

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:

Organisational culture has many factors as to how it is created, such as the environment and the organisations' leadership, but I believe the key factor that causes a culture within an organisation, is its history. History is why a culture in any context, not just an organisation's, is incredibly difficult to change, and within an organisation with a history as long as the police's, and policy where experienced officers teach and mentor the new recruits, passing on their beliefs and way of working, it would not be difficult to find an officer who's beliefs and way of working is very similar to that of officers decades ago.

Firstly, we need to discuss what culture is and what culture means from an organisational point of view. According to Cambridge University, culture is defined as 'the way of life, especially the general customs and beliefs, of a particular group of people at a particular time'. This definition is very applicable to an organisation like the police, as police officers are a group of people who spend large amounts of time with each other, and when people spend long amounts of time together, beliefs and habits are very easy to pass on to others as well as adopt for yourself, hence a culture forms.

Changing a culture is very difficult, especially in an organisation where the majority of people believe the same things and work the same way, but it is still possible. Cultural change can result from a number of causes, such as the environment, technological inventions, and exposure to other cultures (Libretexts, 2021), and cultural change within an organisation is no different, however, to change individual beliefs and ways of working, the heads of the organisation need to be actively promoting a new culture. According to the College of Policing, chief officers should promote an organisational culture that ensures any police contact, whether it be with fellow colleagues, policing partners, or the public, seeks to build trust, as when trust in policing is high, the willingness of the public to help the police and report crimes also increases, which will then result in safer communities.

But, in order to change a culture, you need to identify the culture that already exists, as you cannot change something without knowing what needs to be changed. According to MindTools, two people named Gerry Johnson and Kevan Scholes

developed an approach for identifying and changing an organisation's culture, and they called it the Cultural Web. It is a tool used to reveal the culture of an organisation and is a way of witnessing and understanding different aspects that affect the culture of the organisation (Leadership Centre, 2023). The cultural web can be separated into six distinct categories that all come together to create a culture. The six categories are stories, how an organisation views itself; rituals and routines, the accepted norms and practices; symbols, physical items that represent the culture; organisational structures, who is in charge; power structures, the people and the systems who have the power to get things done; control systems, how an organisation controls how things are done. An organisation can use this tool to view the current culture, and also use it to imagine the culture they would like to have. The two results can then be compared and evaluated to see what actions need to be taken in order to make the desired culture a reality (Think insights, 2023).

When this question asks me to consider the risks of conforming to organisational culture, I believe the question is trying to lead me into discussing all the stereotypical values and cultures of the police that are portrayed in the media, such as toxic masculinity, prejudice, discrimination, and exclusion (The police foundation, 2023), but since I achieved independent patrol status, I have never experienced any of those cultures that the media are forcing everyone to believe occur within the police. The cultures that I have experienced within the police are ones that the media never like to talk about, as it would paint a good picture of the police which is obviously never newsworthy.

For example, a culture that I have observed and become a part of within the police is that there is a very strong culture of togetherness, where every officer will not hesitate to help another, even with the minor elements of paperwork, and we don't go home until every element of the work has been completed. The risk that exists with this culture is you will sometimes have to continue to work late after your shift and potentially miss something at home. I am very lucky that I am part of a great team, so I consider this risk to be very minor, because when you are a good team, it is always better that the whole team stays slightly longer to help get the work done, rather than leave your colleague to complete all the work themselves, as this would cause them to stay much later, which could result in a breakdown of the team dynamic and cause the culture of togetherness to disappear. The culture of togetherness within the police is so strong because it works both ways, so when I stay behind to help colleagues with their work, I do it in the knowledge that when I have a lot of work to do, I will receive the same help, which is why I find the spirit of togetherness one of the best values in the police.

