mediate performance efficiency, thereby enhancing comprehension of how team interactions result in varying performance outcomes. Additionally, the findings demonstrate how the nature of social connections influences the establishment of team identity: individuals form a connection with the team based on the social circles they are part of, both within and outside the team. Consequently, team identity is significant as it is supported by evidence indicating that individuals who have a stronger identification with their work teams tend to perform more efficiently. (Henttonen, Johanson, and Janhonen, 2014).

Its great to have big personalities and strong team leaders within your team. It means theres always someone to turn to when things get tough. However too many strong personalities can pull a team in the wrong direction and cause splinters amongst the ranks. Likewise if a new team member joins that comes from a different culture and has a different working ethos this can upset the 'status quo' and puts the team back to the beginning of the 'Tuckman's Model'. *"Team power is based on the control of resources that enables a team to influence others in the company"*. We find across both studies that low-power teams outperform high-power teams. In both studies, higher levels of process conflict present in high-power teams explain this effect fully. In our second study, we show that team interpersonal power i.e., the degree to which team members' self-views of their individual power within the team align with the perceptions of their other team members the relationship between team power and process conflict, such that when team interpersonal power congruence is high, high-power teams are less likely to experience performance-detracting process conflict. (Greer, Caruso, and Jehn, 2011)

Throughout policing history there have been key events and actions taken by a select few individuals that have led to drastic changes in policies / standards / ethics and such. These actions have generally been against the grain of the wider collective but have brought scrutiny and spotlights on the force as a whole. As we have discussed above if there are a few bad beans with big power in a notoriously less powered team these individuals can lead a small number of other individuals astray, this is where sometimes the historic 'boys club' comes into question. These actions are normally outside the scope of standards and breach the code of ethics and force policies. To try and remove these cultures and learned ways from the force the biggest reform of the police to date took place by

way of the introduction of the PEQF this was designed to 'professionalise' the police. We estimate causal peer effects in police misconduct using data from about 35,000 officers and staff from London's Metropolitan Police Service for the period 2011–2014. We use instrumental variable techniques and exploit the variation in peer misconduct that results when officers switch peer groups. We find that a 10% increase in prior peer misconduct increases an officer's later misconduct by 8%. As the police are empowered to enforce the law and protect individual liberties, integrity and fairness in policing are essential for establishing and maintaining legitimacy and public consent^{1–5}. Understanding the antecedents of misconduct will help to develop interventions that reduce misconduct. (Quispe - Torreblanca Edika, and Stewart, 2019).

In conclusion teams appear to perform at their best when members feel valued and empowered. It is a fine balance between having a high-powered team and a low powered team. Too much power and you burn the tyres off the team, too little and you risk never actually going anywhere. Teams in a high pressured environment respond well to team building and bonding sessions and a cohesive team boost productivity and efficiency. Previous research has documented that intra-group respect fosters individual engagement with work teams or organizations. The authors extend this work by empirically distinguishing between perceived inclusion of the self in the team and perceived value of the self for the team as separate psychological consequences of respect. Based on a social identity analysis, it is predicted that perceived inclusion facilitates the development of a positive team identity (how the individual feels about the team), while perceived value elicits the willingness to invest in the team (what the individual is willing to do for the team). Support for these predictions is obtained with structural equation modelling among two independent samples of professional soldiers working in military teams. Reports of individual team members about positive team identity and willingness to invest in the team correlated with supervisor ratings of the team's action readiness. (*Ellemers, Sleebos, Stam, and de Gilder, 2013*).

Total Word Count – 1,645

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

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

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

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

ANSWER:

In this section I will be attempting to explain how effective roads policing can be a tool to disrupt more prevalent criminal activity such as drug smuggling and county lines. I will also attempt to outline how ANPR can be used as an investigative resource when disrupting criminal activity.

Without Roads Policing units police forces would be at a massive disadvantage when it comes to tackling crime, especially with today's day and age of crime. The main focus for roads policing units is to deter road users from breaking the law and to keep all road users safe. Roads Policing Units also prevent criminality on the roads of which the roads network is a major contributor to significant amounts of criminal activity. Many governments throughout the world rely heavily on traffic law enforcement programmes to modify driver behaviour and enhance road safety. There are two related functions of traffic law enforcement, apprehension and deterrence, and these are achieved through three processes: (1) the establishment of traffic laws, (2) the policing of those laws and (3) the application of penalties and sanctions to offenders. Traffic policing programmes can vary by visibility (overt or covert) and deployment methods (scheduled and non-scheduled), while sanctions can serve to constrain, deter or reform offending behaviour. (Bates, L., Soole, D. and Watson, B., 2012. *The effectiveness of traffic policing in reducing traffic crashes. Policing and security in practice: Challenges and achievements*, pp.90-109.)

