



Prifysgol Cymru  
Y Drindod Dewi Sant  
University of Wales  
Trinity Saint David

## **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](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](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.

## Contents

| Workbook | Area of Professional Practice                                                   | Word count                        |
|----------|---------------------------------------------------------------------------------|-----------------------------------|
| Task 1   | Wellbeing and Resilience                                                        | 1250<br>1330 words used           |
| Task 2   | Decision-making and Discretion<br>Vulnerability and Risk<br>Public Protection   | 1750<br>1854 words used           |
| Task 3   | Maintaining Professional Standards<br>Leadership and Team-working               | 1750<br>1788 words used           |
| Task 4   | Policing the roads<br>Information and intelligence<br>Conducting investigations | 1750<br>1853 words used           |
| Task 5   | Individual Learning Plan                                                        | 1500 equivalent<br>612 words used |
|          | Total                                                                           | 8000<br>7437 words used in total  |
|          | Bibliography                                                                    |                                   |

## 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:

I have selected to use the Gibbs reflective cycle for the purposes of structuring a reflection in which I can describe and evaluate how I have been impacted by organisation culture of Gwent Police as well as how policing has affected my wellbeing and resilience. The benefit of using this model is that I have experience using it in the past and therefore familiar with its structure, which allows experiences to be reflected upon with greater insight (Gibbs, 1988). Additionally, the model concludes with an action plan to put into focus the learning points taken from (Gibbs, 1988).

Since achieving independent patrol status, I have become more ingratiated into the policing culture of the Gwent Police organisation as well as becoming more exposed to the stresses involved with undertaking policing duties. Organisational culture is the incorporation of the values, opinions, and attitudes of the organisation and how these come to be (Nayak & Barik, 2013). Furthermore, the management of an organisation is typically responsible for making decisions on policy regarding organisational culture requiring the management to identify the cultural factors within an organisation before realizing any changes.

Regarding policing management, the organisational culture is maintained by the chief constables. Chief constables are to supervise and support the promotion of the culture, specifically elements such as treating people fairly and with dignity, giving respect to people and allowing a chance to express their views, listening, and taking them into account making impartial decisions and explaining how they were reached being open and honest (College of Policing, 2022).

The code of ethics is a code of practice for the principles and standards of professional

behaviour for the policing profession of England and Wales and enshrines the values that the police organisation expects from its officers informing the organisational culture. The principles of the code of ethics are accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect and selflessness (College of Policing, 2014).

The policing organisational culture encourages the public to participate in neighbourhood policing (College of Policing, 2021). Therefore, to ensure that all police contact with colleagues, partners, and the public builds on this I aim to develop trust as well as confidence in a way consistent with procedural justice (College of Policing, 2021). To uphold and conform to these organisation objectives I have endeavoured to cater my approach by dealing with the public fairly and with respect in all matters in order to improve public confidence in the police and with an aim to increase the willingness of communities to help the police as well as be involved and take greater ownership of problems (College of Policing, 2021). For example, active listening and using an empathic tone can help victims and witnesses feel like they are being prioritised and their concerns valued.

In practice I always communicate my empathy and understanding to aggrieved parties to calm them down and reduce their anxiety or frustration, in doing so I try to make them feel heard and respected. In many instances I have found this results in more positive and meaningful engagement from victims and witnesses however taking the time to develop a rapport to an aggrieved party is time consuming. A potential risk of this approach while in keeping with the aims of the organisational culture is that it requires more time is spent comforting or appeasing people, resulting in officers being engaged for longer periods of time and therefore tying up resources that may be utilised more efficiently. A demand on resources subsequently puts pressure on other officers and gives me as an officer less time to write up an incident.

For example, at a recent call for a possible attempt entry there were very few lines of inquiry for me to pursue after completing my initial investigation, and all crime scene investigation angles had provided nothing evidential, however as many businesses

in the area had been subject to break-ins, I felt pressured into conforming to organisational culture and taking positive police action and being victim led. By providing further positive police action taking a statement despite the fact the incident would not result in any further action. While taking this statement I was tied up at the scene while I could hear further emergencies come in over my radio. If I had used my own discretion, it would have perhaps been more efficient to manage the victims' expectations regarding whether a statement would provide anything evidential or rearrange a visit for a statement. Although not to have done so may have left the victim feeling dealt with unfairly and not respected.

