

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (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.

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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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1500
Task 3	Maintaining Professional Standards Leadership and Team-working	1500
Task 4	Policing the roads Information and intelligence Conducting investigations	1500
Task 5	Individual Learning Plan	1500 equivalent
Task 6	O.C.P.	1000 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.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

For this instalment I will be highlighting my experience of achieving independent patrol status, reflecting on the issues I encountered along the way with regards to the current organisation culture and how I dealt with these issues to find the most effective means of maintaining my personal and professional wellbeing. In order to highlight this, I will be using Gibbs' reflective model.

In my twelve weeks tutorship period I had encountered many personal and professional obstacles that I had to quickly adapt to in order to overcome, but the structured environment of the tutor pod could not prepare me for what I would encounter on response. I had suddenly been cast into a completely different pace of policing, whereas in the tutor hub I had the freedom to select which calls I would answer, I no longer had this luxury and was all of a sudden finding myself in situations I was not accustomed to and often felt I was completely out of my comfort zone. I knew this needed to change if I was going to be successful independently. Raso (2013) states "*I urge you to seek and accept such challenges, leave your comfort zone, enjoy the short-lived anxiety, and subsequently grow both professionally and personally*". I was no longer in control of my day which led to a feeling of uncertainty.

The first several weeks of becoming independent were unfamiliar to me and almost every day I found myself thinking I would never be able to cope with the stress and challenges of being a response officer. Stress is a physical and emotional reaction to burdens from the outside world (Rose et al., 2013). I often felt overwhelmed in certain situations and was too reluctant and

ashamed to admit my lack of knowledge and ask for help when it was apparent that I was in desperate need of help. I often left at the end of shift feeling a burden on my colleagues and worrying at home about the volume of my workload and I often took my work home with me to complete after my shift due to fear I had not done what was required of me.

I recognised that if I was going to feel confident in my role and not succumb to the stresses, I had to firstly address my own welfare and concentrate on my own insecurities. Janiszewska et al., (2018) claim *“Stress is an inherent part of human life. It is well known and often associated with negative professional or family situations. Stress is not dangerous to our body, but it reacts to it”*. My first step was to speak with colleagues and explain that I needed extra support in certain situations, and to my surprise they were very understanding and were only too happy to offer their support. I also sat down with my Sargent and requested further support by means of monthly workload reviews for my peace of mind that my investigations were progressing as they should. Weigelt et al., (2019) say’s *“Proactive work behaviour refers to “self-initiated and future-oriented action that aims to change and improve the situation or oneself”*. After speaking with others, I immediately felt a sense of relief, I suddenly felt a level of comfort I had not experienced since becoming independent.

Once I was able to set my pride aside and admit I needed help and guidance from others, my next hurdle was not to fall foul of conforming to the negative organisational culture that was present in the workplace. Lyons (2005) claims *“Every company has an organizational culture. Positive cultures are typically closely aligned with a company's stated values, vision and mission. Negative cultures typically have a much larger gap between them. Understanding the organizational culture is essential in that it defines the framework within which leaders have to manage and work”*. As I had just left the tutor hub my approach was systematic and closely followed the methodical approach that was instilled by my tutor. I quickly realised that my approach was in stark contrast to colleagues who I had encountered, although these officers were offering their support and guidance it seemed that they had become set in their ways and were unwilling to change or adapt with the ever changing environment that is modern policing and did not share the values passed on to me. Lyons (2005) goes on to say *“After the employee has settled into their cubicle and starts on their work, the person next to them says, "Let me tell you what it's really like around here." This second orientation gives the new employee an understanding into the company's real organisational culture - the unwritten code of what is acceptable and how to do things”*.

I was able to identify these individuals immediately and actively chose to not take their advice, and felt by distancing myself this would allow me to maintain my standards, not become complaisant and be willing to adapt, change and investigate every incident to the best of my ability without compromising the investigation due to being resistant to change. Once I identified the two sides of the culture, I began to surround myself with the right people as to ensure my standards were maintained, which in turn makes for a better work environment and vastly improves my productivity and performance. Schumann (2008) stated *“Surrounding yourself in your practice with the right people who have great attitudes is truly one of the keys to both success and happiness. Having the wrong staff with the wrong attitudes can be the recipe for continual stress and frustration”*.

