

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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**FACULTY OF BUSINESS AND MANAGEMENT
PUBLIC SERVICE PROGRAMME**

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

In this essay I will be discussing how I have reflected on the impact of organisational culture within policing on my wellbeing and resilience, since achieving independent patrol status. I will focus on the impact of organisational culture and the coping strategies I adopted to develop my resilience and improve my wellbeing. I will be using Gibb's Reflective Cycle (Mind Tools, 2022) throughout this essay to show how I have reflected. I will also be referencing relevant research throughout.

I achieved my Independent Patrol Status 9 months ago in April 2023. Throughout this experience I have recognised the importance of being able to develop resilience in order to reduce stress and improve wellbeing. Whilst in training as a student I experienced stress and built resilience in relation to demands such as exams. However, this is different to what is required of me as a police officer and what is required to build resilience differs from training as a student.

I have spoken to colleagues with many years of experience within the role about how they utilise various coping strategies which has further developed my understanding of resilience and the importance of an individual's wellbeing.

Organisational culture within policing can consist of a variety of aspects, research suggests that some of the most important elements include core values, unified purposes, efficient leadership, effective communication and accountability. (Workhuman Editorial Team, 2022) Organisational culture plays a large role in organisational effectiveness and performance. (Smith, 2020). Essentially organisation culture is the way in which things are done within an organisation.

According to Edgar Schein organisation culture is formed over a course of time as the employee's go through various changes and adapt to the external environment and solve problems. (Juneja, 2022). This theory explains how employees adjust to internal and external factors through different experiences and how this forms an organisations culture.

Through my own experience it is clear to see how this relates to policing. In terms of policies and procedures these are often changed and updated to provide the best possible outcomes for victims and/or vulnerable people that we deal with in our day-to-day roles. Organisational culture also reflects police officers' attitudes and behaviours that have been established over time, which is then conformed to by members of different teams and subsequently passed onto new comers.

According to Herrman et al. (2011) resilience can be defined as a "Positive adaptation or the ability to maintain or regain mental health, despite experiencing adversity". I feel like I can relate to this following some of the incidents that I have attended as a police officer. In addition to this I have researched wellbeing and found that wellbeing is the experience of health, happiness, and prosperity. It also states that it includes having good mental health and the ability to manage stress. (Davies, 2019). This is relatable in the role of a police officer and I believe that good wellbeing is necessary in order to be able to conduct my role effectively.

I believe that organisational culture can have both a positive and negative impact on wellbeing and resilience. From my own personal experience within my role, I have witnessed that many police officers across different teams have adapted a coping strategy for dealing with traumatic calls and to be able to reduce stress and build resilience, using humour. I was accepted very quickly by my team due to having a lot of common interests and the same sense of humour. This has helped me build good relationships with my team which in turn helps me to combat stress and build resilience. This is achieved through members of my team picking up on my body language or other actions whereby they quickly notice that I may be stressed or struggling to come to terms with a traumatic incident we have dealt with. My team then make light of the situation by looking at it from a humorous perspective by making jokes about it and making me laugh. This helps hugely to put me at ease and relieves tension and stress about the incident.

According to research conducted by Mayo Clinic Staff (2021), laughter can activate and relieve a stress response by increasing and decreasing heart rates and blood pressure which causing a relaxed feeling. Laughter is also capable of stimulating circulation and aiding muscle relaxation which can reduce some of the symptoms of stress.

On the other hand organisation culture can have a negative impact on wellbeing and resilience if there is a culture that encourages overwork and long hours. As a new employee you could feel pressured into working beyond scheduled hours if this is what the culture of the team promotes. This could lead to exhaustion and a lack of work-life balance which could have long term effects in relation to mental health and other physical health issues. Ultimately this could lead to job dissatisfaction, high turn over rates and an increase in absence.

I feel that it is important to retain personal values as an individual who is part of a wider organisation culture. It's important to voice your opinions when you feel like something isn't done right or could be done better. This applies to aspects such as policies and procedures whereby I may have dealt with an individual and depending on their needs and

requirements relating to their incident I may have found a better or more efficient and effective way of dealing with the situation which has a better outcome for the victim than may have been possible just from following policies and procedures.