Unfortunately, because of the organisational culture prompting the everchanging and developing landscape of policing it can be argued that officers experience increased pressure to learn new skills and adapt to more demanding working conditions (Cox & Griffiths, 1995). Furthermore, with the addition of new technology and safeguarding processes resulting in greater changes in the working environment, for the benefit of the public can mean a more burdensome workload for officers (Schabracq and Cooper, 2000). Ultimately this can lead to a greater working demand and occupational stress, and with increased stressors leads to negative effects resulting in a poorer quality of life for officers, affecting their wellbeing and resilience.

On the other hand, numerous stories have come to light in recent years from both members of the public, as well as from former and serving officers of the use of sexist language and inappropriate behaviour, which indicates a dated misogynist culture within the policing culture (Canterbury Christ Church University, 2021). Therefore, it is a danger that tolerating and even perpetuating this inappropriate culture can harm public confidence and hinder my ability to deliver the service expected of a serving officer.

Well-being is multifaceted in that its components are physical, economic, psychological, cognitive, and social well-beings. There can be crossover between having physical well-being and having social and emotional well-being, however this is not a guarantee. In short, well-being is defined by the presence of positive affect and not necessarily the absence of stressors (Frydenberg, Care, Freeman, & Chan, 2009).

Whereas resilience in policing relates to the vicarious trauma and the dangers experienced and how a person or officer remains optimistic of their professional culture to build resilience and stay well (Paterson, 2021). For healthy resilience as a police officer, I reflect on my experiences of recovering after particularly difficult experiences and on the inevitable cumulative trauma, with a focus on developing practical strategies for use to stay well and optimistic about policing. Therefore, to maintain my wellbeing and develop my resilience I exercise regularly in a weekly 5 a side football group with friends and colleagues as well as walking my dog on forest trails and mountain hikes. The benefits of regular exercise are giving your mood a boost by releasing endorphins and dopamine, particularly useful in staving off depression, this is because exercise can reduce some of the emotional intensity that you're feeling, clearing your thoughts, and letting you deal with your problems more calmly (NHS, 2022). In addition, a good support network of colleagues, friends and family can ease work troubles and help you see things in a different way these activities we do with friends can help us relax and relieve stress (NHS, 2022).

With this in mind, and the potential for developing an unhealthy work life balance in policing, I plan to be more aware of burnout, and its effects on my wellbeing and its corroding effects on my resilience. In future I need to be mindful and engage with the established wellbeing services within the national police service and the support offered to officers and police staff for mental and physical health support needs and outreach support training (College of Policing, 2023). I also plan to be more appreciative of the higher level of exposure to psychological hazards known to be associated with an increased risk of anxiety, depression, primary and secondary trauma and be aware should these symptoms manifest to deal with them proactively.

**Word Count: 1330 with citations**



## 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:

To structure the account of an incident I have dealt with I have chosen to use the Driscoll's 'What' model, due to its simple easy to follow structure and the model featuring a useful starting point with a final stage to know when the process is complete (University of Cambridge, 2023).

During a night shift while on patrol I attended a priority call in which the victim was alleging that she had been assaulted by her ex-partner. The assault itself had taken place earlier that day outside the victims address and amounted to the victim being struck to the face with a slap by the subject, with minor injuries consistent with a common assault. There were no previous incidents of a domestic nature between the two individuals however there were mental health markers for the subject.

Regarding common assault which is covered under section 39 of the Criminal Justice Act 1988 which states that the offences of 'common assault' and 'battery', that were once provided by the common law, are now summary offences (PNLD, 2022). The legal framework for the offence gave me a measure of the severity of

the offence I was dealing with and what response would be proportionate and what action would be a necessity in dealing with this incident.

My initial dynamic risk assessment was that there was low risk involved as there had been no follow up to the incident and this was a first instance with the subject having left the area, however there were extenuating factors as the relationship had recently ended and the subject had been displaying excessively jealous behaviour which during a heated argument resulted in an altercation between the subject and victim. Furthermore, the victim was not aware of any other address's associated to the offender as they were a foreign national. Despite this report the victim did not wish to give a statement of complaint and eventually gave a negative pocket-book entry to confirm this.

The victim also made me aware that one of the reasons she did not want to pursue the matter at this time because she was focusing on caring for her young son who was very ill and was in hospital. I conducted a DASH risk assessment with the victim which was graded as a standard risk and advised the victim of the need for a public protection notice that would include notifying agencies for child concern due to the children at the address being under which the victim gave consent to share. I passed observations over the airwaves to alert officers to the description of the subject and the log in which he was associated to so that if he was located further enquiries could be conducted and potentially affect an arrest.

During the handling of the incident and the actions I decided to take I considered the national decision model.

