

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (PCDA)

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

Learner name: Nicholas Ian Thomas

Learner's University Registration Number: 2016620

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 1

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 my answer I will use the Gibbs Reflective Model to reflect on the impact organisation culture has had on myself within policing and how it can affect my wellbeing and resilience. The model helps me reflect on my experiences and aids me in continual learning. "It offers a framework for examining experiences, and given its cyclic nature lends itself particularly well to repeated experiences, allowing you to learn and plan from things that either went well or didn't go well" (The University of Edinburgh, 2020). I will define wellbeing and resilience and I will explain what organisational culture is in the workplace and I will also outline the risks of conforming to an organisational culture and illustrate my strategies for maintaining wellbeing and resilience.

The mental health foundation defines wellbeing as "the state of being comfortable, healthy, or happy" (Mental Health Foundation, 2015). Promoting wellness may help individuals and organisations succeed by reducing stress and creating happy working environments. The importance of promoting wellbeing cannot be underestimated. Ingrid Abreu Scherer, who is the civil society lead at what works centre for wellbeing states that "there is a number of factors that can affect wellbeing these factors include our physical and mental health, our relationships, our work, our income, the activities we take part in, our environment, autonomy, participation and control and balance of pleasure and purpose" (Scherer, 2022). One of the most significant aspects of our total well-being is how we feel physically and mentally. It also makes a difference how we handle and deal with diagnoses and health problems. Close relationships with family members or friends and having someone on whom to rely on are critical for happiness. Having wider social relationships can also make a difference, such as with neighbours you can talk to and trust. Loneliness has a negative impact on one's well-being. Having a job is generally beneficial to one's well-being. It's even better if you have a 'high-quality' job. These are typically jobs that provide people with job security, positive relationships with co-workers, and some control over how they work. This has a significant impact on poverty-stricken people's happiness. However, when our income rises and meets our basic necessities, it becomes less necessary for us to improve our well-being. From physical activity to participating in music or art, a variety of daily activities can have

an impact on our happiness. It's also important to consider how we feel while participating in an activity. Giving to others or learning something new, for example, can offer us a sense of purpose, which can boost our happiness. Some of these actions have a significant immediate impact, while others have a longer-term influence. It is also important where we live, work, and play. Being in nature, for example, helps alleviate stress, while air pollution has been linked to poor health and low wellbeing. Our sense of control over the things that important to us, as well as our ability to make decisions about the path of our lives, can have an impact on our happiness. To feel good, we need a balance of things that make us happy and give us a sense of purpose. It's crucial, for example, to have positive experiences and to be able to savour the moment. However, we must also have a sense of meaning and purpose, as well as a belief that the things we do in life are meaningful.

Dr Mark Winwood, who is AXA's Health's Consultant Psychologist defines resilience as "Resilience is the ability to bounce back when things don't go as planned. It can help you manage or even ward off conditions such as depression and anxiety and improve your mental health overall" (Winwood, 2020). Resilience can be described as the psychological power that allows humans to cope with stress and adversity. Resilient people, according to psychologists, are better equipped to deal with adversity and rebuild their life after a setback. Resilience does not take away stress or make life easier. People who have this quality don't see life through rose-coloured glasses; they recognise that setbacks occur, and that life can be difficult and painful at times. They still have bad emotions after a disaster, but their mental approach allows them to work through them and recover. People with resilience have the ability to confront issues head on, overcome hardship, and move on with their life.

Organisational culture can be perceived as the character and personality of an organisation. Factors that could affect organisational culture could include the structure of the organisation, behaviour and attitude of employees, management styles, leadership and values and traditions of that organisation. The police culture is unique due to the fact that officers have been empowered to enforce the law. This can have a bearing on an officer's decision making because although police officers can enforce the law, they have discretion not to do so if an alternative resolution is more appropriate. A police officer may make discretionary choices based on an organisational culture of practice that has influenced their decisions. If the culture promotes a negative response, then the public will be the ones who can suffer due to a substandard service by the police.