In terms of my wellbeing and resilience, the culture of togetherness that I have experienced has sometimes left me feeling quite frustrated. I feel this way when it has been a busy day and I have managed to complete all of my work on time, but my colleagues have not. I know that police officers are not forced to stay behind to help their colleagues complete their work, but I feel that I cannot leave the station without offering my help to others. This is one of my strategies that I have that helps me maintain my wellbeing because I believe that my wellbeing would become even worse if I thought my team were viewing me as the one officer who doesn't offer to help. The feeling of frustration is only temporary, but if the frustration persists, then a coping mechanism I use is that I go for a walk after work, as it is proven that a

walk a day is directly linked to positive mental health (NHS, 2023). Once we have completed the outstanding work as a team, I believe that we become closer, and we can all be happy that we have achieved our goal together. On the other hand, when I am the one who the team stays behind to help, my wellbeing initially takes a hit and I feel very guilty that I have caused everyone to stay behind. However, once the work is complete, I feel very grateful to my team that they helped me to complete my work and not stay over for a significant amount of time. The overall result that the culture of togetherness in the police has on my wellbeing, is that it significantly reduces my stress levels, and it results in the morale levels of the team to increase, which makes the workplace a far more enjoyable experience.

In conclusion, from my personal experience, the cultures and values of the police are overwhelmingly positive, and I have not had to adapt myself that much to fit in and become part of those cultures. My wellbeing and resilience within the role as a police officer are improving very quickly. The only culture that affects my wellbeing is one that stems from the very top, and that is the belief that police officers need to write essays and have a degree to do the job.

1306 words.

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 policing, decision making is vitally important, and it is not uncommon to have to make difficult decisions in mere seconds. To help everyone in policing make decisions and to provide a framework in which decisions can be examined and challenged, both at the time of making the decision and subsequently after the decision had been made, the police service created a system which every officer must always have constantly under review in their heads while at an incident, and it is called the national decision model, NDM (College of Policing, 2023).

In this essay, I will be discussing a policing incident which I attended and which I had a significant role in the decision-making process that contributed to resolving the situation. I will be detailing my thought process in my decision making through the use of the national decision model. I will also use this essay to reflect on my performance and reflect on the decisions that I made in order to see if I could have done anything differently or made a different decision to achieve a more positive outcome. The incident I will be discussing is a domestic incident between a mother and a son, which was initially reported by a neighbour.

Firstly, we need to be informed of what the nation decision model is and how police officers use it in a policing context. The national decision model is a clockwise tool that is made up of six elements, one of them being the code of ethics, which is the core of the NDM. The code of ethics is the centre of the NDM because police officers need to be constantly thinking about the policing principles (College of Policing, 2023), which make up the code of ethics, when making decisions. This is because if an officer is unable to justify why they made a particular decision, then it was probably the wrong decision to make.

The first stage of the NDM is 'Information and Intelligence'. During this stage of the NDM, it is vitally important that when police officers are responding to a call and attending the scene, that they keep an open mind. This is because the context of the call may be completely different to what has actually occurred, and we cannot just take the reporting persons word for it. In order to gather the information and intelligence, it is always effective to ask open questions. These are questions that usually start with Who, What, When, Where, Why and How.

The information that I had when the report of the domestic incident was passed to me, was that a neighbour had been hearing loud banging and shouting coming from a house in their street. In order to possess as much information and intelligence as possible prior to officer's arrival at the incident, I searched the address that the reporting person had provided where the disturbance was coming from on our police system. I had seen that this address has had multiple previous incidents of a domestic nature between a mother and son, and that the son has various markers for aggression. My colleagues had already arrived at the address when I arrived and I saw that they were talking with both the mother and son at the front door, however when I was walking towards the house, I could hear very loud shouting coming from what sounded like a male. As I approached my colleagues, I could see the male standing in the doorway with what I assumed to be his mother standing next to him. Then, one of my colleagues said to me that the male had attempted to slam the door on them while they were talking. As I was speaking with my colleagues, the male was still shouting at us and out into the street, but his mother was trying to calm him down and talk to us at the same time.

The next stage of the NDM is 'Assess threat and risk and develop a working strategy'. A threat assessment is the analysis of potential or actual harm to people or property, the probability of it occurring and the consequences or impact should it occur (ScienceDirect, 2023), and officers need to be able to identify who or what is at risk as a result of the threat. In order to develop a working strategy, police officers should ask themselves questions such as do I need to take action immediately; what is causing the situation; what are the potential solutions to the situation?