The national decision model (NDM) is applicable for all decisions in policing, and it can be applied to spontaneous incidents or planned operations, by individuals or teams in both operational and non-operational situations (College of Policing, 2013). The model itself consists of 6 key elements identified in Figure 1:



(College of Policing, 2013).

Regarding my response to the aforementioned incident, the first part of my initial response utilises the first stage of the NDM, gathering intelligence and information. Before my attendance I had conducted person checks on the named subject and on the victim to discover any information available from sources of routine collection i.e., information collected from policing activities responding to incidents, arrests, stop and account, stop and search records (College of Policing, 2019).

The rationale behind this data gathering and review is to establish risks associated with the persons involved or the address from where the call originated such information forms a later basis in the risk assessment in respect to the risk to officers attending the call as well as the risk presented to the aggrieved party. This can dictate the level of response required and if intelligence indicates the subject has firearms or weapons markers. Information gathering was important in this instance as it showed no previous domestic abuse between the two but that the subject had markers for mental health and self-harm. The second form of data gathered came

from volunteered information, which refers to information not given by routine or tasked means which is usually collected from the general public, community contacts or partners, in this case from the victim (College of Policing, 2019).

The information volunteered by the victim gave me insight into the mental state and jealous nature of the individual as well as a description and direction of travel to pass observations for, to affect an arrest. Secondly upon attendance I was able to engage in the next part of the NDM, assessing the threat and risk and develop a strategy, in order to aid my evaluation of the risk involved I conducted a DASH (domestic abuse, stalking, harassment and honour-based Violence Assessment) risk assessment with the victim. The DASH allows for grading risk, although assessing risk sits primarily with the assessor, but in this instance my judgement may be guided by a structured tool that includes relevant risk factors, this approach combines a degree of accountability with the flexibility to consider the wider context of specific cases (College of Policing, 2015).

Based on the number of 'yes' answers and the areas in which they fall I was able to grade the risk as standard meaning the current evidence did not indicate a likelihood of resulting in serious harm, this was helpful as the offender in this instance belonged to a religious community and some views expressed regarding jealous and controlling behaviours had the possibility of being honour based violence. As the offender had left the area the victim was safety planned by me. A personal safety plan is a way of helping victims to protect themselves and their children, helping them plan for the possibility of future violence and abuse (Norfolk County Council, 2023). Including measures such as emergency phone numbers, keeping mobile devices on hand, an emergency bag for leaving quickly, knowing safe routes and safe rooms, alarms, internet and mobile phone safety.

After making my risk assessment I considered the powers and policies available to me to resolve the incident. Ultimately under the provisions of PACE I had powers to now, based on the disclosure of the victim to arrest and interview the subject regarding an offence of assault. Under code G of PACE powers of arrest are available under section 24 the Police and Criminal Evidence Act 1984 as amended

by section 110 of the Serious Organised Crime and Police Act 2005 (Home Office, 2023a). Furthermore for the purposes of investigation after arresting the subject I had to be aware of my other powers under PACE, specifically code C pertaining to the detention, treatment and questioning of suspects not related to terrorism in police custody by police officers, Including the requirement to explain a person's rights while detained and the requirement to explain the rights of a person who has not been arrested that apply to a voluntary interview (Home Office, 2023a). Additionally, for the purposes of the potential interview should the subject be located I considered Code F of PACE, concerning visual recording with sound of interviews with suspects.

I had recorded all the details of the victim and subject as well as all dependants linked to the address for the purposes of recording a detailed public protection notice (PPN). The purpose of this PPN would be to produce an information-sharing document that records safeguarding concerns about the adult and children involved in the incident this PPN would then be shared with partner agencies to inform a multi-agency response (Home Office 2023b).

I identified several options to help mitigate the risk to the victim and reach a resolution with the matter. Firstly, after standing down an area search was conducted to ensure that the offender was not lingering in the area and attempts were made to contact the offender with both results being negative. The PPN was later completed and sent to the relevant agencies for child concern and the incident crime request made. Due to the low risk involved and the fact the victim did not want to make a complaint or support police action at this time I factored into my discretion the wants of the victim as they expressed being under a lot of stress at this time and did not want the added stress of making a complaint against the subject or having to begin legal proceedings involving going to court. The victim stated they would be satisfied that the subject be spoken to and given words of advice not to contact or approach them as their relationship was over and her focus is caring for her critically ill child.

This presented an ethical dilemma as the code of ethics and disclosure promotes me taking positive action to pursue an arrest of the subject however this action was

not supported by the victim and could potentially exacerbate the situation and as such would likely result in no further action. Using my discretion, I opted to pursue this incident slow time and arrange a voluntary interview with the subject, to cause minimal stress to the victim considering the circumstances. Using my discretion and professional judgement I was able to decide on the necessity of further positive action as it would not be practical or legitimate to pursue an arrest for every offence and would undermine the relationship between police and the public (Bryant & Bryant, 2021).