As of May 2023, South Wales Police had recruited 870 new police officers in the last three years, The 850 new officers will have been spread around the force joining a number of different teams who will all have their own work and team cultures that have been formed over a period of time. Some of these cultures may not reflect the values of South Wales Police and have a negative impact. Some teams may have a view on how certain incidents should be dealt with, particularly if the officers within that team have a considerable amount of service. This often leads to processes being carried out in ways which are out-dated and no longer encouraged or expected by the police service. This can lead to new recruits picking up “bad habits”. Ultimately this poses a risk of that individual being subject to scrutiny, this can lead to a disciplinary action conducted by South Wales Police Professional Standards Department.

There have been a few coping strategies I have used over the last 9 months to enable myself to maintain my wellbeing and build resilience. The first coping strategy I am going to reflect on is how humour has helped me to relax and relieve stress symptoms after I have finished my shift. The best way I have found to do this is by listening to a comedy podcast on my commute home from work. My journey takes me around 45 minutes and this gives me enough time to listen to a podcast and enjoy the humour, allowing me to take my mind off any stressful, traumatic or emotional incidents I may have attended that day. I find that by the time I get home I am able to relax and forget about work. This increases my wellbeing as I am able to enjoy my time at home and also increases my resilience to dealing with such incidents by finding a way to cope with the stress caused.

I have also learned that the food I eat has an impact on my cognitive ability. This mostly has an effect during busy shifts and particularly night shifts. Research suggests that micronutrients such as certain vitamins and iron are crucial in cognitive health, the research also states that high protein and low-fat diets are productive in cognitive decline. Therefore, I have started taking supplements for vitamins and iron and structure my diet around high protein and low fat. I feel this has had many different benefits and in turn has increased my general wellbeing and ability to function effectively on a night shift when I am required to make a decision, which prevent causing me unnecessary stress. (Puri, Shaheen and Grover, 2023)

Word count : 1370

Task 2

Relevant areas of the National Policing Curriculum:

Decision-making and Discretion, Vulnerability and Risk, Public Protection.

You must choose an incident, for example a domestic related incident, and reflect on how you made decisions in complex and unpredictable circumstances using dynamic risk assessment.

Give a brief description of the problem including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Evaluate decisions made during the incident and your use (or otherwise) of the National Decision Model. Explain the rationale behind your decisions and your considerations when recording details of the incident. Consider your ethical approach to the decision. Outline the consequences of your decision making.

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

ANSWER:

In this essay I will be describing a domestic incident I attended where I had to make decisions in complex and unpredictable circumstances. I will also be evaluating the decisions I made and how I used the National Decision Model (NDM) to make those decisions. This essay will be supported with relevant referenced research. I will be using Borton's Model of Reflection to reflect upon how I made my decisions. (Borton, 1970).

The incident I am going to describe is my attendance to a male and female couple whereby the female had reported to the police 999 system that her husband was trying to harm himself with a knife. When officers attended we were greeted at the door by the male, who stated that his partner had lied and he was not trying to harm himself, neither was he in possession of a knife. He stated that the female had mental health issues and was in a heightened state.

The female was in a state of hysteria and could be heard shouting from the kitchen. I had already attended calls prior to this day in relation to this couple and had previously had to section the female under Section 136 of the Mental Health Act 1983 as a result of her behaviour and the emergency requirement to safeguard her. Due to this I had built rapport with the female so suggested I went to speak with her first to try and de-escalate the situation. I knew the female was vulnerable due to her mental health. According to the College of Policing (2021) "a person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation".

When speaking with the female she made disclosures that she had been assaulted by her partner and pulled up her sleeve to show me dark contusion's on her upper arm. I was also

aware that the couple had a young daughter together who wasn't at the property at the time so it was important to establish where she was in order to safeguard her appropriately and effectively.

There were a number of issues and therefore decisions that myself my colleague had to make in relation to this incident, which I will discuss using Borton's reflection model first and then I will discuss how I used the NDM to make my decisions as a police officer.

Using Borton's Model of Reflection the "What" element being the requirement to arrest the male for Section 47 Offences Against the Person Act 1861 due to the disclosure of assault and level of injury caused to the victim. This is the offence of "a person who assaults any person, thereby occasioning actual bodily harm" (CPS, 2022).