Once I had arrived at the incident and had witnessed the male's behaviour, I immediately started to identify the threats and risks of the situation. I considered the male's behaviour to be a significant threat due to the level of his voice and the disclosure from my colleagues about him slamming the door on them. I then considered the initial report from the neighbour and the previous incidents of a domestic nature that I researched, and I assessed his mother to be at a high level of risk from the threat that her son is displaying. I then started to discuss a strategy with my colleagues of how we can resolve the situation.

Once officers have developed an initial strategy, the next stage of the NDM is to consider the powers and policy that the police have in order to action their strategy and reduce the level of risk that has already been assessed. To do this, officers need to ask themselves questions such as; what powers do I have at my disposal, such as power of arrest or powers of protection, and what is the current guidance to deal with this type of situation.

In regard to this incident, which is of a domestic nature, it is police policy to separate all parties involved in a domestic incident. This is in order to have a full and frank discussion with all persons individually, as they are more likely to disclose information without the aggressor present. We persuaded the mother to come out of the address so that my colleagues could speak to her, while I stayed with the male, who was still displaying aggressive behaviour. The male then turned his back and walked back into the address, so I assessed and considered my powers, and I entered the address and stood in the hallway by the front door. I did this because the male was still being very aggressive and shouting so loud that the walls were vibrating, so I intended to keep him in my vision until the situation was resolved.

The 4th and penultimate stage of the NDM is to identify options and contingencies. This stage involves considering the different ways in which a particular decision can be made with the least risk of harm. This stage is where a police officer can also use their discretion and use it to bring a situation to a conclusion where the threat and risk has been reduced, but no formal police action is needed.

When I stepped into the address, this made the male considerably angrier and was now shouting directly at me. At this point, I was considering various options of how to resolve this situation. The options that I considered at this moment were to arrest the male, retreat out of the address, call my colleagues for assistance, or to stand still and try and reason with the male. I was also visually inspecting my surroundings in order to aid my decision making and plan my contingencies. I concluded that arresting this male there and then was not going to be efficient as the hallway I was stood in was very small, and due to the behaviour that the male was displaying, I thought he might attempt to resist my arrest which would result in conflict, and if we ended up in a physical altercation in such a small area, there was a very good chance that at least one of us was going to get hurt.

The final stage of the NDM is to take action and review what happened. This stage has two distinct steps. At the action step, police officers are required to implement the decision that they have made by considering every step of the NDM so far. Once the action has been taken, officers need to review their decision and reflect on what happened. It is often that an officer will need to go through the NDM again after making their first decision, as new information will become apparent, for example when a person becomes aggressive when arrested, an officer will need to run through the NDM again to decide on how to effect their arrest e.g., use of force.

The action that I took at this incident, while I was stood in the hall of the address with the male showing very aggressive behaviour and shouting directly at me, was that I stood my ground and tried to reason with the male and explain the situation. I managed to engage the male in conversation and bring his behaviour down slightly and I explained to him that once my colleagues have spoken to his mother, depending on what she has disclosed, we will be gone. I kept him in moderate conversation until my colleagues returned from speaking with his mother, where she had disclosed that he had assaulted her. The male was then arrested, placed in handcuffs, and placed in the police van.

Using Gibb's model of reflection, I am able to critically analyse and reflect on this incident in regard to my decision making and my thought process of how I arrived

at the decision I took. When I was stood in the hallway of the address considering my options and contingencies, I remember feeling as though I had made the wrong decision in stepping into the address, as this made him angrier and I was now in a confined space where any use of force, I believe, would have resulted in an injury to either the subject or myself. However, I also remember thinking that if I were to retreat out of the address, this may have made the subject believe that his behaviour was acceptable, and if there were any future incidents, then he would know to act in that aggressive manner to make police leave his address. In relation to the outcome of the incident, I believe a positive was that the male was arrested, as this removed the risk to his mother, but I do believe the negative was how long my colleagues and I tolerated his aggressive behaviour.