Reflecting on the transition I have made from first becoming independent over nine months ago to where I am today, I am finally able to see that my feelings of uncertainty and being a burden were far from unique. Those feelings of doubt that I experienced were justified and expected given the circumstances and I now realise that at some point in their career, others who I turned to for guidance and advice were once in the same situation as me. I was very fortunate that I have been placed on a superb team with a supportive Sargent, which for me diminishes the risk of conforming to a negative organisational culture as the standards that are set in place make for a strong, cohesive team environment. Although I am at a stage where I no longer feel overwhelmed within my role I still have a multitude of skills I need to learn and enhance to be more proficient in my role, and for me the only way to develop these essential skills is by the repetition of being involved in situations that take me out of my comfort zone, constantly surrounding myself with the right people and be willing to change and adapt to any and all organisational changes to support and enhance the quality of the organisation.

If I found myself in the same situation again I would have a completely different approach with regards to how I handled the situation, I feel the majority of the stresses I encountered were self-inflicted and the only person placing such a high expectation on me was in fact myself, this in turn led to me constantly falling short of my own expectations and a sense of dissatisfaction towards myself. Going forward I am in a much stronger position to where I was nine months ago and I no longer feel a sense of shame in not knowing certain aspects of the job but instead take it for what it is, a learning opportunity. The changes in organisation culture vary but I have since learnt not to resist the change but to embrace it, positive or negative it

shows the organisations initiative for implementing change for a long-term solution and I am only too happy to offer my support in this endeavour.

Word Count – 1085.

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.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this entry I will be covering the constantly changing environment of a domestic violence incident and I will highlight the importance of conducting dynamic risk assessments whilst continuously assessing the situation at hand. I will also cover how all decisions that are made originate from the national decision model, thus ensuring that the actions that are carried out are proportionate, ensuring the best possible outcome for those involved. For the following points I wish to make I will be using Gibbs' reflective model to strengthen my views and document an incident I was involved in regarding a High-risk domestic violence incident.

I had responded to an emergency call one evening with very limited information, the reports received was of a female screaming for help before the line disconnected. As I had very limited information, I requested the control room conduct some checks on the address and I was informed that there were no previous calls to this address. Due to the fact the caller had not been spoken to before being disconnected they were unable to establish who had called and the ruling was that this was a possible domestic in progress. Due to the uncertainty of who was at the address I requested a second officer also attend the address as a precautionary measure. As with any call I attend I always try to implement a working strategy using the T.H.R.I.V.E model, as said by North Yorkshire Police "*The approach is called THRIVE and*

it stands for Threat, Harm, Risk, Investigation Opportunities, Vulnerability of the victim and the Engagement level required to resolve the issue”, they go on to say “THRIVE is about providing an appropriate and proportionate response, rather than having a “one size fits all” approach to certain types of crime. In some cases, that will mean the police deal with some incidents in a different way to how they were handled in the past”. This gives me an advantage on arrival as when I am in the situation, I have already gone through a thought process, however there are always variables that cannot be accounted for beforehand.

I arrived minutes after receiving the initial call and upon exiting my vehicle I was able to hear a commotion from an upstairs window of the address I had been called to. I was quickly able to establish that this was a case of domestic violence due to previous incidents I have been heavily involved in where similarities were present. Incidents involving domestic violence can be challenging to deal with due to it being a constantly changing environment whereby the truth may be hard to come by, possibly either due to fear or a level of guilt. Manton (2015) stated *“Women have many reasons for not reporting domestic violence and not leaving the abusive situation. Respect that they know what is best for them—but give them information they can use when the time is right”*. I was certain that the situation I was about to enter was a domestic, and from this I was able to focus on the information and intelligence phase of the National Decision Model which all decisions and actions are made in consideration of. Blackstones (2020) P79 will say *“Ethical decision-making in policing is informed by the National Decision Making Model (NDM). The model consists of a number of elements, with the Code Of Ethics being central”*. Armed with this knowledge I felt confident that I had enough to implement an approach to resolve the matter at hand.