The next part being "So What", I asked for further unit to attend to assist in facilitating the arrest of the male. When the officers arrived I advised the female that her partner was going to be arrested in relation to the assault. This caused her behaviour to escalate further as she did not want him to be arrested. The female was trying to push passed me to get to where the male was to try and prevent him from being arrested. She was stopped from leaving the room and to prevent her from obstructing the officers who were effecting the arrest. The female then made threats to harm herself and held her arms up as if she was going to hit me. I used powers under Common Law to restrain the female to prevent her from causing harm to me or any other person. Common law states that "if you have an honest held belief that you or another, are in imminent danger, then you may use as much force as necessary to avert that danger." (The Crown Prosecution Service, 2019)

The next part of the reflection model being "Now What". This section focuses on what I did next and learnings were made for the future. I believe in this instance that I made the correct and most appropriate decisions within the highly emotional circumstances that were present.

I used the National Decision Model (College of Policing, 2014), which I will refer to as the NDM from here on, to make my decision. There are 6 elements to the NDM starting with the Code of Ethics (College of Policing, 2014) which highlights the values and professional standards expected of every officer or police staff within the organization.

The next element of the NDM is to gather information and intelligence. I achieved this by speaking with the female whereby she disclosed the assault committed on her by her partner.

This lead me onto the next part of assessing threat and risk and develop a working strategy. The believed the female was vulnerable and required safeguarding to prevent a further assault. I knew the male had to be arrested for the offence in order to protect the female from further harm.

I then had to consider my powers and other policies. There are a few different offences relating to assault, however based on the disclosure and level of injury witnessed I decided that the male would be arrested under Section 47 Offences Against the Person Act 1861, despite the female not wanting this it is South Wales Police policy to take positive action in

relation to domestic assaults, this meant we had no discretion as opposed to an incident of assault that wasn't domestic related, and the male had to be arrested.

I then had to consider other options and contingencies. This being that because the female was in a heightened state of emotion and had made comments suggesting she was going to harm herself, I would require further units to attend to assist in arresting the male so that I could safeguard the female appropriately.

I then took action and asked for further units to attend to facilitate the arrest of the male and convey him to custody. Additional officers attended and I briefed them on the circumstances. They then went to the room where the male was sitting to effect the arrest. This again caused the female to become agitated and obstructive, causing me to use a dynamic risk assessment in the circumstances and using the NDM I considered my powers of arrest for obstruct police under Section 89 Police Act 1996. However I did not consider this to be the most appropriate action and instead I used verbal tactical communication whilst being clear and concise to tell the female refrain from engaging in that behaviour and to allow the officers to execute their duty, which was effective. According to research (Solar, 2017) "Communication within law enforcement is an essential element which must take place on a daily basis."

The male was subsequently arrested and was conveyed away from the address.

The second complex issue, and "What" element of Borton's Reflective model, was that we had been provided information that the female was not to have unsupervised access to her daughter and only the father was able to collect her from school and bring her home. The female was difficult to reason with and when asked to arrange for somebody else to care for the child her behaviour escalated again. She made threats to attend the school and collect the child regardless of the conditions in place that prevented her from doing so.

The "So what" element of reflection was that due to her emotional state and threats to harm herself there was substantial concern for the risk to young child. Myself and my colleague established which school the girl attended and made our way there in order to facilitate safeguarding measures for her. Whilst en-route to the school I tried to contact social services and in particular the social worker who had been assigned to the family as I felt they were best suited to take responsibility and care for the child. I considered my police powers and knew if required I could use Section 46 of the Children Act 1989 in order to remove the child to suitable accommodation where they could be protected from harm. "Now what" due to the circumstances with in this incident I broadened my knowledge on police powers for emergency care involving children under Section 46 of the Children Act 1989 and I would now be confident using them again in the future if required to.

I used the NDM for my decision making process in regards to the safeguarding element of the child. I had already established that the mother was not allowed any unsupervised contact with her daughter and when asked she had stated that other than the father, who had been arrested, there was nobody else suitable to take care of the child or collect them from school. The female had also told officers, in her heightened state of emotion that she wanted to harm herself and then that she was going to collect her daughter from school regardless.

The threat and risk level towards the child was high. The female was not in a fit or suitable state or frame of mind to care for her daughter and there were conditions in place set my

social services to say that she was not allowed. I made the decision to attend the school as a matter of priority to safeguard the child.

Whilst we were travelling to the school I attempted to contact social services but given that it was late into the afternoon it was difficult to speak to the appropriate people. Given that I could not contact the relevant person I had to think of alternative options to be able to protect the child from harm.