In conclusion, I do believe I made the wrong decision to enter the address, as this put myself and the subject at risk of injury, and in hindsight, I believe I should have arrested the male as soon as I arrived. I believe I would have had more than enough reasonable grounds to arrest the male from the initial report from the neighbour, the behaviour the male was exhibiting from the start, and the disclosure from my colleagues that he slammed the door on them. If I had made that decision instead, then I would have had no need to step into the address and put myself at risk, and the threat he was showing would have been reduced much quicker. I now know for any future incidents of this nature to not tolerate the kind of aggressive behaviour that the male was displaying, and the best way to reduce a risk, is to remove the threat.

1921 words.

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:

"Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results" (Carnegie, Date unknown). In this essay, I will be discussing the concepts of teamwork and leadership. I will explore different theories of how to develop teams in terms of dynamics and cohesion, I will also be discussing what causes conflict with a team and the relevant strategies that can adopted by the leader to improve individual and team performance.

Within the police, it is not uncommon for there to be changes to the structure of team leadership as well as the structure of the team itself. I can speak from experience on this matter as only a few months ago, I was in a team that had a very experienced sergeant with many officers with a good, healthy mixture of experience and knowledge. However, the sergeant was moved and most of the experienced officers have also left the team, and I now find myself in a team with a brand-new sergeant and a team where only one officer has more than two years in the job. As a result of all these changes coming in a very short space of time, coupled with the new sergeant's leadership style, which I would say is the complete opposite to what we were used to, the morale and the dynamic of those of us left on the team, is at the worst level I have experienced since joining the team last summer. It is not our new sergeant's fault that morale and the team dynamic is low, as it is human nature to resist change (Pennington, 2023), but change is necessary in order to evolve and improve as a team and achieve bigger goals, as without change, everything will stay as it is and no progress will ever be made (Coch and French, 1948).

Firstly, in order to explore theories of developing team dynamics and cohesion, we need to investigate the causes of why some teams cannot function. These reasons

are not specific to policing, but to a team in general. I believe a major part of why teams fail is due to a lack of trust between team members. Team members should naturally feel they can rely on each other to do their jobs well, but trust is often missing due to a lack of opportunities for trust-building in the early stages of the team (Winsborough, 2023). Another reason a team cannot function is due to a lack of vision, as without having a clear vision or a lack of ownership of the team's goals, it is very difficult for a team to achieve their goal (Quality Gurus, 2023). A team can also fail if its members have ineffective problem solving skills. This is because the strength of the team lies within its ability to effectively deal with challenges, and without this ability, a team will not reach a high level of performance (Parisi-Carew, 2015).

After assessing reasons of why teams fail, we can now explore the theories and models relating to team dynamics and ways to improve team cohesion. One of the theories of team dynamics we will explore was first created by Bruce W. Tuckman in 1965 and revised by Tuckman and Mary Ann Conover Jensen in 1977 (Tuckman and Jensen, 1977). The article focused on two areas of team development which are interpersonal relationships, and task activity. Tuckman and Jensen hypothesized a model which had five stages in which each stage needed to be successfully passed in order for a team to function effectively, and these stages are forming, storming, norming, performing and adjourning (Fall and Wejnert, 2006). The first stage of the model, forming, as the name suggests, is where a new team first come together and become oriented to the task. It is important at this stage to create ground rules and test the boundaries for interpersonal and task behaviours as well as establish relationships with leaders, organizational standards, and each other (Bonebright, 2010).

Storming is the second stage of the model, and during this stage, the storming part occurs when team member's emotions and behaviours result in conflict within the team. This is simply because at first, members of the team are attempting to familiarise themselves with each other and are then attempting to work with each other, which results in agreements and mostly disagreements within the team, causing conflict, and teams must settle their conflict before they are able to progress to the next stage (Jones, 2019).

During the third stage, norming, the team develops cohesion and members of the team are able to express their opinions while roles and norms within the team are established. There is less conflict happening in this stage and more streamlining of thoughts and ideas and that is where cohesion and harmony grows (Cassidy, 2007).