In conclusion the incident was dealt with via voluntary interview and the subject questioned, primarily to give words of advice as per the wishes of the victim as the insufficient evidence meant the incident was closed with no further action, however I also considered the potential for further action had the subject admitted guilt for the offence which could have resulted in a charge, as well as the necessity for a Domestic violence protection notice (DVPN), a DVPN is an emergency non-molestation and eviction notice which can be issued by the police, when attending to a domestic abuse incident, to a perpetrator containing a condition prohibiting the perpetrator from molesting the victim (Home Office, 2022).

Moreover, despite the limited scope for positive action in this incident I deemed it valuable to complete an interview before closing the incident, the benefits of which would allow for the account and incident involving the subject to be documented in a way that provided all lines of inquiry explored and an investigation in line with the code of ethics. A future benefit I considered was that even though this was a first instance for the subject this incident would now be relevant in the scenario of a future Claire's Law application should any future partner to the subject make such a request. Thereby as a safeguarding option this enables someone to ask the police about a partner's previous history of domestic violence or violent acts so police can proactively disclose information in prescribed circumstances (Home Office, 2013).

**Word Count 1854 with citations.**



### 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:

Teams are a critical component for success in modern organisations (Kozlowski & Ilgen, 2006). While teams offer lots of benefits, these profits will only be fully realised in cohesive teams and the importance of team cohesion is in the shared bonds that motivates team members to remain together and to continue to work together (Casey, Campbell & Martens, 2009). Conversely, individual team members who feel no sense of cohesion within their team either because of distrust, dislike or disinterest will struggle for motivation and consequently are unlikely to participate in the typical team forming behaviours that facilitate the positive effects of cohesive teams (Salas et al, 2015).

An essential aspect of effective teamworking entails the understanding of group dynamics in terms of both team situations and individual temperaments. A foundational theory in team dynamics is that of The Tuckman Team model, Tuckman's Stages of Group Development was proposed by psychologist Bruce Tuckman in 1965 and is one of the most famous theories of team development. The model is composed of five stages that teams may progress through forming, storming, norming, performing and adjourning (British Columbia University, 2015).

Tuckman's theory argues that for a team to function it must progress through these five stages after which the team can perform effectively and become a cohesive. The model states that the first stage of this process is 'forming' in which a team gets to know each other and creating a set of shared expectations as well as establishing the strengths and weaknesses of the team's members (British Columbia University, 2015).

Secondly there is the 'storming' stage where clashes take place as some members will start to question the leadership and challenge decisions because they believe there's a better way, thereby this causes a stormier atmosphere. Tuckman points out that this is necessary to address problems and for group members to work out where they fit in to the wider team dynamic (TSW Training, 2021). Whilst this is considered a needed stage there is a danger that disagreements and problems could linger causing further issues and divides in the team. Although, if these conflicts resolve the third stage begins which Tuckman labels the 'norming' stage, where conflicts have been resolved and team members become flexible, each team member knows their role and works to meet their part of the objective. However, if the team has not reached cohesion, then members may not fully understand their roles or deliver what is expected of them and objectives will not be met.

Providing the previous stages have been met then the team will enter a 'performing' stage where teams have worked together successfully on multiple tasks, establishing a level of cohesion, and have developed a system of efficiency meaning less time is needed to form, storm, and learn to norm. Performing teams can act decisively and interdependently to resolve problems. The last stage is 'adjourning' when the team goes its separate which can be emotional for these teams that may not wish to separate or form anew. This model encapsulates the dynamic of a wholly new team being created well but does not consider teams that operate with an influx of outgoing and incoming members and how those dynamics affect team cohesion or how these fits within the model. Further criticisms of Tuckman's model stem from a lack of quantitative data to support it and limited literature review subsequently it is largely unacknowledged that the model has been generalized far beyond its initial framework (Forsyth, 2010).

Furthermore, the model does not account for members progressing at different rates causing stages to be missed or skipped or even requiring revisiting (TSW Training, 2021).

On the other hand, the Lencioni Model explores the dysfunctions of a team, specifically five causes of dysfunction. Firstly, a lack of trust, for if team members do not trust each other, they will be reluctant to take risks or ask for help, low trust means a low level of comfort within the team making it difficult to communicate and perform effectively (Lencioni, 2002). Further causes of dysfunction are a fear of conflict, therefore conflict is avoided with an artificial peace at the expense of progress. As outlined in Tuckman's model conflict is a required part of the storming stage and can be productive if managed effectively.