This is where I familiarised myself with Section 46 of the Children Act 1989 and my powers whereby they allowed me to keep the child in or removed to a suitable location where they can be protected, where I had reasonable cause to believe that the child would otherwise be likely to suffer significant harm. (legislation.gov.uk, 2014).

My options were to continue to try to contact social services as I felt they would be best suited to provide the care required for the child. However, If this was not an option I would have to use my powers as stipulated above in order to prevent the child from suffering harm.

On arrival at the school we spoke with the head teacher and made them aware of the situation. They were aware of the family's situation. We remained at the school in the event that the mother attended and attempted to remove the child. The mother attended and was aggressive and violent towards school staff, she was actively pushing them and trying to gain entry to the school shouting that she wanted her daughter. This caused me to make a dynamic risk assessment in regards to the situation that was unfolding. I thought it best to try and speak with the female calmly but with authority in order to gain compliance. I advised her that if she did not calm down and move away from the school premises she would be arrested to prevent a breach of the peace under the Public Order Act 1936. (Legislation.gov.uk, 2022).

This worked effectively and the female left the school premises and stopped causing a disturbance. A few minutes later she approached the steps of the school and asked to speak with me. By engaging in conversation with her and explaining the reasons why I had made the decisions that I had she understood and was in agreement that she was not in the best frame of mind to be able to provide appropriate care for her daughter at that time. I believe this is as a result of my communication skills and the ability to explain my decision making and actions taken.

Word Count: 1925

Task 3

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

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

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

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

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

ANSWER:

In this essay I will be evaluating different theories of team dynamics by comparing them to other theories. I will also be considering why inter-personal conflict can occur within a team and suggest strategies on how this can be enhanced. In addition to these I will also be considering how team dynamics within the police service can result in failing to comply with professional standards requirements. I will be referencing the relevant research throughout.

Team cohesion is the strength and extent of interpersonal connection among members of a group (Wale, 2023). An interpersonal bond between team members causes them to participate and remain motivated to be able to accomplish the expectations set. According to (Salas et al., 2015) cohesion is essential for team effectiveness and performance. Effectively team cohesion is how well a team works well together to achieve a set of goals.

There are many aspects that can influence how well a team works together. Teamwork is often considered the most successful way of achieving good performance within a business or organisation, as it is believed the best way to achieve targets is by working well together. It's important that employee's that are aiming for the same targets work well together to be able to succeed. According to Phillip (2023) most teams don't work because of one of two reasons. The first reason being that they're not supported enough or encouraged by their organisation or shown any recognition or reward for their effort. From my own personal experience, I believe this statement is true to some extent based on my own experiences. Prior to my role as a police officer I worked in a retail store as a manager for a number of years. I found that recognition and reward played a huge part in motivating individuals to achieve targets set by the company. These rewards were often of monetary

value and therefore encouraged the staff to want to achieve success to be able to reap these rewards. According to research by O'Flaherty, Sanders and Whillans (2021) studies have shown that recognising and empowering employees can lead to an increase in motivation and in turn this will improve performance across the organisation. I found that this method worked well in terms of individual performance; however, it did not necessarily correlate with the team working well together as the targets were set for individuals and there was no incentive to improve as an overall team.

This brings us onto the second reason given by Phillip (2023) of why teams don't work. That being that they are not a team, but merely a group of people. From experience I believe this is a true statement. As I mentioned above the reward and recognition scheme I implemented for staff as a manager worked well with some individuals who wanted to win the rewards. However, in terms of group work it had very little impact. To combat this, I introduced team-based challenges. This encouraged employees to build working relationships that I don't believe they would have formed on their own. This meant that the stronger, higher achieving colleagues were working with the colleagues who were at the lower end of the scale. This method involved employees sharing their skills and knowledge to assist others in achieving better results and working towards targets as a team. After a few weeks of implementing this method it was clear to see that this method was successful as we were achieving all of the figures and targets set by the organisation.