Performing, the fourth stage of the model, is where team cohesion and supportiveness is at its highest and team members tend to adapt the roles for the benefit of the team in order to achieve their goals (Maples, 2008).

The fifth and final stage of the model, adjourning, occurs once the team has achieved their desired goal and completion of their task. This stage is where celebration and praise are highly recommended for the completion of the task as this would give the team a boost of confidence, which would motivate them to move on to the next task (Jones, 2019).

The results that were discovered from the use of Tuckman's model is that it is very useful in monitoring a team's efficiency, progress, behaviour, adjustability, flexibility, emotions, skills, and adaptability to different circumstances. It also allows an observer to measure how effective a team is when interacting with different cultures, and different case scenarios. It is, on a micro level, a tool to observe an individual's behaviour, problem solving skills, critical thinking skills, management skills, and leadership attributes (Jones, 2019).

In order to have an efficient and cohesive a team as imaginable, there must be as little friction between team members as possible and this is where conflict management is key. If there is a dispute between two team members, and it is not dealt with properly and effectively, then the conflict is likely to take hold of the entire team and the goals that the team was set up to achieve will become unattainable. One theory used to help manage conflict is called the CUDSA model. The model is a step-by-step guide of how to effectively resolve a conflict (Educational Toolbox, 2019) and can be implemented by one of the persons involved in the conflict, or it can be actioned by an independent third party, such as the leader of the team, in order to solve the issue.

The CUDSA model is a five-step model with each letter representing a stage. The first stage stands for Confront the behaviour. At this stage, the concentration needs to be on the specific behaviour, not the person. It is started by asking the other person to modify their behaviour so that the issue can be discussed (Volunteer Ireland, 2019). The second stage is to Understand each other's position. Both parties need to take the time to understand the other person's opinion and to ask questions to get the full picture, as the conflict may have originated from a misunderstanding (Ikon Training, 2021). The third stage stands for Define the problem. At this stage, both parties need to demonstrate understanding by repeating back the other person's side of the story and at the same time not becoming defensive or displaying negative behaviour (Unlock Staff Potential, 2023). At the fourth stage of the model, all persons involved need to Search for a solution. This involves cooperation in order to attempt to find a win-win resolution wherever possible, and the best solutions are ones where each party feel that they have gained at least part of what they set out to achieve when the conflict started (GMCVO, 2015). The fifth and final stage of the CUDSA model is to Agree upon the best solution and put into practice. This is where all parties achieve an agreement, even if it is an agreement to disagree. The agreement needs to be clear and unambiguous so there cannot be any confusion that may result in further conflict (Volunteer Ireland, 2019).

I believe this is a very effective model as the CUDSA framework ensures a collaborative approach to conflict resolution. It also encourages all parties to resolve the problem constructively, as opposed to destructively, and helps to avoid escalating conflicts that originated from misunderstandings and it overall improves team cohesion (GMCVO, 2015).

In order for a team to achieve their goals in the most effective way, we need to consider strategies of how performance, both at an individual level and the team as a whole, can be improved. I believe training is the most important factor in the

organisational world because training increases the efficiency and the effectiveness of both employees and the organization (Khan, Khan & Khan, 2011).

An individual's performance depends on various factors, but the most important factor of employee performance is training. When a team has a particular goal, for example, to create a website, the training they receive should be very focused on how to develop the skills required to achieve that goal, but when there is an overall goal to aim for, for example the police's goal to 'Reduce and prevent crime' (Police and crime commissioner, 2021), the training has to be wide reaching and will take a large amount of time, which is why police officers have regular training days. This is in order to improve the skills they currently possess, and to not become de-skilled with the knowledge and skills they do not use as often. Training not only increases efficiency of an individual and their team, but it also helps increase morale, which is a major factor in team cohesion. This is because when you receive effective training, you can achieve your goals quicker and more efficiently, and achieving goals leads to an increase in morale (Niazi, 2011).