Reflecting back on my time in the police service I believe organisational culture has had a significant impact on my wellbeing and resilience. Being recognized by your superiors can have a positive effect on an individual's wellbeing, but I felt that this was missing during my service so far. On the odd occasion you would get a "well done" or "pat on the back" but not enough to feel appreciated. I believe that if more effort was put in by superiors to make myself and my team feel more valued then this could result in an increase in productivity and improve my own wellbeing. Kellie Wong who is a senior content marketing manager wrote an article stating that "Recognizing the contributions of all team members has a far-reaching, positive effect on organizational culture. When everyone on the team recognizes the accomplishments of others, individuals start to see how they're part of a whole" (Anon., 2020).

Reflecting back on my time in the police and the risks of conforming to organisational culture I can remember during training that my tutors would warn me regarding the unethical behaviour and, on occasion, poor decision-making of more experienced officers. As a new recruit who is young in the service and seeking the approval of more experienced colleagues when on shift, I found it to be easier to follow the example set by other officers, which could be a positive or negative. During my service, I feel that I have to be constantly aware that my actions or decisions are not solely influenced by other officers and that I challenge any unethical behaviour and any decisions I do not agree with. I was constantly aware that more experienced officers on shift could possibly justify their actions or wrongdoings by utilising the "us versus them" principle to defend their actions. Working around this organisational culture would always put a strain on my well-being because of the fear of rejection and not being accepted by my team if I went against them or argued that their decision was not in the best interests of the public.

(Words 1211)

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 response to this question, I will describe a moment when I was involved in a domestic incident. I'll go into more detail about the decision-making process I went through to safeguard the safety of everyone involved whilst also explaining the unpredictable and complex nature of the incident. I will also use the Gibbs reflective model to evaluate my decisions during this incident and the rationale being those decisions "The model helps me reflect on my experiences and aids me in continual learning. "It offers a framework for examining experiences, and given its cyclic nature lends itself particularly well to repeated experiences, allowing you to learn and plan from things that either went well or didn't go well" (The University of Edinburgh, 2020).

Due to a report of a disturbance at a particular address myself and my colleague attending an address which turned out to be a domestic incident. It was alleged that a female could be heard screaming and calling for police, while a male could be heard ranting in the background. I was aware that this could be a case of domestic violence. I contemplated the threats that my colleague and I may face while going through the Nation Decision Module in my head and while my colleague was driving to the call. The National Decision Model (NDM) is suitable for all decisions and should be used by everyone in policing. "It can be applied to spontaneous incidents or planned operations, by an individual or team of people, to both operational and non-operational situations. Decision makers can use the NDM to structure a rationale of what they did during an incident and why" (College of Policing, 2014).

I viewed acquiring information and intelligence to be the initial step of the NDM. I inquired in the control room if the address where the call originated had a female associated with it, as well as if there were any caution indicators on the address. I discovered that the female had been reported to the police and that she displayed

warning signs of being a high-risk domestic abuse victim by her male boyfriend, who had also been reported to the police. He had warning signs of being angry and belligerent. I realised the female was in danger at that point and that appropriate action was needed to safeguard all parties involved.

My colleague and I then arrived at the female's address. The front door was ajar, and I could hear a female screaming. The assessment of threat and risk, as well as the development of a functional plan, were the following steps in the NDM that I examined. I knew the male had been violent to police in the past because of PNC checks, but I didn't know if he was still there. I came to the conclusion that the risk level was considerable in this situation. I didn't want to give the man time to respond, so I used Section 17(1)(e) of PACE, which stipulates that "gives the police the ability to enter and search premises without a warrant in order to 'save life or limb' or avoid substantial property damage."