One theory I have researched in relation to team cohesion is Tuckman's Model (Mind Tools, 2022a). This model is broken down into four stages which are, Forming, Storming, Norming and Performing. The forming state happens first, when the group start off as strangers and it involves people of that group making an effort to get to know each other and starting to form relationships. The second part, Storming, is where people of that group start to push boundaries that were formed in the first stage. This is where conflict and friction can arise as they have different and preferred ways of working. Roles and responsibilities need to be outlined at this stage. The norming stage is when members of the team start to gradually resolve their differences, establish each other's strengths and weaknesses, and build respect for authority of the leader of that team. This then leads onto the performing stage where roles and responsibilities have been identified and the strengths and weaknesses of different people within the team and used to their advantage to enhance the team's performance.

In order to evaluate the effectiveness of Tuckman's Theory (Mind Tools, 2022a) I will be looking at research that has been conducted by others where different stages have been identified and critiqued to see whether the stages outlined in Tuckman's Theory are the best guideline to help understand the team dynamics.

According to Dunphy's Model (1968), research found that there were six developmental phases for a group. The six phases were maintenance of external normative standards, individual rivalry, aggression, negativism, emotional concerns, and high affection. It is clear that this differs from Tuckman's theory. However, it does show a resemblance to Tuckman's Theory from the second to the fourth stage. Dunphy's research did acknowledge that further research and testing would be required in order to support the model but it is

clear that some of the stages represent the same as Tuckman's Model suggesting that the model is a fair representation of how team dynamics work.

Research conducted by Lacoursiere (1974) considered developmental trends and stages. There were four stages identified and they are orientation, dissatisfaction, production, and termination. The differences with this theory compared to Tuckman's theory is that during the dissatisfaction stage there were a lack of group conflict but instead focussed more on external factors such as more hostility towards the person who has set the task that is required to be completed by the group. It is clear from the study conducted by Lacoursiere that conflicts within the group are aimed at those who are outside the group. I feel that this contradicts Tuckman's Theory in relation to what actually happens within each phase of the group dynamics being formed.

As a result of evaluating the above theories I believe that it is apparent that the Tuckman model is relevant and can be useful in terms of analysing the process of a team's development. The studies conducted by Dunphy (1968) and Lacoursiere (1974) clearly show similarities in the stages stipulated in Tuckman's theory. This proves that it is a valid theory. However, the study conducted by Lacoursiere (1974) also shows that there is more depth to each stage that should be considered.

Inter-personal conflict is part of the "Storming" stage of the Tuckman model. Inter-personal conflict is an inevitable fact of human existence. Interpersonal conflict can be simply described as a "clash between two individuals who are unwillingly or unable to fulfil expectations of each other". (Bao et al., 2016). Interpersonal conflict is natural when experiencing human interaction. There are many reasons why it can occur including, different personalities, different expectations, and a difference in attitudes towards problem solving. When these factors exist, it can be difficult to work with somebody as a team when you don't share the same opinions or goals. Conflict can arise between people who are frustrated with one another.

There are many ways in which interpersonal conflict can be managed and overcome. Some strategies suggest avoiding the conflict. This means leaving the room or taking some time away when tensions and emotions are high. This can help temporarily but it does not appear to be a coping strategy that could be effective for the long term. Another coping strategy that can be used is compromising. When everybody comes to an agreement somewhere in the middle. This allows everybody to have their needs met in say way, which in turn could build professional working relationships. Collaborating is another method considered to reduce conflict, this consists of individuals working together as a team to resolve a problem, communicating, and listening to one and others needs and concerns in order to provide a solution to the problem. This can be a lengthy process but is considered the best solution to resolve conflict for everybody involved. (Risser, 2022).

Team dynamics with-in the police force can result in failing to comply with professional standards requirements. There are many elements in policing that can cause interpersonal conflict. This can be because police officers are given the ability to use their discretion in most situations and incident that we attend. This can cause a difference of

opinion and different perceptions from those who have attended. In relation to this conflict can occur from a difference of opinion, this can raise tensions and in turn cause conflict to become more aggressive. For example, this could happen if a new police officer joins the team and has recently come out of training, whereby new policies and procedures including legislation have been taught, if they are on duty with a more experienced officer who is reluctant to adapt to new changes. This can lead to what may be seen as bullying from the experienced officer not allowing the student to make decisions based on knowledge and effectively telling them to do things their way. This can in turn lead to the student feeling disregarded and resentful and breaches the code of ethics to treat others fairly and with respect.

Word Count: 1581

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 essay I will be discussing how effective policing of the roads with the use of information and intelligence can be used in the disruption of the more prevalent criminal activity such as, drug smuggling, human trafficking, child sexual exploitation, organised crime groups and county lines. I will also be outlining how ANPR (Automatic number plate recognition) can be used as an investigative resource when disrupting criminal activity.