I entered the property through the unlocked front door and was met with a cacophony of noise, shouting and crying from both adults and children. As I was the first officer to arrive at the scene and was alone, I had to make constant dynamic risk assessments in order to maintain my own safety. Lopez et al (2013) explains *“Dynamic risk assessment refers to a risk management framework where frequent updates of risk evaluation information are used to evaluate risk exposure, as close as possible to real-time”*. With the information I had, I felt the only option was to proceed and intervene in any way possible. As I made my way inside the house I was able to see a male physically assaulting a female in the presence of their young child, at this point the National Decision Model become the forefront of my thought process and muscle memory took over. Shusterman (2011) states *“Muscle memory is*

a term commonly used in everyday discourse for the sort of embodied implicit memory that unconsciously helps us to perform various motor tasks we have somehow learned through habituation, either through explicit, intentional training or simply as the result of informal, unintentional, or even unconscious teaming from repeated prior experience”. In this moment I knew my best option was the power of arrest, and as I had personally witnessed the assault, this would enable me to remove the threat from the equation. Shortly after the male was removed from the address and conveyed to custody, I was then able to begin the safeguarding process with the victim and child.

As I made my way to the address the information I had to work with was non-existent, as such I felt \ a sense of apprehension wondering what I would face on arrival, Maack et al., (2015) claims *“Fear is a basic emotions which functions to promote avoidance goals by assisting in escape from threats (flight and freeze) or defensive approach (fight) in situations where avoidance is not an option”*.

When entering a situation I feel it is important to be as informed as possible and feel it is effective to run through several scenarios in my mind beforehand which allows me to prepare and not get overwhelmed by an influx of information on arrival. The limited information I had been given was a new experience for me, I had become accustomed to receiving a wealth of information before arriving at a call and therefore arriving on scene without knowing this information gave me a feeling of slight unease and took me out of my comfort zone. I knew if I was going to gain control of the situation and deal with the matter in hand, I had to compose myself and deal with what was presented ahead of me upon arrival.

Ultimately there are limited positives to take away from a situation of domestic violence, there is the obvious positive of the victim and the child no longer being in physical and emotional pain, the element of risk removed from the child, and the offender being removed from the property ensuring the safety of both parties. However, time and time again this is shown to be a short-term solution to a long term problem. The offender may be removed from the property but there’s no definite guarantee that this is a solution to the problem long term as the likelihood of the offender returning after his release from custody was high. This was not the first time this female had been the victim of domestic violence, but it was the first occasion she had contacted for help. In situations such as this both the victim and the children

present suffer trauma which needs to be addressed and need to be dealt with in the appropriate manner, by means of support and referrals.

Once the offender was removed, I commenced the administrative side of the incident and began to record the details and complete the relevant documentation. I knew from previous experience that this was a delicate matter and the shock and sometimes disbelief of the ordeal may still be present for the victim. Therefore, I was cautious to demonstrate empathy towards the victim, Belzung (2014) theorizes *“The French neuropsychologist Jean Decety adopted this point of view. He specifies that the empathy is the capacity to mentally simulate the subjectivity of the other, to put ourselves in the shoes of another: it lies on biological systems”*. I sat down with the victim and documented her account in statement form.

Throughout the statement the victim repeatedly apologised for the incident and placed the blame upon herself for the violence she had endured. I did not understand her thought process and whilst completing the DASH (Domestic Abuse, Stalking, Harassment and Honour based violence assessment) and PPN (Public Protection Notice) referral the alarming amount of ‘yes’ to abuse she had suffered over the years astonished me. More so her shame left me perplexed and despite assuring the victim numerous times that she had done the right thing for the safety of her and the child, she took no reassurance in what I had to say and continued to make excuses for the offenders violent behavior. Rathbone (2011) says *“The experience of shame is so excruciating that avoiding it organises our lives”*. I was conscious of the fact that my recordings on these documents carried tremendous importance as they would be shared with partner agencies and would have a bearing on the charging decision as well as the welfare of a child.

After gathering the victims account, I felt I needed to escalate this incident to C.I.D as it more than met the forces threshold for High-risk domestic abuse and I knew that this was beyond my current skillset. When speaking with more experienced detectives it was clear that I was so focused on the immediate remedy of arresting and removing the offender I had not considered the full extent of what both the victim and child would face after. I was surprised to learn about adverse childhood experiences and how children in this environment are affected Manton (2015) claims *“Another aspect of domestic violence that cannot be ignored is its effect on children. Children might not be safe when violence occurs in the home. Even witnessing domestic violence has detrimental consequences for children such as posttraumatic stress disorder, depression, anxiety, poor school performance, and sleep disturbances. In addition, the behaviors children witness often are emulated in their own*

bullying behaviors”. Also, the realisation that the victim did not see herself as such and blamed herself for the abuse suffered. This is something that I had noticed earlier in the process but did not fully understand until I was able to take myself out of the situation and have it explained to me. Going forward, in order to provide the best service available to the victim I feel it is vital I improve my knowledge base of the aftereffects of being involved in such a traumatic environment.