In conclusion, I believe that a team can be put through as many different models and strategies to improve them as possible, but they will all be useless without a strong and motivational leader to guide the team and implement what has been taught in training into the real world.

1747 words.

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, combined with the gathering of useful information and intelligence, can be an extremely useful tool used to disrupt the more serious and prevalent criminal activity such as drug smuggling, human trafficking, and organised crime groups. I will also discuss the tools, technology, and resources available to the road policing officers, such as automatic number plate recognition, that assists the officers in disrupting criminal activity.

Firstly, let's look at what the roads policing role involves and how it has evolved over the years. According to the college of policing (2023), the role of a roads policing constable is to prevent the loss of life and injury on the roads by preventing, investigating, and prosecuting offences through intelligence led policing. A few of the responsibilities of a roads policing officer includes attending and conducting the primary investigation of road related incidents within legislation, appropriate procedures and College of Policing Guidance, to deliver education initiatives to promote the safe use of roads by the community and reduce road casualties, and to provide a visible presence on the roads by carrying out designated and proactive patrols and using information and intelligence to deter crime, reassure the community, and increase public confidence.

Just like with the process of decision making within the police, there is a national model for gathering information and intelligence and it is called the National Intelligence Model, NIM. The intention behind the model is to provide focus to operational policing and to achieve a positive disproportionately greater impact from the resources applied to any problem (Home Office, 2005). It is dependent on a clear framework of analysis of information, which in turn allows a problem-solving approach to law enforcement and crime prevention, and effective use of the model should have the expected outcomes of improved community safety, reduced crime and the control of criminality and disorder leading to greater public reassurance and confidence (John and Maguire, 2003).

Information is the very lifeblood of policing. It may be original and generated by officers themselves, it may come from the public or other officers or be fed to the police by partner agencies and other sources. Intelligence is what information becomes when the information is put through what is known as the Intelligence Cycle (College of Policing, 2023). The intelligence cycle is made up of 5 parts and these are Direction, Collection, Evaluation, Analysis and Dissemination.

The direction stage is usually the same every time a piece of information is put through the cycle, as it is the stage where a plan is put in place based on force and local intelligence requirements. The collection stage is where officers will consider all the different types of sources that information may come from. These can be both open sources, such as social media, and closed sources, such as the police national database. The collection of intelligence must be done in line with legislation such as ECHR and must have sufficient grounds i.e. likely to be of value in the disruption or detection of criminal activity (James, 2016). Evaluation is known as the 3x5x2 system. This is where the piece of information will be given a grading. In the 3 section, this is where the reliability of the source is evaluated, the 5 section is where the actual piece of information is assessed e.g., is it likely to be true or false, and the 2 section is where it is decided whether or not the information is to be shared (College of Policing, 2023). Analysis is carried out to make the best possible use of known information and to produce, where possible, a predictive element, capable of influencing strategies designed to combat operational problems (Routledge et al, 2006). The final part of the intelligence cycle is dissemination. This is the point where intelligence specialists decide precisely what to do with the information that has been processed and has now become intelligence and provide the intelligence to the people who should and need to know (College of Policing, 2023). Once all these stages have been completed, the intelligence can be acted upon, and a strategy can be put in place in order to achieve this.

The information and intelligence in a roads policing context would most likely include reports such as a certain type of vehicle is most likely to be stolen, or a specific vehicle is suspected to be used by gangs for illegal drug running, or the same vehicle has been seen a couple of streets away from a number of different burglaries in the last few days. With these types of intelligence reports, effective policing of the roads is incredibly vital in disrupting these types of serious crimes. In order to police the roads effectively and disrupt as much criminal activity as possible, police officers have a number of different powers available to them in order to achieve this, and road traffic officers have even more.