I entered while yelling "Police" to announce my presence. I noticed a guy and a female in the living room as soon as I walked in. I separated the man and female while still analysing the danger, allowing the female to speak with my colleague while walking the guy into the bedroom. I did this because I thought it would allow the female to speak freely about what had happened, and because the man was much larger than my colleague. I decided that the best course of action would be to not let the male into the kitchen since I was conscious of the hazards that would be in that room, such as having easy access to weapons like knives. If the male wanted to get hostile, there were still other objects lying about that could be used as weapons. As a result, I was continuously running a dynamic risk assessment in my thoughts, thinking about how I would respond if the man became aggressive. The man's size and the fact that I was now in a tight location with the male were impact elements I had considered.

The fact that the male did not understand English very well became apparent to me. Using the police code of ethics, I made sure not to discriminate and to provide the male with the best possible service. I asked the man if he wanted an interpreter to help him comprehend what I was saying. The male rejected my offer and I struggled to engage with him throughout the incident. I was attempting to establish a positive relationship with the man in order to keep him calm. Using Betari's box, I was able to do this by speaking calm to the male and with respect. The Betari Box demonstrates how our attitudes and actions have a direct impact on the attitudes and actions of those around us. Mindtools state that "Betari Box is a simple model that can help us to understand the impact that our attitudes and behaviours have on the attitudes and behaviours of the people around us. As these behaviours affect the people around us, they direct those negative behaviours back on us – and the conflict gets worse" (Mindtools, 2021).

I got the male's information and inquired about what had happened. I was conscious of my spatial awareness when I spoke to the man. I thought about it and positioned myself near the bedroom door to enable me to exit the area if the male became angry or violent. The guy indicated that he and his wife were watching TV when they had a little verbal altercation. I was watching the male's body language while listening to account of the incident, trying to pick up on any nonverbal messages he could be sending. When the man spoke to me, he would frequently glance away, which led me to believe he was not completely explaining what had happened.

My colleague called me on my radio to explain what the female had said, but because I was using an earpiece, the male was unable to hear the conversation. According to my colleague, the male had assaulted his wife by smacking her in the face many times. I evaluated what abilities and policies I could employ using the NDM. I was aware that the individual had committed a common assault offence. In my thinking, I knew the best choice was to arrest the man, in accordance with South Wales Police practise for positive action in domestic issues.

I then noticed the male was anxious and fidgety and placed his hand in his pocket. I immediately ran a dynamic risk assessment. Katie Martinelli who is a Content Production Manager and Construction Specialist for High-Speed Training, states that "A dynamic risk assessment is the process of continually observing and analysing risks and hazards in a changing, or high-risk, environment" (Martinelli, 2019). This allows workers to quickly identify new risks and remove them. I was aware that the man had not been searched yet and may be hiding a weapon. To carry out a successful arrest and search of the man, I instantly seized his arm and placed handcuffs to his back, which I double secured. I was well aware of the dangers of using force on the male, one of which being that the male may assault me. However, I came to the conclusion that using the NDM (by calculating the danger and threat level and knowing what abilities I might utilise), it was better for me to respond first, removing the male's opportunity of reacting. I advised the male that he was being arrested for common assault and issued him a full warning. I then searched the individual in accordance with PACE section 32 to check that he was not hiding any weapons for my own protection.

I spoke to the victim and obtained a statement from her. Being careful not to include any unnecessary personal details of other people, such as addresses, for data protection purposes. I conducted an initial needs assessment for the victim as I knew she was vulnerable. I explained to her that she was eligible for special measures should this matter go to court. I submitted a public protection alert with her agreement and filled out the DASH questions because I wanted the female to get the best aid and assistance possible. To assure the victim's safety, I took her to a place of safety which was at her mother's address. Using the NDM, I determined that the victim should not be left alone. I also gave the victim the phone number for "Live Fear Free" to help her even more. To ensure the victim's needs were satisfied, I also completed a victim support referral form, which detailed the issues and provided contact information for the victim to obtain more assistance.

