

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 4	Policing the roads Information and intelligence Conducting investigations	1750
Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

In this response I will be reflecting on the impact of organisational culture and subcultures within policing, and the effects that has had in relation to my wellbeing and resilience. I will also discuss the strategies I continue to use to ensure maintenance of my wellbeing and resilience. During this essay, I will be using Borton's reflective tool.

Academics have presented many different definitions of organisational culture. Ultimately though, it relates to "the values and beliefs of an organization. The principles, ideologies as well as policies followed by an organization" (Management Study Guide, 2021).

The first thing to consider when discussing organisational culture within policing, is the way in which current culture is undergoing change. Or at least, acknowledgement that there are current attempts to cause change within policing culture for the better. Historically, there have been concerns from the wider public regarding the culture within policing. Concerns largely relating to subcultures that are indicative of racism or misogyny. The murder of Stephen Lawrence and the subsequent Macpherson report found problems within the Metropolitan police that "amounted to institutional racism and highlighted racism at both individual and institutional level." (Home Affairs Committee, 2021) More recently, the horrific murder of Sarah Everard has highlighted concerning subcultures where misogynistic behaviours are not routinely challenged.

Having the right type of culture is essential to attracting the right person to join the organisation and ensuring that that person behaves in line with expectations. "Police organisational culture has been demonstrated to have a substantial impact on the everyday behaviour of police officers, including the way that officers interact with the public" (Biggs, 2016) Over recent decades, police forces have made dedicated efforts to change the culture

to be one of inclusivity, with emphasis on qualities such as fairness and accountability. Documents such as the Police code of ethics (College of Policing, 2014) were adopted to support change.

When I applied to join the police, my perception of the modern policing culture is one of the concepts that attracted me. I felt as though my personal values overlapped well with the organisation. This perception of the culture had a profoundly positive effect on my wellbeing by increasing my morale as I felt a strong sense of identity within the organisation. "When workplace culture aligns with your employees, they're more likely to feel more comfortable, supported, and valued." (Achievers, 2021)

Once becoming an independent officer, I became aware that there was a significant subculture at my place of work that was different from the culture I had experienced during my initial training.

Whilst in initial training, the culture felt quite reflective of that set by those at the top of hierarchy. There was high importance set on following rules and policy and the focus was constantly on being the best police officer possible in service to the public. Once operational there was a much bigger emphasis on self-preservation. The result was that there was significantly more politics involved between individual officers, teams and even sectors. This change in culture was one I found difficult to adapt to. This sub-culture was at odds with my personal values and the values that had been taught to me in my initial training. This affected my wellbeing by causing me some considerable conflict as I had to balance my beliefs regarding how policing should be done alongside finding my place in a new team, Further to this, the team I was allocated to did not have a full-time supervisor and as such a temporary supervisor was allocated. This supervisor promoted a sub-culture that was more at odds with the main policing culture. This acting supervisor also had the view that newer officers should do more of the unpleasant work whilst experienced officers have "earned" that easier time. This caused a divide in the team where several of the newer officers did not feel valued in their contributions and there felt like an unfair balance becoming apparent. Studies have shown that "67% of workers in the state experience low morale because of their manager. This happens if employees believe that some of their colleagues are being favoured over others." (Lead On Purpose, 2018). This caused significant issues for my morale, during the first few months. As I did not feel supported or fairly treated, this caused me to feel unmotivated to do my best work and caused some initial resentment towards my colleagues and the work itself. As a result of this new subculture, I no longer felt a strong sense of identity with the organisation.

This is supportive of the ideas of organisational justice, which is defined as “the extent to which employees perceive workplace procedures, interactions and outcomes to be fair in nature.” (IES,2006, p1.) Poor perceptions of organisational justice can cause persons to engage in negative workplace behaviours resulting in lower performance, burnout and higher turnover. Whilst this experience did not do much for boosting resilience, it was a good test of it.

Patrick Lencioni (2002) presented a theory of team dynamics called the five dysfunctions of a team. One of the dysfunctions within the theory was that of fear of conflict. On reflection, I allowed my fear of conflict with the more senior constables on shift to prevent any meaningful conversation to bring about change. In the future, I would look to challenge such a negative environment.