One of the powers available to a police officer, I believe one of the most effective powers, especially in a roads policing context, is Section 163 of the Road Traffic Act 1988. This states 'A person driving a mechanically propelled vehicle on a road must stop the vehicle on being required to do so by a constable in uniform or a traffic officer'. According to Pearson and Rowe (2023), vehicle stop checks form a major part of routine police work in England and Wales and they are seen by officers as an invaluable tactic to help gather information and prevent and deter crime, in particular drug dealing and other activities of organised crime groups. This power is especially useful because, unlike stop and search, a police officer does not need to have any reasonable grounds to stop a vehicle travelling on a road, which means even if they have the slightest suspicion that a vehicle, or persons within, are

committing offences, they can stop it, even if it is to just check that all documents are in order. Obviously if the stop turned into a search, then reasonable grounds must be considered and thoroughly documented.

Upon stopping a vehicle using the power from section 163 of the Road Traffic Act, a police officer then has further powers available to them to check and confirm that the driver is completely legally entitled to drive the vehicle. These powers come from sections 164 and 165 of the Road Traffic Act. Section 164 states 'A person driving a motor vehicle on a road...must, on being so required by a constable, produce his licence' and section 165 is the 'power of constables to obtain names and addresses of drivers and others, and to require production of evidence of insurance and test certificates'. These powers open the gateway to allow police officers to use another one of the most useful and effective powers available to them, and this is section 165A of the Road Traffic Act. This section gives a police officer the 'Power to seize vehicles driven without licence or insurance'.

With thousands of tonnes of illegal drugs both being grown here in the UK and being imported from abroad (ONS, 2023), the main way these illegal drugs are transported across the country is by use of the road network (Department for Transport, 2014). The organised criminal groups transporting the drugs and using the road network to do so, are usually doing so in what are known as 'pool cars'. These are vehicles that have usually been stolen and have been put on false plates and they are so named because the same vehicle can be used by many different people in order to get the drugs where they need to go (NCA, 2023). It is this type of prevalent criminal activity that the section 165A power becomes invaluable, as once a police officer identifies a vehicle without insurance, they can seize it and take a pool vehicle that has potentially been used to transport illegal drugs off the road, thereby disrupting criminal activity.

As well as the various powers available to police officers that has been discussed, there is also very effective and valuable technology that can assist in the detection and disruption of prevalent criminal activity. Technology has transformed how police officers can tackle criminality on the roads and it can also assist in counter-terrorism activity. Some of the technologies available to forces to disrupt criminality includes CCTV, Vehicle trackers, smart water, and facial recognition (College of Policing, 2023), but I believe that one of the most valuable technologies is automatic number plate recognition, ANPR.

Automatic number plate recognition is an effective way of being able to identify vehicles and matching them against any warnings or flags, which have been reported through intelligence. It is a very effective and proactive policing tool for response policing and investigations, which can prevent crime by targeting criminals through their use of the roads (Patel, Shah & Patel, 2013). ANPR is an image processing technology that can capture images of vehicles and from the images, they can extract information of their number plates, and translate them into machine-readable formats, such as text string, which can then be processed and indexed into a database (Tang et al, 2022). ANPR assists in disrupting criminal activity as it increases surveillance opportunities and therefore deters offenders, it can alert traffic officers which then allows them to intercept suspect vehicles before or after they commit a crime, and it enforces road traffic offences, identified through ANPR,

to disrupt criminal activity and identifies uninsured vehicles, which can then be seized from prolific offenders (Kirby and Turner, 2007).

In conclusion, I believe that effective policing of the roads is incredibly important and vital in detecting as well as disrupting the more prevalent criminal activity such as drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, organised crime groups and 'county lines'. Furthermore, I strongly believe that without the powers and technologies I have talked about above, these types of criminal activities will become widespread and without a dedicated roads policing unit, normal response police officers will be unable and too overwhelmed to be able to effectively police the roads.

1692 words.

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	I will develop my knowledge of policing over time by reviewing my training notes that I have forgotten about, I will also redo the online learning and NCALT packages available to me in order to develop, and I will also spend more time with more experienced officers to gather a wider range of knowledge.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I believe the skills I have to develop are my tactical communication skills. I will develop these by spending more time with more experienced officers

							who have developed these skills in a way to avoid escalating conflict situations
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I will gain experience as I progress my career as I have hardly any experience having only been on response for a year.

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