Information is defined by the College Of Policing (2022) as all information which is obtained, recorded or processed for a policing purpose. According to the National Crime Agency intelligence is "information that has been analysed to assess its relevance and reliability" (National Crime Agency, 2019). This could be any sort of data obtained from phone calls made to the control room, provided face to face to officers on the street or it could also be from online sources.

Information and intelligence can be gathered from a variety of sources and used across the police service, particularly for disrupting criminal activity. This is done through the use of the NIM (National Intelligence Model). The NIM was introduced to England in Wales in 2000 as a way of standardising policing practice and providing minimum standards. (Paige Keningale, 2022). Officers and staff can submit intelligence using this model which is reviewed and if necessary placed onto the police systems and/or national systems such as PNC (Police National Computer).

Policing the roads has been outlined by the NPCC (2022) with four main pillars of activity which are; preventing harm and saving lives, tackling crime, driving technology and innovation and changing minds. The ability to be effective in the second point, securing the road from the threat of serious crime and terrorism, will depend on roads policing officers being pro-active in policing the roads and responding to the information and intelligence that is made available to them. The NPCC (2022) also states, in their National Roads Policing Strategy 2022-2025, using technology such as ANPR and intelligence from partner agencies and also the public will provide the opportunity to enable the detection of the most serious

crimes that are committed using the road network for criminal gain. According to the Department for Transport (2020) criminals will use the road network to facilitate the commission of crimes such as smuggling, county lines exploitation and facilitating burglary and violent crimes. Research conducted by (Corbett, 2007) found that people who were convicted drink-drivers were twice as likely as a member of the general population, and disqualified drivers were up to four times more likely, to hold a criminal record for offending. This shows that effective pro-active policing conducted by stop-checking vehicles or attending calls such as suspected drink drivers is likely to be effective in identifying criminals who use the road network. This could provide intelligence for offenders such as the vehicle they use and the route they take or area to attend which could build a bigger picture for disrupting crime. This could provide police with the information necessary to submit an intelligence report on the driver and/or passenger of a vehicle and on the vehicle itself to enable markers to be placed on the vehicle and it's occupants for the purpose of detecting and preventing crime in the future.

Information taken from the College of Policing (2023) states that ANPR automatically reads vehicle registration marks (known as VRM's) for comparison against database records, such as PNC (Police National Computer). The police use ANPR as a tactical option to assist in disrupting, preventing, and detecting criminal activity. ANPR is also used by commercial companies such as car parks and garages.

When a vehicle passes an ANPR number its VRM is obtained and run through a database such as PNC (West Midlands Police, n.d.). This will then flag and highlight any markers on a vehicle, or an occupant believed to be linked to that vehicle. This information alerts staff in the control room who can pass details onto roads policing officers. This allows roads policing officers to attend to a specific location, to look for that specific vehicle. Markers on vehicles can include things such as when a vehicle is known to be involved in the supply of illegal drugs, human trafficking, organised crime and it can also have alerts for potential occupants who have previously been linked to that vehicle who have been involved in the crimes mentioned or are potentially wanted or dangerous offenders. The ANPR system is able to research the movements of a vehicle where it has passed several cameras, this can allow an investigation to be built around the general regular routes that a vehicle may take (College of Policing 2022) For example, a vehicle linked to drug supply and organised crime would likely show a pattern of travel such as a long distance journey from an area in Wales to places such as Manchester. It shows the times that the vehicle has passed that camera and would provide information as to how long a vehicle has been in the area. This can help roads policing officers to target a specific area at a specific time based on the historical information of when a where a vehicle travels that's involved in criminal activity. The roads policing officers would be able to use this intelligence to plot at a hot spot location to intercept the vehicle at a time that they expect it to be passing. (College of Policing 2022)

ANPR has a live-time function which alerts the control room of a live vehicle, providing details of that vehicle, the reason for the alert such as a warning marker or stop marker placed on the vehicle and allows this information to be passed to roads policing officers to attend. However, it is not likely that officers will be able to attend every one of these alerts as they would outnumber the amount of officers that are available. A study conducted by Sidhu, Barnes and Sherman (2017) showed that over the month of April 2015 in West

Midlands Police, there were 70.3m VRM reads and out of those there were 1488 unique VRM live alerts. During this study 210 of the unique VRM's were subject to checks to find out the end result. Of these 210 alerts 49 vehicles received a police response from dispatch, 33 of those were intercepted by police and 20 resulted in a consequence, against the suspect in that vehicle, from police.