There are risks associated with conforming to this culture. As this culture was conflicting with the overarching policing culture, conforming could cause officers to disengage with the values contained within the police code of ethics, such as fairness and selflessness. There was also potential that newer officers would leave as they were less likely to feel like a good organisational fit in this environment. Indeed, conforming to any culture that has prominent negative qualities can have unfavourable results.

These issues came to an end after a full-time supervisor was assigned to the shift. This created a change in culture and was brought more in line with the vision created by senior management. This was a significant moment as it had a dramatically positive effect on my wellbeing. I felt better supported and there appeared a better divide in workload between all officers. With this change, I better identified with the values that were more consistent with my time in initial training. This resulted in me being encouraged to work harder and felt a better sense of identification with the organisation.

Throughout initial training and tutorship portions of my employment, I have engaged techniques to help maintain high levels of resilience and wellbeing. One of the strategies that I continue to use is that I ensure I set aside time outside of work doing hobbies that I enjoy. The National Health Service highlight having “me-time” as one of their top stress busters (NHS, 2020). As such, I have ensured that once my shift is finished, I spend time participating in hobbies that take my mind off work. This includes getting frequent exercise and playing video games. Whilst this has been effective to date, increased workloads due to achieving independent patrol status means that effective management of time outside of work has become more difficult.

Another way in which I have been able to build resilience and improve my wellbeing is that of forming strong support network among the members of my team who were also newer

officers. Together, we had endured and overcome the shift culture that punished new officers and have thrived as a result. Many studies highlight the positive psychological and physical effects of maintaining good workplace relationships. The mental health charity Mind highlight the importance of peer support in the development of resilience (Mind, 2017). In conclusion, policing often revolves about working in small teams. The culture in such teams can be drastically different from that of the overarching culture set by senior staff. These sub-cultures can provide different challenges to everyone based on their own beliefs and values. This itself is one of the reasons it is necessary to have appropriate strategies for dealing with wellbeing and resilience. Constantly reflecting on these cultures as I have done allows me to assess the risks of conforming and put in place appropriate strategies. To date, this has been successful and I will with this mindset.

(1375 Words)

Task 2

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

ANSWER:

In this response I will be describing a domestic violence incident in which I was a responding officer. I have chosen a domestic violence incident as it is a particularly prevalent subject during the current social climate. In fact, statistics have shown “the National Domestic Abuse Helpline supported 49,756 people, a 22% increase from 40,859 in the previous year” (Office for National Statistics, 2021). I will be discussing and evaluating decisions I made during the incident and evaluating my use of the National Decision Model. I will also be highlighting the particular importance of my ethical approach to decision making. During this response, I will be using Borton’s reflective tool.

Approaching the end of one night shift, I received information via my radio that a domestic assault had occurred at an address within my sector. The female victim alleged that she had been punched in the stomach by the male offender. I attended the location with three other colleagues, and I made initial contact with the victim who was anti-police, irate and presented as being under the influence of controlled drugs. After conducting a property search, I have quickly discovered that the offender appeared to have fled the location. I have organised and begun an area search where I have eventually located the suspect hiding in a garden of a nearby property. After a short physical altercation, the suspect was arrested for assault by beating (*Criminal Justice Act, 1988*). Whilst escorting the suspect to the police

vehicle, he lashed out by kicking and assaulting a colleague. This is a brief description of the incident; further detail will be provided when each relevant decision is broken down.

A number of difficult decisions had to be made by myself during this incident under many different circumstances. In order to make these decisions, I have utilised the National Decision Model (NDM) (College of Policing, 2014) The NDM is a five stage values-based decision model that puts the police code of ethics at its core. By doing this, it is reminding officers that all decisions made should be consistent with the ethical values of police as contained within the standards of professional behaviour and policing principles. The model was designed to be used in both spontaneous and planned decisions and can be used by individuals and groups.

The first use of the NDM that was required during this incident was pre-attendance. After I received the call, I immediately conducted checks on the male suspect involved on local and national intelligence systems. Due to my knowledge of his violent offending, I have requested an additional unit to attend alongside with me. In this instance, I have gathered as much information about the situation / persons involved. This is the first stage of the NDM. "Gathering information is the most important part of the critical thinking process. Getting all of the information you need to make a decision will always lead to the best outcome." (Conover Company, 2016) This information allowed me to form a risk assessment to develop my working strategy as I believed the subject posed a significant risk to myself, my colleague and the public. The consequence of this decision is that we had enough resources to deal with the matter at scene.