If I found myself in the same situation, knowing what I do now there would be some elements which I would change, such as when I first arrived given the level of aggression I was able to hear from outside, perhaps I should have waited until another officer had arrived to assist. However, I do not regret my decision as my first thought was to protect the victim inside. There are always skills that need to be improved upon and I believe the best way to do this is by repetition and learning from those who have vastly more experience than myself. The more difficult situations I place myself in the easier they will become over time, and the more knowledge I gather from others will only improve my decision making and improve the outcome for the victim and their safety.

Word Count – 1532.

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).

1500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Over the course of this instalment, I will be highlighting several key points I wish to make with regards to team dynamics. I will be covering what makes a strong functional team and the issues which some teams face that do not allow them to operate at their best. I will also explain the negative bearing that occurs due to conflict between members within the team and how this can have a larger negative impact on others and the police service itself.

A team dynamic is made up from its members' relationships with others involved, how they react to one another and even the workplace environment that they are a part of. Senaratne and Gunawardane (2015) both state “*Team composition is a key factor in influencing team performance; when considering the team composition, it is relevant to take into account the different roles which the members play and the way they interact with one another*”. Within the team there are countless unconscious decisions that are made daily by these members that will overall affect the team dynamic. There are various individuals and attributes that can make up a team. Each of these members will have their own strengths, weaknesses and personality traits that they are able to contribute and these factors have a major impact on the overall success of the team, and how these members choose to exhibit these traits will ultimately decide whether or not the team will be effective and cohesive. Knowing each individual's personal traits can help lead the team to success. To achieve the best results from

a team, it is vital you have an understanding of all its members and more importantly how they act. If each person is not working as a part of that team, then they will not reach their full potential (Bell 2013).

Working together as a team allows individuals to all separately take on smaller, more manageable tasks in order to achieve a shared goal of the group, Driskell et al (2018) all claim “*Teamwork refers to the activities through which team inputs translate into team outputs such as team effectiveness and satisfaction*”. These individuals’ traits will influence the overall success of the team as without effective cohesion among its members, the team will ultimately fail as they are not working towards the shared goal. Some teams cannot function effectively together due to a negative attitude between individuals, which can be infectious and quickly spread to other members. The actions that the members choose to display can have a positive influence on the team, which in turn will allow everyone to work together and support each other. There is also the potential for a negative team dynamic brought on by tensions in the team and negative personal relations with its members, this will ultimately lead to friction and complications arising.

There is a multitude of reasons why interpersonal conflict can occur in a team, which inevitably will lead to distribution and the team imploding as a result of personal conflict among each other or resistance to the organisations regulations involving the entire group. Conflict amongst a team can have a detrimental outcome on the success of the team and the organisation as a whole.

A team is made up from various members from all walks of life, each with separate values and there is always the possibility that complications may arise between the individuals involved in the team due to clashes of personality. This can result in friction between members who do not get along on a personal level, the negative attitude of a particular member or certain individuals who are regarded as lazy by others and are not willing to help and contribute towards the end goal, lack of communication of vital information and lack of trust between members are all factors that will lead to conflict within the team. Jehn et al (2014) have said “*It is also widely acknowledged that workplace conflict is a double-edged sword that can elicit both productive and destructive outcomes for the individual, team and organisation*”.

All these issues are commonplace in a work environment and as such each workplace should have measures in place to prevent these minor conflicts and disagreements from escalating into a larger problem. There are various ways to combat and resolve interpersonal conflict in a work environment that have been tried and tested throughout the business world, conflict is unavoidable but it should not be seen as a negative but as a means to address an existing problem and implement a long lasting solution. Capozzoli (1995) says *“Conflict becomes a problem when people are unable to manage and resolve it effectively. If conflict is not dealt with constructively, it can be a powerful destructive force between people and within organizations. If it can be managed effectively, conflict can be turned into a constructive force”*.