Reflecting back on my experience during this incident, I believe that using the NDM in conjunction with dynamic risk assessments helped me, my colleague and the public stay safe. I was aware of the potential ramifications of my conduct. For example, if the victim and the man were not initially separated, the victim may not have revealed the attack. Reflecting back on the incident I also feel that I should have called for backup as soon as I found out the male had acted aggressively towards the female. If he had become violent and managed to overcome us by force, then the situation would have become considerably worse. Overall, my reasoning for my actions felt justified and in line with force policy, such as conducting a lawful arrest in accordance with PACE Code G, which states that "a lawful arrest requires two elements: a person's involvement or suspected involvement or attempted involvement in the commission of

a criminal offence; and reasonable grounds for believing that the person's arrest is necessary."

(Words 1664)

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 my response, I will address theories of team dynamics and team cohesiveness, as well as elaborate on the applicable models. I'll discuss how team cohesiveness and dynamics contribute to teams being unproductive. I'll also discuss how inter-personal conflict happens within a team and what tactics may be used to improve the overall performance of the team. I'll talk about it while thinking about how it affects teams within the police force and how it can lead to them not meeting the standards that expected of them.

First, I will explore ideas of team dynamics and how teams eventually merge, as well as challenges they may encounter, such as not operating as a team. Positive team dynamics indicate that the members are more inclined to hold each other accountable and trust each other. It is critical for a team's dynamics to be favourable in order for it to thrive. Beth Osbourne from Rally Bright defines team dynamics "Team dynamics describes the behavioural relationships between the members of a group. The dynamic between them includes how they interact, communicate, and cooperate with one another. How well your team is able to do these things directly influences what it can accomplish." (Osbourne, 2019).

One model which can be used to show team development and growth is the Tuckman Model. Mindtools states that "The Tuckman Model is a model that depicts team growth and the phases required for a team to thrive. "You can't just switch on teamwork. It takes time for a new team to "gel" and work to its full potential. What's more, team members go through stages as they move from strangers to co-workers. Bruce Tuckman's Forming, Storming, Norming, and Performing model describes these stages. When you understand Tuckman's model, you'll know how to help your new team to become effective faster" (Mindtools, 2021)

The model's initial component is "forming." The formation stage is essentially when all of the team members first meet and create the team. People are unclear how they will fit into the team at this point and may be worried or intrigued. An article from Mindtools states that "In the storming stage, people start to push against the established boundaries. Conflict or friction can also arise between team members as their true characters and their preferred ways of working surface and clash with other people's. Left unchecked, this can lead to face-to-face confrontations or simmering online tensions. If roles and responsibilities aren't yet clear, individuals might begin to feel overwhelmed by their workload or frustrated at a lack of progress" (Mindtools, 2021).

The second stage of Tuckman's model is "Storming". The storming stage is when individual members of the team start showing their working styles, as everyone has a different way of working this could cause tension in the team. An article in Fresh Books stated that "This is the stage where egos may start to show themselves and tempers may flare. The team may disagree on how to complete a particular task or voice any concerns" (Fresh Books, 2021).

The "norming" stage is the third step in Tuckman's concept. This is the stage at which team members have grown used to one another and have begun to work out their differences. Team members set aside their own beliefs to focus on the general team goal, and they may begin to recognise that each member of the team has unique characteristics that benefit the team. An article in Mindtools stated that "People start to resolve their differences, appreciate one another's strengths, and respect your authority as a leader. Now that they know one another better, they'll share a stronger commitment to the team's goals, and they should make good progress toward it" (Mindtools, 2021)

"Performing" is the fourth step. At this point, the team has fused into a single entity. Individuals cease thinking about themselves and start thinking about the team as a whole. Because everyone knows what capabilities they offer to the team and how the team runs, the team's efficiency increases and becomes more organised. Collaboration is considerably better at this point, and the team works cohesively, implying that the team's entire potential is being realised. An article by Fresh Books stated that "The performing stage is where your team can hit its stride. Each team member understands everyone's strengths and weaknesses and they are familiar enough with each other to help. This is the stage where each member is confident and motivated." (Fresh Books, 2021).