The second significant decision that I had to make during this incident was on arrival at the scene. The victim was standing in a street around the corner from the occurrence address. I have decided to stop and speak to the victim first. There were many factors that went into this. Firstly, the victim would be able to provide information that will help provide a clearer image of what's happened and can help develop the decision-making process. "The more information gathered, the easier it is to make the decision how to proceed." (Suffolk Constabulary, 2018) Secondly, I identified the victim as a vulnerable individual due to her relationship with the offender and domestic violence history. A person is vulnerable "if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation." (College Of Policing, 2020). This is significant as I believed it would be important to engage early with the victim to ensure they feel supported and to keep them "on our side".

As part of maintaining ethical decision making, it is important that decisions are proportionate, justifiable and based on evidence. In this instance, I was aware of the victim as I had many previous encounters with her. Historically, she was typically hostile to both myself and others. At the time of the incident, I was aware of possible bias I may have (both conscious and unconscious). "Biases distort and disrupt objective contemplation of an issue by introducing influences into the decision-making process that are separate from the decision itself." (LumenLearning, 2018) By having studied bias as part of previous academic work, I was able to be aware of any possible implications and remain firmly fixed onto the facts.

Based on the information at hand and the situation presented, I am satisfied that stopping and speaking with the victim was the correct decision as it allowed me to apply relevant initial safeguarding procedures as well as develop the NDM further by gathering information. An unintended consequence of this was that the male suspect fled the address whilst I was speaking to her. On reflection, there was potential that I could have put myself in a position to speak to the victim whilst also monitoring the subject address from a distance. I used this experience to help improve my performance during future incidents.

After this, both the pace and seriousness of the decisions started to increase. Whilst colleagues approached the front door of the property, I located an open rear window at ground level. After not getting a response from inside, I decided to climb in to locate the suspect, unbeknownst to me that he had already left. At this point, I was experiencing a spike in stress and adrenaline. On reflection, I believe that the decision I made at this point was a poor one. Not because the action I took was wrong but rather I failed to apply the NDM fully and was responding on instinct. "Brains are wired to be more reactionary under stress." (Harvard Business Review, 2017). "Stress typically increases risk-taking, anxiety often leads to risk-averse choices" (Hengen and Alpers, 2021) Although ultimately, there were some in place, I also failed to consider my necessary powers of entry or to complete a risk assessment. By failing to complete these stages, I subsequently failed to complete the stages thereafter. This put the ethical dimension at risk as I was no longer consciously considering all factors or making informed justifiable decisions.

I reflected on this incident immediately after conclusion and recognised the role that these emotions played in my decisions. Being aware of this has allowed me to address this in future scenarios, ensuring that I think before I act and properly follow the NDM, making ethical and justified decisions.

At this point in the incident, I managed to calm down and reapply the NDM. I have conducted an area search of the nearby housing estate and an adjacent heavily wooded plot of land.

As I was doing so, I observed movement at the side of a property. As I moved towards it, I observed a person who I recognise to be the suspect, crouching in a side alley of a house. I moved towards him and confronted him, ordering him to stand where he was and activating my body worn video. At this point, I have been constantly applying the NDM in this dynamic situation. The male began to walk towards me with his hands out in front of him and I observed that he was shouting incoherently and was unsteady on his feet. I believed him to be under the influence of controlled drugs. I was aware of the potential implications of this on the male's behaviour. "Most people who use *drugs* will not become violent or aggressive, some people can show unusual and *unpredictable behaviours*". (Positive Choices, 2021) Due to the fact that the male was not following my commands and the previous information that I gathered prior to attendance; I drew my PAVA incapacitant spray, which in and of itself is a use of force. Verhage et al (2018) showed that stress and fear have an impact on officers' decision-making process. In particular, the study showed that increased levels of stress and fear can result in an increased use of force. I was also very mindful of possible public perception implications for any person viewing this use of force. A study by Kyprianides et al (2020) showed the public are less accepting of use of force incidents using "weapons" (such as PAVA) rather than unarmed techniques. As a result, I was apprehensive to use the spray, in a situation that I may still be able to resolve without. Whilst considering all this, I have been continually been applying the NDM and at this point was still considering alternative options and contingencies.

With the above concerns, to resolve this I have ultimately initiated physical contact which the suspect has resisted, resulting in him being taken to the ground.