There are several approaches that can be applied to resolve conflict and re-establish a positive team dynamic after a negative interaction between its members. Sometimes the most effective solution to interpersonal conflict is simply to allow those involved to sit down and communicate their issues in a controlled manner and take the time to understand colleagues point of views before expressing an opinion and disregarding what it is they have to say. Once the matter has been resolved it is important to ensure that the issue is dealt with effectively and a suitable outcome is agreed upon so that the team understand that their opinions are values and this will lead to increased levels of trust. Trust and a positive team ethos are vital and a useful way to bolster these factors are challenges and team building exercises, this will allow members to actively engage with each other to complete a common goal and ultimately improve the team dynamic through communication and teamwork. It is imperative that once you build the trust that it is maintained among the group. Reina and Reina (2009) both state *“The trust people once had in one another eroded, and relationships collapsed. Channels of communication and collaboration, already challenged by having to accommodate people working all over the world, gradually broke down. People were at each other’s throats, fighting for resources, hoarding information, and working at cross-purposes with one another. The quality of the work declined, and the time line to delivery was drastically off course. The group’s reputation within the organisation was compromised”*.

Team dynamics play a vital part of police culture, each individual officer must give their utmost to ensure the team is effective and functional. Without gaining the trust and respect of others in the team there will always be an opportunity of failure through the individuals’ actions which will have a broader impact on others and the organisation. It is of particular

importance that members of a police team are professional at all times and do not allow workplace conflict to interfere with their ability to operate and carry out the duties required of them. If conflict within the team is left unaddressed then this will undoubtedly lead to failings and breaches to the police code of conduct, in particular the ten standards of professional behaviour that are expected of each team member involved in the Police service.

If left unchallenged there is the opportunity for conflict to intensify to an unacceptable level resulting in workplace feuds. Conflict in a police team could potentially lead to mistakes being made between officers involved in a workplace feud, such as corners being cut which leads to investigations not being carried out as they should due to the fact they do not wish to work together, vital information not being passed between both due to either party not wishing to engage with the other which could be detrimental to the community or victim. Workplace feuds occur in every station but if the officers cannot put aside their personal differences for the better and be respectful with each other then this contradicts the authority, respect and courtesy values expected (Blackstones 2020. P76) States “*Police officers act with self-control and tolerance, treating members of the public and colleagues with respect and courtesy. Police officers do not abuse their powers or authority and respect the rights of all individuals*”.

Interpersonal workplace conflict can also lead to discrimination within the team and workplace bullying can occur even within the ranks of the police members who have a personal grudge against another can exclude and alienate others from belonging in the team which can lead to a feeling of loneliness and isolation. Conduct such as this should never be tolerated and any incidents should be reported immediately as it is a direct violation of value ten of the standards of professional behaviour’s which clearly state that all officers have a direct duty to actively challenge or potentially take action against any and all violations that colleagues make which are beneath the expected standard (Blackstones 2020. P76) These standards are the benchmark for all members of the police service and at no point should they not be adhered to.

In summation it has been clear to identify over the course of this entry that no workplace is without interpersonal conflict and it is inevitable at some point every workplace will experience this. Team dynamics are derived from each individual’s personalities and character traits that have a direct bearing on the team’s overall performance. For a successful

team dynamic each member must cooperate and actively engage with others and personal conflict in the workplace unchecked can lead to a toxic environment that can have a devastating impact on those within the team, the entire organisation or potentially the public as especially in the police the actions and decisions officers make have a wider impact on the public. A strong and cohesive team dynamic is integral to the success of a police team and without a positive dynamic there will be failings.

Word Count – 1410.

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.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Throughout this entry my objective will be to outline how the gathering of information and intelligence through the use of Automatic Number Plate Recognition (ANPR) aids the police in combating serious and organised crimes such as drug trafficking by organised crime groups through policing the roads on which these criminals travel and also identify serial traffic offenders for road related matters. I will also be covering how ANPR can be used retrospectively to aid the investigation and identify criminal action. I will be using citations from various sources to reinforce my argument and highlight the importance of utilising ANPR cameras on the roads to disturb criminal activity at all levels.