The role of a Roads Policing Officer is to prevent loss of life and injury on the road by Preventing, Investigating and Prosecuting offences through intelligence led policing. Definitions for intelligence led policing are rare and its widely agreed that the term simply speaks for itself. The aim of intelligence led policing can be interpreted from the tactical tasking priorities of the UK's National Intelligence Model (NIM). There are four elements that concentrate on targeting offenders through overt and covert means, the management of crime and disorder hot spots, the investigation of linked incidents and the application of preventative measures including liaising with local partnerships to reduce crime and disorder. (Ratcliffe, J., 2003. *Intelligence-led policing*.)

Alongside the many accountabilities of the Roads Policing role one of the main ones is to provide a visible presence on the roads, by carrying out designated and proactive patrols and using intelligence and or ANPR information to deter crime, reassure the community and reduce fear of crime. Intelligence as we know is at the heart of all sectors of policing. Through the use of ANPR we are able to access a live database to track, mark and identify offending vehicles and members of organised crime gangs. Law Enforcement agencies in the UK have utilised Automatic Number Plate Recognition (ANPR) technology for several decades with a number of high profile crime detection successes. In an effort to ensure that end users are provided with the very best investigative opportunities, data accuracy and system performance must be constantly reviewed. This primary research has been

conducted with the aim of better understanding the effect of ANPR camera settings on the performance of imaging systems used by the Police and other Law Enforcement Agencies for crime prevention and detection purposes. (Gurney, R., Rhead, M., Ramalingam, S. and Cohen, N., 2012, October. *Working towards an international ANPR Standard—An initial investigation into the UK standard. In 2012 IEEE international Carnahan conference on security technology (ICCST) (pp. 331-337). IEEE.*) The findings reflect that there is still some work to be done to improve the quality of the ANPR system. There are frequent 'Miss-reads' or 'Missed reads'. The system often crashes and has been known to store out of date data causing distress to innocent road users who would otherwise have never been bothered in the first place. Through transparency of studies an assessments the findings can be utilised by responsible companies and agencies to make the relevant upgrades and changes to ensure a more efficient and accurate tool.

Disruption of criminal activity remains the very core of policing and is entirely coherent with the 'Peelian Principles'. Research shows a direct link between offending on the roads and other forms of criminality. Road's policing has evolved from simple traffic officers to a wider concept of policing the roads. This includes the use of roads policing resources to target criminals who use the road network for their criminal purpose. This paper will argue that roads policing is the public face of the police for many citizens, and thus, enjoys an elevated profile. Yet, the delivery of roads policing services requires urgent care and attention. As was the situation a century ago, potential and actual conflict with the driving public could be close at hand, as more reliance is placed on enforcement technology resulting in more vehicle movements being logged and more drivers becoming criminalised. Indeed, it will be contended that unless great care is taken, such could be the public disaffection with traffic law enforcement and monitoring policies that the legitimacy of the police itself could be challenged. (Corbett, C., 2008. *Roads policing: current context and imminent dangers. Policing: A Journal of Policy and Practice*, 2(1), pp.131-142.)

Drug smuggling and county lines offences are notoriously conducted by Organised Crime Gangs (OCG's) and utilise road and rail networks as their primary mode of conveyance. When it comes to the roads ANPR plays a vital role in assisting officers in the disruption of criminal activity. Automatic Number Plate Recognition (ANPR) is an effective way of identifying vehicles by reading the Vehicle Registration Marks (VRMs) and matching them against predetermined indicators or flags. This is a proactive policing tool for response policing and investigations. It provides a tactical option to disrupt, prevent and detect criminal activity in which by doing so helps increase public confidence. It also helps to identify a vehicle of interest. recent developments within the U.K. drug market: that is, the commuting of gang members from major cities to small rural urban areas for the purpose of enhancing their profit from drug distribution. Such practice has come to be known as working "County Lines." Findings are drawn from qualitative research with practitioners working to address serious and organized crime and participants involved in street gangs and illicit drug supply in both Glasgow and Merseyside, United Kingdom. We find evidence of Child Criminal Exploitation (CCE) in County Lines activity, often as a result of debt bondage; but also, cases of young people working the lines of their own volition to obtain financial and status rewards. (Robinson, G., McLean, R. and Densley, J., 2019. *Working county lines: Child criminal exploitation and illicit drug dealing in Glasgow and Merseyside. International Journal of Offender Therapy and Comparative Criminology*, 63(5), pp.694-711.)