Evaluating my decision and use of force, I am satisfied I applied the NDM appropriately and considered all options including use of tactical communications. I ensured I treated the suspected fairly and acted in line with the code of ethics.

Whilst on the ground, I have applied handcuffs to the suspect in a rear back-to-back position. This was to ensure his safe arrest and to prevent him from causing harm to myself or others. The suspect has then been escorted by a colleague and I to a waiting marked police van for transportation to the nearest custody suite. Whilst attempting to place the male in the vehicle, he has lashed out with his feet and started kicking out at colleagues, resulting in no injuries. I have then conveyed him to the nearest custody suite where his detention was authorised. After the incident, I ensured that I recorded a detailed account of the incident on the occurrence enquiry log and provided sufficient information for any senior officer reviewing to see the justification for my decisions and any use of force.

In conclusion, the national decision model is an important decision-making framework. Not only does it provide a clear and consistent method of making justifiable and proportionate decisions, by putting the code of ethics at its core, it constantly reminds officers the importance of making decisions that are consistent with policing values. In this incident, I have applied the NDM in almost all decisions where I had time to slow the situation down and consider my options. In doing so, I am satisfied that I made good decisions on the information available and I am confident that these decisions stand up to scrutiny. There was a single instance in which the national decision model could have been applied better and I will utilise the lessons learned from this experience to better instruct my actions on future occasions.

(1861 Words)

Task 3

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

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

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

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

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

ANSWER:

In my response I will be evaluating different theories of team dynamics as a means of developing team cohesion. This will be including Tuckman's stages of team development (1965), Patrick Lencioni's work on the five dysfunctions of a team (2002) and John Adair's Action Centred Leadership (1973). I will be specifically applying these models to the policing profession. I will be considering why inter-personal conflict can occur and the relevant methods for dealing with this alongside how team dynamics interact with the police code of ethics and standard of professional behaviour.

The first model that I will be evaluating is Tuckman's stages of team development. The model has become "the most predominantly referred to and most widely recognized in organizational literature" (Miller 2003, p122). This is a five-stage model consisting of the forming, storming, norming, performing and adjourning stages. Each stage is defined by certain characteristics and expected behaviours of members of the group for each part of its lifetime. To summarise quickly, the forming stage is the initial formation of the group, where introductions are made and ground rules are formed, members of the group are considered strangers. The second stage is the storming, where ideas are openly shared and team members start to compete for position. This is the stage where members begin to jockey for position and prominent personalities present themselves. At the norming stage, the group is expected to have figured out how to operate as a team with each person's responsibilities and goals being clear. The performing stage is where performance should be at its peak

where the team operates with as little oversight as possible, where each member of the group knows what they are doing and why and there are high levels of trust and openness within. This will ultimately result in the adjourning stage where the group is disbanded. The 'Forming, Storming, Norming, Performing' theory is an elegant and helpful explanation of team development and behaviour. (BusinessBalls, 2017) When applying this model to my experiences in policing, it is of most interest to apply it to the training environment.

Whilst in initial six months police training, the adoption of the model is clearly seen. There is a forming stage at the start of the course in which each student is initially cautious and is finding their role in the class with each person being unsure of their place in the group. At that stage, expectations and demands being largely unknown. It then develops into the clearly defined storming phase as the most prevalent identities within that group emerged and personal issues between conflicting personalities occurred. The model continues with the norming and performing stages which take place further into the course once everyone has found their feet and is acting in line with the code of ethics before the group is finally disbanded during the adjourning phase. This shows a real use application of the model and shows that it clearly can be applied to certain group dynamics. It is unclear how Tuckman's theory can apply to less other small team situations, for example, operational policing. This is a situation where personnel are under constant change where both members of the team and team leaders are routinely replaced. For example, upon my appointment to my operational team, I joined alongside another fairly new officer and a new supervisor. What stage of the process could that group be said to be at? The reality is more complex than such a basic model can explain. Moger and Rickards (2000) state that research shows teams have complexities that cannot be explained by a simple stage sequence. They acknowledged that certain teams may never achieve a norm of performance and that there may be regression to previous stages. While Tuckman's model is widely recognised, "some theorists have suggested that development processes are considerably more complex than can be captured by hierarchal forms such as Tuckman's" (Miller, 2003). Tuckman (1965) also identified some of the limitations of his own model. Specifically, that the literature review did not have a representative sample of settings. Therapy-group settings were overrepresented and as such it may not apply to potentially different settings equally. This means that application of this model may not be universal.