Tuckman later added the "Adjourning" to the model. This stage indicates that the team has completed its objectives and accomplishments and that the team has come to an end. This might be beneficial for team members since it allows them to reflect on their successes. It may also be an unpleasant experience for team members who have liked working together and do not want to go. As a result, they must go through Tuckman's process again to form a new team, which may be a difficult experience for them. An article from Fresh Books stated that "When the project ends, the team will disband. If they have reached the performing stage, then there could be a sense of mourning if they have grown close. However, having positive shared experiences will make it easier if you work with some of these people again" (Fresh Books, 2021).

There is another model that may suit particular teams better than the Tuckman model, because temporary teams or teams where members do not want to go through the five phases may be necessary. The Punctuated-Equilibrium Model is the name given to this model. The punctuated-equilibrium model describes three stages that a team goes through as each individual or team member works towards the broader collective goal.

Individual members form a team in the first stage of the punctuated-equilibrium model. The team's ultimate results are shared, and each member has a task to do in order to achieve the common goal. Individual members may not benefit from this stage since there is no sense of a cohesive team and there may be a lack of urgency for people to begin the task. Because this is a temporary group, the group's tasks will most likely be in addition to their regular burden. As a result, individual members will face a conflict of competing priorities, leading to a tendency to postpone action on the new project. This suggests that there is a relatively high level of inertia and lack of progress in the early stages of the group's timeline. An article by Organisational Behaviour explains the consequences "Because this is a temporary group, it is most likely that the group's tasks will be in addition to their usual workload. As a consequence, the individual members will have a conflict of competing priorities and, as a result, there is a tendency to delay action on the new project. This means that in the early part of the group's timetable there is a relatively high amount of inertia and lack of progress" (Organisational Behaviour, 2021).

The second step of the punctuated-equilibrium model brings us halfway to the finish line. Progress on the task is checked at this step, which might create a higher feeling of urgency in workers to complete their work. An article by organisational behaviour states that "It is common that at around this halfway point, that a follow-up meeting triggers a greater sense of urgency, and the result is a transition in the thinking of the members of the group to their approach to the project. This transition will drive more action and the progression/completion of key tasks. However, once things are back on track, there is a potential for a second period of inertia" (Organisational Behaviour, 2021).

As the deadline for the team's aim approaches, the final stage of the punctuated-equilibrium model is a final meeting with the team members. This is the point at which team members begin to engage more with one another and exchange their thoughts. This causes unsuccessful ideas to be rejected and provides the team with a fresh viewpoint, resulting in increased team cohesiveness and performance. An article in by organisational behaviour stated that "Near the end of the project there is a significant level of workload undertaken in trying to complete and finalize the project as a team. This occurs as often the finalization of the overall project usually needs to be coordinated as a team effort" (Organisational Behaviour, 2021).

Comparing the Tuckman to the Punctuated-Equilibrium model (PEM), I determined that the Tuckman provides a more in-depth framework to the team's dynamics and is broken down into more intelligible categories, allowing me to observe the team's evolution, good and bad features. The PEM, on the other hand, is more beneficial for teams who have limited time to finish a task or when the team is temporary.

Interpersonal disputes, in my opinion, are unavoidable within a team. Many disputes can emerge amongst co-workers in the police force as a result of nervousness, racial concerns, and the stress of the job, such as the fact that every event discloses a problem that is new to each team member. Each individual in the police force is taught to challenge anything they do not believe is the best course of action. This could result in each member of the team putting forth ideas that they believe are best and thus not fully listening to their colleagues' opinions, which could start the "storming" stage of Tuckman's model.