Additionally, a lack of commitment in team members doing the work causes dysfunction, such as members who do not complete tasks, meet deadlines, let their teammates down, ultimately causing failure (Lencioni, 2002). An exacerbating issue is if these members avoid accountability. In addition, when team members focus on their own personal goals and lose sight of the targets leading to inattention of results that measure the success of completing an objective. Without focusing on the results during the process means that ways of improving results are being neglected (Lencioni, 2002).

Team cohesion is the strength and coverage of interpersonal connection present among the team members of a group, it is these interpersonal bonds that enables members to participate and continue to accomplish the set goals. Cohesive teams have an attitude of togetherness and are more likely to achieve their goals faster and more efficiently (CFI, 2023). Also, individuals in cohesive teams experience greater satisfaction, meanwhile these members remain contented and suffer fewer social problems than those working in non-cohesive groups (CFI, 2023).

To enhance interpersonal a key component is quality communication and collaboration therefore fostering trust among team members as well as sensitivity and flexibility needed to deal with conflict and promote team performance (Beckhard, 1972).

The Interpersonal process refers to the activities' teams use to manage their interpersonal relationships, including conflict management, confidence building and team management (Marks et al, 2001). Conflict management concerns the way in which team members handle conflict either pre-emptively or in response to conflict. Building motivation and confidence relies on a team's communication and feedback to encourage and boost team members to promote a sense of collective confidence.

It is therefore important to develop strategies that encourage and maintain team cohesion, and so teams experience greater success by drawing from the expertise of each team member. It is for a leader of a team to value the contribution of each member even delegating authority to some of the team members to help increase cohesion (CFI, 2023). Members of a team are more likely to work cohesively when they feel that they have ownership of the issues and activities being proposed.

Further ways to encourage cohesion involve constructive conflicts that develop among team members which indicates a healthy group as individuals should not have to agree to a proposed task just because they're trying to avoid upsetting the team harmony regardless petty disputes should be quashed immediately (CFI, 2023). Leaders should be exemplary in optimizing communication by being clear and prompt themselves and mindful for signs that team members feel uncomfortable expressing their opinions. Team leaders should also facilitate clear communication and assign specific responsibilities and clear roles. Managers also need to celebrate and praise teams for their work and success in meeting objectives to keep morale high which also aids smoothen out minor tensions and enables better group collaboration in the long run (Tekleab et al, 2016).

Problematically team dynamics within the police service can result in non-compliance with the professional standards by which the police service hold themselves accountable too such as the Code of ethics and the competency and values framework.

The Code of Ethics, developed by the College of Policing the professional body for policing, outlines and defines the exemplary standards of behaviour for everyone who works in policing (College of Policing, 2014). However, the Code of Ethics is not enough to eliminate inappropriate behaviour, and if the public don't have confidence in the police acting ethically, fairly and in the public interest, they are unlikely to aid the police in upholding the law (College of Policing, 2014).

Breaches of the Code of Ethics do not necessarily involve misconduct or require disciplinary proceedings and aspects of team dynamics can even involve standards not being met. For instance, stages of Tuckman's model require the encouragement of conflict within the team during the storming stage, this way petty grievances can be aired out despite the possibility of infringing on the values of policing policies. Team infighting and disputes code breach a standard of professional behaviour expected, which is 'Authority, respect and courtesy' enshrining that officers will act with self-control and tolerance, treating members of the public and colleagues with respect and courtesy (Code of Ethics, 2014).

Negative team dynamics can impinge of values If one individual in the group takes charge of the discussion, this could also be a sign that the group dynamic is unhealthy. In this dynamic a group thinks collectively, with other team member following suit of the dominant members, and if everyone accepts them as fact, this could indicate that the team is unwilling to challenge decisions or behaviour that is unacceptable or against policy. An essential part of the Code of Ethics and competency and values framework involves challenging inappropriate behaviour and displaying integrity, by remaining in line with the values of the police service and the Code of Ethics for the benefit of the public (College of Policing, 2016). Team dynamics that form and norm outside of the parameters of the accepted professional standards will create a team that is socialised and functioning in a non-compliant way, creating a difficulty in challenging colleagues whose behaviour, attitude and language falls below the public's and the service's expectations (College of Policing, 2016).

Police staff have discretion and may have to prioritise the demands on their time and resources. This could involve neglecting a task to work on something for the

individuals' purposes or case load, which in their judgement is more important (Local Government Association, 2008). This is acceptable and, in many cases, essential for good working. Although with a team overall objective taking precedence depriving the individual from completing tasks important to their workload creates an impasse where ultimately both a victim and an officer lose out.