The public are using the roads more and travelling further distances now more than ever, however with the rise of traffic on the roads, criminals have also seized this opportunity and increased their presence. Criminals are now using the roads as a means to extend their criminal activity far and wide. Whereas in the past they were limited by location and methods of travel, now with the use of vehicles and vastly accessible public roads this has broadened the opportunity to travel far and wide and exploit areas that were not available to them previously. A key example of this is county lines, organised crime groups (OCG) are now able to operate all over the country and they do so by using the roads to freely travel from their base of operations, usually a busy urban environment to more rural locations all around the country supplying a never ending stream of illegal narcotics, and in some cases providing a means for children to be sexually exploited for the gangs financial gain. The roads provide an opportunity

for the gangs to network across the country and move freely using a fleet of vehicles at their disposal. Stone (2018) describes it as *“Broadly put, this encompasses the initiatives of suppliers based in larger cities, usually operating as part of an organised crime collective, gang or network, to expand their trade into smaller provincial/coastal locations, to increase profitability and in hope of avoiding or reducing police attention in their own area”*.

This is where ANPR becomes an invaluable tool to identify and prevent gang activities by monitoring the roads on which these criminals travel. ANPR is able to continuously gather information passively and develop data into intelligence in line with the National decision model to enable action to be taken against the vehicles and drivers identified. ANPR cameras are able to gather a vehicles registration and collate the information and cross reference through databases to assist the police as a way of combating criminal activity that occurs on the road (College of policing 2013).

Once these routes have been identified and vetted by using the 3x5x2 model, police are then able to monitor travel patterns of vehicles to identify suspects, intervene and implement arrests and vehicle seizures. The act of recording intelligence amongst police officers is often completed by using the 3x5x2 method, the numbers determine the quality of the information that is broken down into three categories (Blackstones 2020. P533). This will undoubtedly cause a major interruption to the gang and act as a deterrent to other offenders. This will also effectively remove the routes available to the offenders, which as a direct result will limit their options and movements by using the roads.

ANPR was first introduced in the 1980's and was used for purposes of counter terrorism in Northern Ireland, Dorset Police have stated *“Since their introduction in the 1980s for counter terrorism purposes in Northern Ireland, ANPR systems have been shown to be an extremely powerful policing tool in addressing crime at all levels, including serious and organised crime”*. Over the past three decades ANPR cameras have become a valuable asset in assisting Police in various approaches of investigation and intelligence gathering. ANPR cameras are placed in many locations such as motorways, police vehicles and car parks. By placing these cameras in strategic locations ANPR has allowed the police to identify vehicles on the road which are linked to criminal activity quickly and efficiently, this allows the police to act upon the information and act as necessary. The information is gathered passively, checked through several databases such as force systems and the Police National Computer and relayed in real

time. Police.uk (2021) state *“As a vehicle passes an ANPR camera, its registration number is read and instantly checked against database records of vehicles of interest. Police officers can intercept and stop a vehicle, check it for evidence and, where necessary, make arrests”*. By gathering the information through the use of ANPR this can lead to the information gathered being devolved into actionable intelligence which can then be used to cause disturbance to criminal activity and potentially highlight key offenders through the use of their vehicles, thus enabling the police to take action and cause a disturbance to the gangs operation, Police.UK (2021) then go on to say *“The use of ANPR in this way has proved to be important in the detection of many offences, including locating stolen vehicles, tackling uninsured vehicle use and solving cases of terrorism, major and organised crime”*.

Once the information and intelligence phase has been utilised effectively, the intelligence gathered can be disseminated so it can be actioned to cause a major disturbance in the gangs movements and activities through various avenues such as utilising ANPR to identify a known vehicle, detail its movements and gather intelligence or to cause disturbance to criminals by enforcing traffic offences from prolific offenders and ultimately seize the vehicle to prohibit the gangs movements.

The use of ANPR can be used both pro-actively and reactively and has many uses in both methods of investigation. With the increased level of activity on the roads it is highly likely that a vehicle had some involvement in the process of the crime and as such the use of ANPR should always be a consideration when carrying out investigation enquires, College of Policing (2013) claim *“ANPR should always be considered where it is known or believed that a vehicle is involved in an investigation or incident”*. Both means of investigation are instrumental in the success of the investigation and disturbing criminal activity using the roads.

When used pro-actively, for instance whilst being operated mobile in a police vehicle, ANPR can be highly effective in identifying stolen vehicles, vehicles driving without insurance or tax, is able to locate stolen vehicles and highlighting vehicles linked to offenders, thus improving the chances of intercepting an offender before they have an opportunity to commit crime. As this information is relayed in real time this gives the officers an advantage to be able to act quickly and efficiently.