Members of the team may feel unrepresented or as though their opinions are unimportant as a result of this. This might result in even more worry, tension, and a lack of team spirit. This might result in a bad working atmosphere and a lack of efficiency on the team's part.

Individuals should share their worries to the team as a whole in order to combat interpersonal conflict. This allows everyone to express their issues and allows any dispute to be handled. Supervisors could also implement models like the PEM, which are a quick fix to some issues because the team is more likely to focus on the task at hand rather than personal issues, which could result in the team's goals being met but also forcing the team to forget about conflicts because they must overcome them in order to meet the deadline.

The dynamics of the team can have an impact on how police personnel adhere to policing standards and the code of ethics. Conflict in the team is an example of how the code of ethics and professional standards can be violated as a result of bad team dynamics. If an officer is having a disagreement with another member of the team, he or she may make a derogatory racial remark to that person. This would be a flagrant violation of the code of ethics, notably the clause on "equality and diversity."

Another example of how bad team dynamics may influence police is dispute within the team, which can have an impact on the officer's mental health and stress levels. This might have a direct influence on the officer's capacity to work and so fail to meet the standard expecting of him. Alternatively, police may engage in sexual encounters as a result of an overly cordial team environment, which would also violate professional norms.

Overall, I believe that a strong positive team dynamic is necessary for a healthy workforce because officers will feel more at ease and are more likely to reach Tuckman's "performance stage."

(Words 1911)

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 my response, I will explain how intelligence and specific information can be used in policing to aid in the prevention of criminal activity ranging from child sexual exploitation to drug smuggling. I will explain this by focusing on road policing, specifically the traffic department, and discussing how equipment in road policing, such as Automatic Number Plate Recognition (ANPR) Cameras, can help police not only track criminals, but also gain new intelligence from them.

Human trafficking, drug smuggling, county lines, and child sexual exploitation all have one thing in common: they all use transportation to perpetrate their crimes. However, one option for authorities to prevent or disrupt these crimes is to gather information and intelligence about them. The National Crime Agency states that "Intelligence is at the heart of everything we do. An accurate intelligence picture allows us to effectively prioritise action against the greatest threats and deliver the maximum disruptive impact on serious organised crime. We work closely with our partners to identify the greatest threats to the UK, prioritising and co-ordinating joint operations when appropriate" (National Crime Agency, 2021).

There are three types of intelligence that can help police prevent crime. These include strategic, tactical, and operational information. The National Crime Agency describes each type of intelligence as the following "Strategic intelligence is material that informs us and partners where we should be deploying our resources against the greatest threats "Tactical intelligence informs us of emerging threats and methodologies being employed by serious organised crime groups impacting on the UK. As an example, this might be the routes that an organised crime group is using to traffic firearms into the UK and how they avoid detection at the border. Operational intelligence relates specifically to the activities of known organised crime groups that enables us to conduct or direct operational activity against them. As an example, this could include the description of a vehicle carrying the consignment of firearms"

Although information is not intelligence because it is mainly unprocessed data that has not yet been analysed or graded, intelligence may be derived through information. The National Crime Agency defines intelligence as “Intelligence is information that has been analysed to assess its relevance and reliability.” (National Crime Agency, 2021).

For efficient road enforcement, intelligence is essential. Traffic officers may utilise intelligence and information to help ensure that the roads are safer and that fewer criminals use them. A traffic officer might get such information by using his power to stop a vehicle, which is granted under Section 163 of the Road Traffic Act. Using the authority granted by Section 163 RTA, the officer might detect the presence of narcotics or other prohibited objects in the car. This would then lead to the police conducting a search of the vehicle or the driver in accordance with Section 1 of PACE or Section 23 of the Misuse of Drugs Act. This results in the officer gathering intelligence on the vehicle or person, which he can later share with the police department by filing an intelligence form. This, in turn, would make police more aware of this vehicle, perhaps leading to more proactive response when the vehicle is in a particular area.