Whilst Tuckman's model provides a good basis for understanding the stages of development and it does identify parts of stages where cohesion may be limited, other models need to be taken into account to explain what may prevent teams from performing effectively. Patrick Lencioni (2002) presented the '*five dysfunctions of a team*' which as it suggests, presented a

model to explain the five main causes of such team dysfunction. The five different dysfunctions being the absence of trust, fear of conflict, lack of commitment, avoidance of accountability and inattention to results. These five different dysfunctions can not only cause a team to perform less coherently but also lead to conflict and away from the code of ethics. The first stage of the model is the absence of trust. Essentially, if there is no trust and vulnerability between members of the group, the group cannot move to the next level. "It's hard to imagine how team members can feel true psychological safety without high levels of trust." (Forbes, 2019) This is especially the case in the police, in which officers must rely on each other with unflinching levels of trust in serious situations. If one officer cannot trust another, they are going to be less open and less willing to engage. The second stage of the model is the fear of conflict. Essentially, persons involved want to maintain an artificial harmony. This can not only prevent a team from developing but can also cause a breach of the standards of professional behaviour. Under those standards of professional behaviour contained within the code of ethics (2014), challenging inappropriate behaviour is one of the core principles. If someone is afraid of conflict, they clearly may not have a strong enough personality to challenge potential unethical behaviour. Stage three relates to the lack of commitment. Ultimately, there is the potential for persons on the team not to 'buy into' the vision or values of the overall team. This can undoubtedly cause conflict between individuals if the issues are such that person's behaviour is causing a detrimental to the efforts of the rest of the team. The fourth stage of the model is the avoidance of accountability. Once again, such behaviour may clearly cause issues relating to key values of the code of ethics with accountability being a key factor within. The final stage is inattention to results, where the person is more concerned with personal goals than collective success.

Lencioni's model clearly presents a number of reasons why teams may not function properly, and these reasons have a direct application to policing. The two models spoken about so far can be utilised together. If a team is dysfunctional for one of the reasons presented by Lencioni, it is not likely that a team will ever make it past the storming phase of Tuckman's model. This means they will never reach a norm and never perform the highest standard. Both the models suggest what may cause a team to be dysfunctional or indeed at what stage of development they may be dysfunctional, however there are no solutions for rectifying this. As a result, another factor to be considered is that of leadership. The importance of which is mentioned in both the previous works. Northhouse (2019) defined leadership as "a process whereby an individual influences a group of individuals to achieve a common goal." When it comes to developing cohesion and the management of conflict within teams, the leader has a massively significant role. In my personal experiences as part of a team, I would suggest that this element has been the most influential on developing a

cohesive team. "While an organization may have people with various talents and capabilities, it is leadership that harnesses individual efforts towards the collective goal." (Indeed, 2021) Due to the importance of the leader within the team dynamic, there are a number of models relating to both leadership styles. One popular model that demonstrates the importance of leadership in developing an effective team is that of John Adair's Action Centred Leadership (ACL) (1973). The model is a relatively simple one, consisting of three overlapping circles. These represent the task, the team and the individual. It is the duty of the leader to manage these core aspects to manage an efficient team. If a leader fails to manage these aspects or one particular aspect becomes too favoured, this could lead to the team not functioning ideally. Braun, Michel and Martz (2012) concluded that the processes of action centred leadership had a positive influence on results such as individual learning, individual performance, knowledge collaboration and job satisfaction. The theory and model have also been "criticised for being too 'authoritarian', applicable in a rigid, formal, military-type environment, but less relevant to the modern workplace". (Chartered Management Institute, 2015). This criticism states that this model is now outdated. However, since policing still operates on a hierarchical rigid format, arguably this model suits such an environment better.

In conclusion, there are a number of different academically critiqued models relating to team dynamics and leadership. Tuckman's model is simplistic and may not be directly translated into some environments where stages of development are less defined. However for standard small working teamworking scenarios, it has stood the test of time and been proved an effective model. The work of Lencioni clearly highlights a number of issues that can cause a team to function ineffectively and I can directly see how these relate to the policing profession. If there are such behaviours in place, this could cause issues which result in officers failing to comply with the code of ethics and standards of professional behaviour.