The Standards of Professional Behaviour are expectations that the police and the public have of how police officers should conduct themselves. However, these standards are not expected to apply to every situation and instead are designed as a framework (Home Office, 2020). As a framework that can be easily interpreted it enables everybody to know what behaviour is acceptable and what is unacceptable (Home Office, 2020). Therefore, a team should be able to tackle problems and complete tasks with a sense of best practice that is also a best fit for a given situation, aiming to comply with the frameworks in place but not inhibited or paralysed by the impact of these frameworks on team dynamics.

**Word Count: 1788 with citations**

#### 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:

Intelligence is at the heart of investigating criminal activity, for accurate intelligence creates a picture allowing the police to efficiently prioritise action against the most considerable dangers and threats as well as deliver the maximum disruptive impact on serious organised crime (NCA, 2022). Intelligence led investigation and activity is directed at the highest risk offenders causing the most harm to the UK, its communities, and overseas partners (NCA, 2022). For the purposes of safeguarding against the highest risk vulnerabilities and enablers that facilitate criminal activities which endanger public safety and security (NCA, 2022). The role of roads policing has been set out in The National Police Chiefs' Council roads policing strategy for 2022-2025. The strategy outlines a three-year plan designed to: prevent harm and save lives, tackle crime on our roads, explore the challenges and benefits of new technology and influence public behaviour to ensure road safety (Police.UK, 2023).

Because the UK road network goes beyond the local geographical boundaries of police forces facilitating the movement of people and goods across the UK. These networks mean people in vehicles can travel hundreds of miles across numerous local authority and police area boundaries very quickly. While this is a positive for society, the public and business it provides criminals similar advantages as the road network to move between police forces committing crime and cause

disruption across several counties (Department of Transport, 2020). It is then a requirement for police force areas to produce a response to be co-ordinated across numerous police forces.

Because criminals use road networks and commit offences from minor motoring offences to international organised crime, forces utilise intelligence and enforcement to disrupt criminality. Police can be utilised to conduct road checks being with the Driver and Vehicle Standards Agency (DVSA) and be integral with national objectives and seasonal campaigns (College of Policing, 2019a).

Police powers enable the search and seizure of vehicles, when police forces work closely with local authorities and other partners to identify abandoned or suspicious vehicles they are removed as soon as possible (College of Policing, 2019a). The police can seize a vehicle on a road if it may have been used to commit crime or has been left in a dangerous or unlawful position, or in a dangerous condition (College of Policing, 2019a). Therefore, when intelligence exists that links a vehicle or registration to a nominal that is wanted for instance a make and model reported in the force area or matching such a description can be searched for with roads policing. Effective roads policing in conjunction with other departments such as the national police air service can search for and identify such vehicles potentially used in cross border county lines, drug trafficking/smuggling and organised crime to provide intelligence as well as direction of travel and locations of vehicles related to criminal activity.

And while technology is becoming ever more used by criminal to facilitate criminal activity it is also becoming used for effectively in disrupting criminal activity. Perpetrators of county lines crime operate from major cities expanding their drug networks to more rural areas and with it, bringing violence, exploitation, and abuse to these communities (Open Access Government, 2019). To combat and prevent this there is a growing requirement to ensure that data is accessible, readable and has long term integrity across police boundaries (Open Access Government, 2019). Therefore, the collection and sharing of information from the Police national database is core to alerting forces to the presence criminal activity and the perpetrators of such behaviour, however this vast amount of sensitive data that

requires sharing securely between organisations and police forces must be in line with the GDPR legislation as well as management of police information guidelines. In the future an integrated force-to-force sharing of information, such as cloud-based technologies could enable forces and organisations to be more collaborative and present a secure approach to intelligence sharing.

Road's policing has evolved past a focus on enforcement of road traffic legislation, and dealing with road traffic collisions, to a wider concept of policing the roads. The current and future focus includes the use of roads policing resources to target criminals who use the countries road networks for their criminal purposes (HMICFRS, 2020).

In addition, the Communications Data Investigations Single Point of Contact (CDI SPoC) is responsible for the lawful acquisition of communications data which can advise and give timely, responsive, and effective recommendations to the locations of vehicles and person on a highway for a prompt response from roads policing (College of Policing, 2023a).