Because the UK has so many different motorways, routes, and back alleys to utilise, it can be difficult for authorities to intercept or even discover continuing offences such as drug smuggling. If authorities employ tactical intelligence obtained through a clandestine human intelligence source, they may be able to collect information such as the make and model of cars used by a drug organised criminal organisation, as well as other details such as locations and road routes used.

Using equipment such as Automatic Number Plate Recognition (ANPR) cameras, police can intercept or interrupt illegal behaviour on the road by combining technology, intelligence, and information.

ANPR cameras are installed at a variety of sites around the UK, and the locations are not made public in order to prevent criminals from determining which routes to avoid while committing crimes. Because ANPR cameras are often installed in permanent places, they cannot cover all roadways utilised by these offenders. When operating, OCGs typically use off-road routes and back alleyways that ANPR cameras do not cover. However, ANPR cameras are currently installed in the majority of traffic enforcement cars. If police were to receive knowledge on where the OCGs were operating, they might deploy units on these back roads, ensuring that the OCGs' vehicle data was still collected by the ANPR.

According to National Police Chiefs Council ANPR is used to support the following activities “Operational Response – As a vehicle passes an ANPR camera, its registration number is read and instantly checked against database records of vehicles of interest (VOI). If the vehicle is listed as a VOI Police officers can intercept and stop a vehicle, check it for evidence and, where necessary, make arrests. Information and Intelligence – VOI that are of interest particularly for in relation to national security or have been linked to and organised crime purposes can be circulated and as they pass an ANPR camera details are recorded for information of investigation teams. Investigations – The record for all vehicles passing by a camera, including those for vehicles that are not known to be of interest at the time

of the ANPR read may in appropriate circumstances be accessed for investigative purposes" (National Police Chiefs Council, 2016). The use of ANPR in this way has proved to be important in the detection of many offences, including locating stolen vehicles, tackling uninsured vehicle use and solving cases of terrorism, major and organised crime.

An example of how ANPR cameras are utilised is if a car travelling without insurance is recorded on an ANPR, the data is transmitted to all police databases, including local traffic cops, and it also shows the vehicle's direction of travel. As the direction of movement is known, officers may utilise this data to aid in catching up to the car or perhaps establishing barriers to bring the vehicle to a halt. As the car moves and collides with more ANPR cameras, the data is transmitted to police, who may use it to assess their strategy and choices and act appropriately. This is useful since it helps authorities to discover criminals without the need of actual officers because it is automated. This is why intelligence is so vital; without it, the ANPR cameras will have no idea what to search for. Police can highlight certain cars so that officers are informed if and when they collide with an ANPR camera. This is significant because if police are made aware that a car with a given licence plate is suspected of being involved in human trafficking on a specific day, they may be told when that vehicle passes through ANPR cameras and where it is going.

Human trafficking is one of the most dangerous and widespread illegal activities in the United Kingdom, with many offenders using the road as their primary mode of transportation and committing their crimes unnoticed. An article by Anti-Slavery defines human trafficking as the following "Human trafficking is the process of trapping people through the use of violence, deception or coercion and exploiting them for financial or personal gain" (Anti-Slavery, 2021).

Girls groomed and forced into sexual exploitation; men duped into accepting risky job offers and trapped in forced labour on construction sites, farms, or factories; and women recruited to work in private homes only to be trapped, exploited, and abused behind closed doors with no way out are all examples of human trafficking. People do not need to be moved across borders to be trafficked. In truth, trafficking isn't defined by shipping or relocating the victim; it can occur inside a single nation, or even within a local town. Human trafficking and exploitation can take various forms, including sexual exploitation, forced labour, begging, criminality (such as cultivating cannabis or distributing narcotics), domestic slavery, marriage, or organ removal.

Police officers alone will not be able to combat contemporary slavery and human trafficking. To coordinate local operations and gather intelligence, they must form efficient partnerships with a variety of authorities.