(1640 Words)

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

Explain how information and intelligence can be used in the disruption of the more prevalent criminal activity (e.g. drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, organised crime groups and 'county lines') by effective policing of the roads.

Outline how ANPR can be used as investigative resource when disrupting criminal activity.

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

ANSWER:

In this essay, I will be discussing the various methods used to gather information and intelligence. I will also be explaining how this is used to disrupt the more serious and prevalent forms of criminality with emphasis placed on the effective policing of the road networks.

Innes and Sheptycki (2004) defined information as "bits of data that, when combined and viewed together with relevant background knowledge, may be used to produce intelligence, which informs the actions and decisions of policing organizations." Intelligence can be defined as "Information that has been derived from many sources (some confidential) that has been recorded, graded and evaluated." (Bryant and Bryant, 2020, p. 523)

Before looking at the complexities of intelligence gathering and its use in dealing with complex and organised crime, it can be beneficial to understand the importance of information and intelligence at a more basic level within policing. The National Decision Model developed by the College of Policing (2013) is a five stage values-based decision-making model. The first stage of this model is gathering information and intelligence. Simply put, the first step in making any decision, is gathering the relevant information. Without this, you cannot proceed. Effectively conducting this stage will better inform the entire process. The importance of intelligence is stressed in other models such as the national intelligence model (NIM) and the concepts of intelligence led policing (ILP). The NIM is essentially a business model that uses gathered intelligence to instruct key policing priorities and is used

across the UK. The intelligence is fed through the tasking and coordinating process. At this point, senior staff will make key operational decisions and then directed intelligence gathering will then be requested. This will then be a continuous process. The concept of intelligence led policing is a simple one and consists of using the gathered intelligence to counter crime. This instructs a proactive rather reactive approach with an emphasis on prevention rather than cure.

Information and intelligence can be gathered from a wide range of both open and closed sources. "Open sources of information are widely available but may not be accurate, reliable or valid" (College of Policing, 2015) This can include information provided directly from the public or information gleaned from social media and online accounts. Closed sources of intelligence can be obtained by means such as covert human intelligences sources and covert surveillance techniques. Such activities are strictly controlled by legislation such as the *Regulation of Investigatory Powers Act 2000* and considerations regarding article eight of the *Human Rights Act 1998* will also have to be considered.

The type of information and intelligence that needs to be gathered for an investigation will depend largely upon the seriousness and types of offences under consideration. Response policing is a reactive form of investigation. Typically, information will be presented by a member or members of the public and officers will attend and seek out basic corroborating evidence through simple. This type of investigation will usually only require simple information to be gathered. However, when you look at dealing with complex and organised crime, a more sophisticated approach is clearly required. "Many of the serious and organised crime investigations which result in a successful prosecution have their origins in good intelligence." (Bryant and Bryant, 2020, P.522)

Low level offences/crimes may not require high levels of intelligence and information. Criminal damage and assaults will almost always require a reactive approach. Serious forms of crime such as drug smuggling/supply (county lines), human trafficking and child sexual exploitation can benefit more from the intelligence process. "An accurate intelligence picture allows us to effectively prioritise action against the greatest threats and deliver the maximum disruptive impact on serious organised crime." (National Crime Agency, 2021) All of these serious offences require use of the road network to conduct their operations. Persons involved in drug supply or county lines must be able to transport their product to both other dealers and to the customer. Human trafficking and OCG's involved in child sexual exploitation must transport their victims by some means. As such, actively disrupting these activities by effective policing of the roads is essential. In fact, using intelligence to disrupt criminality on the roads forms part of the National Police Chiefs Council 'Policing Our Roads

Together' three-year strategy for 2018-2021. Whether it's an open or closed source, the actual content of information that can be provided is incredibly varied. It can potentially identify suspects of victims, identify potential avenues of enquiry or become evidence. When there are multiple pieces of actionable intelligence there is potential for it to be developed into an intelligence package which entire operations can be formed around.