Developments in technology are transforming society, creating more opportunities for offenders and complicating the policing landscape. The challenge for law enforcement is to identify criminal patterns from an offender's electronic traces and to provide actionable intelligence. However, these traces are held by diverse police forces and are rarely connected. In 2011, to overcome this challenge, the Police National Database (PND) was launched to provide a national intelligence overview from local data. This study examines the database, using a mixed-methods approach. Descriptive and inferential analyses of PND usage data highlight that different forces use the PND, and its various capabilities, with different levels of frequency. (Phythian, Rebecca orcid iconORCID: 0000-0001-6423-2116 and Kirby, Stuart (2022) *What does the UK Police National Database tell us about the future of police intelligence? Policing . pp. 1-14.*)

Information and intelligence come from many avenues in today's world of modern day policing. Either from direct intelligence observed by officers or a social media report from a member of the public and everything in between. Through these formal and informal collaborations, it provides the opportunity

for roads policing officers to tackle road based criminality. Social media is an integral part of modern society and is used by billions of people worldwide. In a policing context, police services are starting to use social media platforms to interact with their communities. However, academic literature is lagging regarding the effectiveness of police use of social media. The purpose of this study is to gather public perceptions regarding the police's use of social media particularly the use of Facebook. (CARTWRIGHT, A. and SHAW, C., 2020. *Evidence based social media use: an exploratory UK investigation into residents' perceptions of police Facebook use. Safer Communities*, **19**(2), pp. 61-71.)

In conclusion I believe that the current tools and processes in place are highly effective in tackling the above issues. I have seen first hand how the control of information and intelligence has resulted in apprehension and prevention of further offenders. Through the screening that the intelligence submissions go through this makes it a more accurate and reliable source of information to act up to best serve the public. The police are information dependent and rely on the public as a primary source of information; how the police obtain, process, encode, decode, and use information is critical to understanding their functions. There are at least three types of police information (primary, secondary, and tertiary), intelligence (prospective, retrospective, and applied), and operational strategies (preventive, prospective, and reactive), each of which interacts in a complex fashion with technology. These processes are importantly patterned by police work, especially the role of the patrol officer, and the occupational cultures of policing. Technology is embedded in social organization; it shapes organizations and is shaped by them. (Manning, P.K., 1992. *Information technologies and the police. Crime and justice*, **15**, pp.349-398.)

Total Word Count – 1,580

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	
1. Competency in completing case files			8	3			Look to organise an attachment with FMU in the next 3-6 months to familiarise myself with what's required for different files and to build confidence
2. Improve my understanding of legislation and sexual offences		7		3			Consider an attachment with CID to gain exposure and understanding around the legislation and types of offences. 6-12months

3. Traffic is the route I would like to chose at the appropriate time and I need to start progressing with my knowledge and understanding of traffic legislation and offences			8	3			Alongside booking a few attachments with traffic I will look to start researching and reading up myself in my own time to understand and learn the legislation and offences specific. With ¾ months I would like to have had 2 attachments and improve my score from a 3 to a 5.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Improve my ability to handle investigations I've been allocated efficiently			10	4			I struggle with dealing with allocations when I haven't been the OIC from the start especially if it's a poor write up, I would like to be more confident in how I deal with looking at the evidence and then being proactive with the investigation. I need to research methods of assessing evidence.
2. Using special warnings / bad character in interviews		7		2			I would like to review training on special warnings and bad character evidence, I deal a lot with prolific or repeat offenders and feel I am missing out on good tools to utilise during interview, I will look to seek further training support from courses on offer
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Stop Search Powers			9	4			I had a phase of doing few stop searches on the bounce but I feel it has gone stagnant and I am

2. Statements – WIBS – ONYX			10	5	not confident on conducting the process anymore, I will look to research the correct processes and legislation and be more proactive to go out and obtain more stop searches to get confidence and skill levels up I will book myself onto a statement workshop as I would like my statements to hold better evidential value in seeking charges for offences
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Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

Reference List Workbook 2

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