Police may utilise the roadways to disrupt human trafficking by using intelligence, as previously said in my answer, to acquire information such as who is involved and what cars they use. This data may subsequently be used to "hotlist" the car on ANPR systems, alerting authorities to when and where the vehicle is travelling. Officers can then stop the car and do checks such as using the police national computer to acquire information about the person inside the vehicle. This would then interrupt the crime and maybe identify the victims involved, so stopping their involvement in the crime and getting them the support they may require.

The offender's car is also most likely uninsured, which will assist in the inquiry because ANPR cameras will pick up on this, allowing additional officers to halt the vehicle and perhaps confiscate it under Section 165 RTA. If further offences are present, the officer may arrest the offender under Section 24 of PACE.

By simply policing the roads more effectively, such as by stationing additional officers in high-traffic locations, authorities may immediately interrupt criminals undertaking crimes such as drug smuggling and human trafficking. Traffic vehicles are fitted with ANPR technology, so just policing the roads results in the cameras collecting up data on adjacent vehicles, which might identify any markers on the car, resulting in the officer halting the car and interrupting the infraction.

This is why it is critical that the roads are constantly policed, and that information and intelligence are constantly gathered to assist officers in searching for and stopping vehicles, as most of the time, it is intelligence alone that causes vehicles involved in crimes such as human trafficking to be stopped in the first place by the police.

ANPR can also be utilised as part of a pre-planned operation to respond immediately to an alarm from a local database. The position of the number plate reading device should be considered, and the operation could be planned and handled to minimise the risk of a chase or pursuit. When organising a pre-planned operation historical data can be used by the ANPR data. It may then aid in determining the best location, day of the week, and time of day to carry out the operation to disrupt criminal activity. ANPR provides a tactical alternative for disrupting, preventing, and detecting criminal activities, and so contributes to increased public trust.

(Words 1746)

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
	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
KNOWLEDGE		6		4			Reflecting on my knowledge at this present time I have given myself a 4 out of 10. Since joining the job I have learnt a huge amount but still feel that I have so much more left to learn. My knowledge of the local community is seriously lacking due to the very nature of response policing. Currently I am “bouncing” from call to

							call and have very limited time to stop and speak to the local community and allow them to express their views. I believe to improve on this I can apply to have extra attachments with the Neighbourhood Policing Team. One area where I also need to improve my knowledge is with case files. Currently there is a shortage of officers on the team and as such it is very hard for a more experienced to have the time to show me how to put a case file together. I believe after I have had my Hub attachment, I will have gained enough knowledge so that I will be able to put a case file together that would be of an acceptable standard.
SKILLS	Low 1-4	Med 5-7 6	High 8-10	Low 1-4	Med 5-7 5	High 8-10	Reflecting on my skills at this present time I have given myself a 5 out of 10. My skills have improved considerably since I joined the job but like my knowledge, I feel that I have so much more to learn in regards to my skill set. I have always enjoyed working independently more than working as a team. I believe that I need to work on my teamwork skills which I understand is a very important part of policing.

							My report writing and updates is something that I need to improve on. Currently my reports could lack detail and content. I will need to speak to colleagues and observe how they structure their reports which should help me in the future with my report writing.
EXPERIENCE	Low 1-4 4	Med 5-7	High 8-10	Low 1-4 4	Med 5-7	High 8-10	Reflecting on my experience at this time I have given myself a 4 out of 10. I have gained a lot of experience during my time in the job but I understand that it will take many more years before I have the required experience to mark myself as a 10. I have experienced responding to calls of every nature. From sudden deaths, domestics, assaults, criminal damage and mental health calls. I have learned to diffuse volatile situations, conduct initial investigations and conduct arrests with due regard for human rights of suspects and victims. With more experience and years on the job I believe as my experience grows so will my skill set and knowledge which can

							only help me and the public in the future.
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Bibliography

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

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