Another use of ANPR during an investigation is to identify other vehicles that are travelling in convoy. This can be done if information is known about one vehicle, the system can conduct searches on other vehicles that have travelled near by at the same place and time, which would suggest that they are travelling in convoy. This helps to obtain wider intelligence on other vehicles that are potentially involved in criminal activity. (Li and Ho, 2014). This allows roads policing officers to intercept other vehicles that they may not have been aware of without the use of ANPR.

ANPR can also help detect stolen or cloned vehicles (College of Policing, 2013). It assists in the investigation of a cloned vehicle by taking a picture of the vehicle and VRM as it is passing. If the vehicle appears to be different to what it is registered as then it is likely that the vehicle is on cloned plates. This can lead to more serious criminal activity as they will often use stolen/cloned vehicles to facilitate crime to try to prevent detection from law enforcement. This allows police to be made aware of the location of the vehicle to make attempts to stop it and establish further detail and to begin conducting an investigation if required.

When a vehicle is suspected to have been used in the commission of a crime ANPR systems can help to identify that vehicle. Without any knowledge of the vehicle the ANPR system is available to check and provide details on any vehicle that it has captured. This can be searched for on specific cameras at a precise time that it is believed to have passed. "ANPR provides valuable information in investigations. It can help when no specific information is known about the target vehicle" (College of Policing, 2013)

ANPR is a crucial tool to help apprehend offenders. Research I have conducted proves this is true (Baxter, 2019). In Greater Manchester Police they have stated that they installed 2 cameras in the Saddleworth area in August 2015 and in 2017 these cameras had helped to solve high level crimes, which included a spate of burglaries whereby the offenders were travelling from West Yorkshire. In 2018 the cameras helped to investigate a vehicle which lead to solving a crime involving a drug group who were smuggling £2million of heroin. The cameras also located a lorry that had been involved in a kidnap and had £1.3 million worth of laptop's in the vehicles that were travelling in convey. These figures show how invaluable ANPR camera's are in assisting in an investigation for criminal activity.

In addition to locating offending vehicles, The College of Policing (2013) also signifies that ANPR is also capable of identifying potential witnesses in an investigation. The efficient and effective use of ANPR could identify vehicles that were in the area where an offence took place and the occupants/owners of these vehicles could be contacted by police and requested to assist in the investigation. This would allow for statements to be obtained which could hold a bearing on the outcome of a criminal investigation.

Word Count: 1589

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. Completing a case file for an investigation with all forms correctly filled out			8	4			1. I have completed my attachment in the hub. However due to low staff I did not have a tutor and therefore my experience was not as it should have been. I will continue to increase my

							knowledge from looking at good examples provided by colleagues and requesting assistance from the case file progression team or colleagues in the hub when required. I would like to be at the expected level within the next 6 months.
2. Understanding the actions required by myself when first on scene for a high priority incident.			9		5		2. I would like to increase my knowledge regarding this within the next 3 months. I will complete my attachment with CID in February and this will give me a more thorough understanding of what is required from a response officer in order to assist them with the investigation after initial attendance.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. PNC course to conduct searches		6		1			1. I have opted to attend and complete a PNC names course will

2. Station intoxiliser machine	6						which enable me to conduct searches on people using the PNC system. I am expecting to complete the course by March and therefore would like to be competent in this within the next 4 months. 2. Only trained officers can use the intoxilyser machine. This machine is the station breath test machine which is used in evidence in court for the prosecution of a drink driver. This would allow me to conduct these investigations without the need to request assistance from another officer. I do not currently have a course booked as there aren't any available but I wish to complete this within the next year.
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EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Knowledge and points to prove of volume crimes.			10		7		1. I would like to improve in this area and will do so by reviewing and regularly familiarising myself with the points to prove of volume crime offences which will help me to be a better officer when dealing with an incident and will enable me to recognise what the crime is more quickly and will also assist me in my investigation by ensuring I have considered the points to prove for the offence at the time of the incident. This will be an ongoing process due to the amount of legislation but I would like to have improved over the next 2 months.

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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