Technology available to forces to disrupt criminality include CCTV, Automatic number plate recognition (ANPR), Vehicle tracking devices which may be fitted to vehicles by manufacturers or the public (College of Policing, 2019a). Some vehicle tracking services allow vehicles to be immobilised remotely if required (college of Policing, 2019a). All police vehicles and air support units have tracking equipment fitted, this technology aids in control rooms tracking the movements of officers and to co-ordinate a response to criminal activity. Tracking equipment if road policing vehicles is useful in safeguarding officers as well as managing resources.

ANPR (Automatic Number Plate Recognition) technology can provide information and intelligence without any details of the vehicle of interest being known in advance (College of Policing, 2023b). ANPR can identify a vehicle of interest based on its number plate, even so the other investigative enquiries and officer discretion should be factored into road policing (College of Policing, 2023b). ANPR automatically reads vehicle registration marks (VRMs) for comparison against database records, the corresponding information and intelligence can then

be shared and disseminated throughout Police forces and police operations into criminal activity. However, ANPR data which is not part of the National ANPR Service (NAS), could be held by a private company, commercial service or local authority, in which case investigators will need to identify and retrieve this data by the same means as CCTV is collected (College of Policing 2023b). ANPR also provides a tactical option to disrupt, prevent and detect criminal activity, creating an obstacle that forces criminal organisations to take precautions or deter from committing an offence entirely thus helping to increase public confidence (College of Policing, 2019a).

Numerous advantages of ANPR to roads policing is how it can produce accurate geographic location data for officers to respond to as well as contribute too as the system is easily searchable and only requires officer to pass observations of vehicles of VRM's to force control (College of Policing, 2023b). Further benefits are that ANPR can be accessed or deployed quickly and is a relatively low-cost system that also allows the investigator to monitor multiple vehicles at the simultaneously (College of Policing, 2023b).

Furthermore, if a VRM does not appear on an ANPR system this does not automatically eliminate the possibility of a vehicle's or indeed a person's presence in a place significant to an investigation (College of Policing, 2023b). In complex cases it may even indicate the use of false or cloned plates and provides a modus operandi of a county lines or organised crime organisation a how the conduct criminal activity using road networks.

Ultimately, ANPR contributes to investigations by providing locations for lost or stolen vehicles as well as identifying the movements of a vehicles of interest involved in a crime and information associated with vehicles (College of Policing, 2023b). ANPR can also research the movements of the victim's vehicle to assist with victimology and research alibis by identifying the vehicles in a given location during specific time periods to allow identification of a suspect, victim, or potential witnesses (College of Policing, 2023b).

Additionally structured ANPR searches can be used tactically to reduce an area of coverage and isolate an area of interest in an investigation to locate a person or vehicle of interest. For this purpose, strategic positioning of ANPR cameras is important. For instance, crime pattern analysis presents an opportunity to identify potential future sites for ANPR cameras, by assessing road traffic data and analysing crime and disorder hot spots to identify key routes and significant time periods, leading to more accurate ANPR deployment in future (College of Policing, 2023b).

The greatest benefit of ANPR is that data can be obtained in relation to serious and major investigations that refutes or verifies alibi statements and locates offenders (College of Policing, 2023b). As well as potentially identifying witnesses of incidents by identifying vehicles in the location at the time of an incident, in a way that may not have been achievable by any other means.

Specific investigations such as into child sex offenders and exploitation requires specialist advice and capabilities to support investigations by law enforcement partners in the UK as these offences can involve the transport of persons and human trafficking of victims over road networks and across multiple force areas. In order to identify offenders and safeguard children and young people, ANPR and driver stops, and checks can be used by roads policing. Policing powers under Section 163 of the Road Traffic Act 1988 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 (Bryant and Bryant, 2021). Further powers such as Section 4 of the Police and Criminal Evidence Act 1984 allows either all vehicles or those selected by a particular criterion to be stopped in a particular locality to locate an offender or witness involved in an indictable offence (Bryant and Bryant, 2021). The location of such road checks is essential to achieving this objective and should give maximum protection to both the public and police while giving minimal warning to the suspect and no possible escape routes (College of Policing, 2019b).

To assist the law enforcement response, a multi-agency county lines coordination centre has been established, bringing together officers from the NCA, police and

regional organised crime units to build the national intelligence picture (NCA, 2016). Road networks and cars continue to dominate the modes of transport used by criminal gangs in county lines cases, with gangs even using taxi firms within county locations as well as more commonly the use of hire cars booked for gang members by associates (NCA, 2016). Therefore, intelligence identifying these modes of transport and the persons utilising them is essential to allow roads policing to act and disrupt criminal activity by arresting offenders and disrupting supply lines.