Whilst ANPR is a valuable tool in assisting the police in proactive investigations, it is also extremely advantageous in reactive investigations. ANPR can and is used to aid an investigation in many factors such as verifying a suspects account of their whereabouts at a particular incident, it can also be used to reconstruct the movements of an offender's vehicle suspected to be involved in a crime. By using ANPR and vehicle pattern analysis to reconstruct the movements of a vehicle it can be a powerful tool in aiding the investigation and ultimately identifying an offender, a key example of this in use was the fatal shooting of PC Beshenivsky. Kirby (2007) explains *"After a witness highlighted a specific vehicle, ANPR was used to assist in the identification of the vehicle. As enquiries continued further suspects were identified and ANPR was again used to show the association between these vehicles as well as their use in Bradford at critical times before and after the incident"*.

Throughout the course of this entry it has become clear to me how vital ANPR is in combating not just serious organised crime, but also lower level road traffic offences being committed. There is always the concern with the public's scepticism towards the police that ANPR is seen as another unnecessary cost to the tax payer, when in fact the use of ANPR cameras is far more efficient and cost effective when compared to the amount of work it achieves passively. ANPR Cameras can gather information at a rate that would not be possible by a single constable, Dorset Police state in the same entry *"Criminals and terrorists are becoming increasingly more sophisticated in their activities; therefore the police need to update their crime fighting capability. A bobby stood at the end of a road with a truncheon will not stop terrorists. The technology used simply alerts the police if there are legitimate concerns that the law has been broken and or a vehicle of interest to them has just passed a camera, it will do little more than that."*

The use of ANPR cameras across the U.K has vastly improved the police's efficiency in targeting and disturbing serial traffic offenders and causing a major disruption to organised crime gang movements and expansion into other territories. ANPR camera locations are not shared with the public and as a result this makes it extremely difficult for the OCG to successfully avoid the routes along which cameras are tactically placed adding to the disruption of the crime, in keeping with the national policy the locations of ANPR cameras in fixed positions are not disseminated to the public due to the fact the information shared would dilute the effectiveness of the ANPR system as criminals would deviate from these routes (Police.UK 2021)

In summation, the use of ANPR cameras are extremely beneficial when compared to the concerns that are received from the public. ANPR is both cost and time effective and as such is an integral part of the fight against OCG. ANPR cameras are vital in causing disruption and frustration to the members of these gangs and over the years have assisted in investigations and intelligence gathering. The use of ANPR aids police not just in a proactive capacity but also provides lines of enquires when investigating crimes reactively, therefore the positives hugely outweigh the negatives of ANPR.

Word Count – 1373.

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	To effectively carry out the responsibilities in my role my knowledge base needs to be vast and there is always room for improvement when it comes to knowledge. At this moment in time I feel I have a strong knowledge base but I still have a great deal to learn. To enhance my knowledge base over the next few months I will continue to do the same process that has worked for me thus far, I will

						continue to speak with more experienced officers and specialist units to gather their knowledge in a specific subject, continue to research and use the resources available to me such as PNLD, Moodle and Blackstones. This will help me learn about topics where my knowledge needs boosting and also learn from my mistakes which will increase my knowledge for the next time I encounter a similar situation.	
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	At this moment in time my main skill I have is my communication skills. I have learnt over this past year that communication is key and without effective communication the situation will ultimately fail. To further this skill I will continue to engage with the public and colleagues to further build a strong rapport. From the organisational skills point I hope to further enhance my professional skills in the next 12 months by attending courses such as my response driving course and Method of entry course. These new skills will allow me to become a more rounded officer and help my colleagues by offering a wider skill set. I have recently completed a Tier 2 interview course which give me a new skill set

							when it comes to interviewing suspects and witnesses, when I put these skills into action on a daily basis my skill set will grow and become stronger through repetition and experience.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	With regards to experience I feel I have achieved a lot over this past year, although I am still aware I have a lot more to encounter. My experience has greatly improved since becoming independent and this will only grow with time. I will continue to enter the workplace with a positive attitude and be willing to accept every call, job and actions expected of me over the next year with an open mind. Only by completing these actions and having a willing to get involved and be pro active will my experience grow which I am confident in 6- 12 months time looking back on this entry I will see an improvement in my knowledge, skills and experiences overall by simply being willing to give my all and be pro active in my role.

Task 6

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 5000D; Professional Police Practice 2 and in signing it will be equivalent to 1000 words towards the 8000 words equivalent total.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: 

Date: 31st March 2021.

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written

assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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