More clandestine methods of entry into the UK on a larger scale involve drug importations, presenting a greater risk of abuse by criminal gangs (NCA, 2018). Road's policing identifying the vehicles of transport used and their directions of travel as well as entries and borders by which gangs are smuggling and trafficking drugs into the UK can identify areas where organised crime gangs choose to exploit vulnerabilities (NCA, 2018). Thereby identifying a gang's use of commercial vessels to facilitate larger importations of illicit commodities from Europe for onward distribution and even the presence of 'Border corruption' if gangs received privileged access to physical areas and corporate systems at ports and airports to facilitate serious and organised crime and the exportation of drugs or even human trafficking (NCA, 2018).

**Word count: 1853 with citations**

## 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      | Med<br>5 | High | Low<br>4 | Med | High | <p><b>Identified area for development</b></p> <p>Now that I have been working under independent patrol status I have been more commonly involved in incidents where my professional judgement is either the most senior on attendance or the only one at an incident. At times I have found that despite my knowledge of offences and their definitions my</p> |

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|  |  |  |  |  |  | <p>confidence in that knowledge has needed reassurance. As a result, during some incidents, I have needed to point to point contact my sergeant in order to reassure me that I am taking the appropriate actions be it an arrest or decision not to arrest when attending an incident or emergency. I have also been unsure of the specific wording of various powers of entry when attending certain incidents and overly reliant on section 17 of PACE. These are areas I feel I will need to improve on.</p> <p><b>How it will be achieved</b></p> <p>During PLT days and training days I will review and revise learning materials for powers of entry, offences including definitions and point to prove to give me a better understanding and improve my confidence in my decision making.</p> <p><b>Who can provide support?</b></p> <p>My sergeants, senior police constables and my assessor</p> <p><b>Timeline</b></p> |
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|               |     |          |      |     |          |      | <p>I have set a date to review and assess if I have reached the required level appropriate to my level of service of 04/10/2023 which is the beginning of my next evidence matrix. This will give me a clear platform to gauge the level of my continued professional development and provide me with areas to concentrate on and improve in my development.</p>                                                                                                                                                                                                                                                                            |
| <b>SKILLS</b> | Low | Med<br>5 | High | Low | Med<br>5 | High | <p><b>Identified area for development</b></p> <p>My current skill set is adequate to my role however I would like to expand on them with available opportunities when possible. At my current operational level, I need blue light training so I can attend emergency calls more promptly. As well as OST refresher training.</p> <p>I also have interest in method of entry training as this will improve my powers of entry knowledge and expand my skill set.</p> <p><b>How it will be achieved?</b></p> <p>I am currently awaiting a response from the learning and development team to arrange dates for when this training can be</p> |

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|                   |     |          |      |     |          |      | <p>allocated, and my skillset increased.</p> <p><b>Who can provide support?</b></p> <p>My sergeants, senior police constables and my assessor</p> <p><b>Timeline</b></p> <p>I have set a date to review and assess if I have reached the required level appropriate to my level of service of 04/10/2023 which is the beginning of my next evidence matrix. This will give me a clear platform to gauge the level of my continued professional development and provide me with areas to concentrate on and improve in my development.</p> |
| <b>EXPERIENCE</b> | Low | Med<br>5 | High | Low | Med<br>5 | High | <p><b>Identified area for development</b></p> <p>While working in Newport central police station I have encountered a variety of different incidents and have performed a plethora of different duties during operational duty. I have linked in on occasion with different departments such as firearms and CID and the fire, social and ambulance services. However, due to operational demand I</p>                                                                                                                                    |

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|  |  |  |  |  |  | <p>have not yet had a chance to attend CID/PPU or RPSO attachments therefore I have little experience with roads/traffic policing or the operational duties of RPSO. Similarly, I have not been able to experience the duties performed by CID/PPU in person and I only have a limited knowledge of the completion of WIB booklets and the safeguarding considerations of these departments.</p> <p><b>How it will be achieved</b></p> <p>As low staffing levels resulted in me not being able to attend my CID/PPU and RPSO attachments I plan to organise a time suitable in the near future when I can attend these attachments with my sergeant.</p> <p><b>Who can provide support?</b></p> <p>My sergeants, senior police constables and my assessor</p> <p><b>Timeline</b></p> <p>I have set a date to review and assess if I have reached the required level appropriate to my level</p> |
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|  |  |  |  |  |  |  | <p>of service of 04/10/2023 which is the beginning of my next evidence matrix.</p> <p>This will give me a clear platform to gauge the level of my continued professional development and provide me with areas to concentrate on and improve in my development.</p> |
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**Word Count: 612 words**

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