One of the most powerful resources that can be used to tackle criminality on the roads in that of automatic number plate recognition (ANPR). "The prevention and detection of crimes such as burglary, drug offences, sexual assaults and murder can all be very significantly aided by ANPR." (National Police Chiefs Council, 2012) This can be used as both an investigatory and a reactive tool. ANPR equipment can either be static, often situated at points along motorways or other A roads, or indeed attached to certain police vehicles. Specific locating of ANPR will be decided upon by several factors including intelligence gathered through the tasking process. This equipment will automatically 'run' numberplates through the system, showing the operator information relating to that vehicle that is held on database such as the police national computer. When a vehicle is registered by an ANPR camera, it will also keep a record of that detection, showing where that vehicle was at that moment in time. "At present ANPR cameras nationally, submit on average around 60 million ANPR 'read' records to national ANPR systems daily." (Police.uk, 2021) When a vehicle is suspected of being linked to serious criminality, ANPR systems can be used to check when where that vehicle has been travelling. This can be of particular use in cases involving the movement of drugs. This resource will also allow law enforcement agencies to locate a vehicle in real time, when it passes a camera. If intelligence is received from a covert human intelligence source (CHIS) or from any other source that a large quantity of drugs is being moved at a specific time/date in a specific vehicle, officers will be able to use that intelligence to intercept that vehicle whilst its on the road network.

ANPR systems are linked with the police national computer, allowing 'markers' to be placed on a vehicle to flag that a vehicle requires intervention. If such a marker is in place, when it passes an ANPR system, this will act as an alarm. Organised criminals will often use evasive techniques to avoid or mislead these systems. This includes using a car on stolen/cloned plates or the utilisation of hire cars. If an investigation requires monitoring of a specific vehicle, then directed surveillance may be a better option, although once again authority will be required under RIPA.

ANPR can be used in conjunction with other information gathering systems. One of the simplest types of information that can be gathered relating to roads policing is vehicle and

driver records held on databases such as police national computer and DLVA systems. These sources of information can allow officers to check for information such as registered owner, driver licence details and insurance details. Interrogation of these systems can provide crucial information about the owners and users of vehicles. If a person involved in serious criminality decided that the use of 'pool cars' or uninsured or stolen vehicles is more beneficial, they are then putting themselves at an increased risk of being stopped.

Utilisation of roads policing is a core aspect of disrupting criminality on the roads. Studies by Broughton (2007) show a very strong relationship between those involved in non-motoring criminality and those involved in serious motoring offences. If a person who is involved in organised crime loses their licence as a result of committing traffic offences, this will ultimately mean that member is less able to use the road network and any vehicle they are caught driving may be seized. Second to this, any person who commits an offence in which there was a significant use of a motor vehicle for its commission, could also be disqualified from driving, once again making the offender's job more difficult. In theory, a single piece of intelligence from a member of the public informing authorities that a person is driving whilst disqualified, could lead to a much bigger payoff. Plenty of information and intelligence can be obtained simply from officers being out conducting stops on vehicles and recording the relevant details making use of powers to require driver details under the *Road Traffic Act 1988* or indeed powers of vehicle seizure.

In conclusion, information and intelligence can be retrieved from an incredibly wide array of sources both overtly and indeed covertly. For serious and organised crime, there will usually be an intelligence collection plan in place, where specific areas and sectors are targeted for information. The type of information will vary from source to source and based on the intelligence collection plan. This intel can either then be further developed, or actioned. If it is actioned, it is quite possible that some aspect of roads policing will be involved. When criminals are using the road network, they are arguably at one of their most vulnerable points, where police powers to stop, gain details and even search are at their most prevalent, and they are more likely to be in possession of drugs or victims. The intelligence may also be used in other circumstances and actioned away from the roads. Each situation will be assessed on its own merits. Automatic number plate recognition cameras are an incredibly useful asset for police forces up and down the country. As we live in an ever-connected world, monitoring of the roads that connect us all will continue to be an extremely important means of investigation.

(1656 Words)

Task 5

Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 5000D) asks that you create an individual learning plan to meet your identified needs through reflection upon your continuing practice. This shows confidence in your ability to manage your own learning in response to evolving circumstances in the workplace.

This task differs from the PDPs that you have completed in your previous workbooks in that this learning plan allows you to assess what level you believe you are in key knowledge, skills and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

1500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 8000 words expected from this module.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	At this point of my professional development, I would expect South Wales Police to have incredibly high standards for its officers in all three categories. When it comes to knowledge, I believe the expectation would be for me to have remembered and incorporated everything from the initial training phase and have now further developed it. I am confident that my knowledge of the most common area of policing

							as a response officer are quite high. I have undertaken much extra reading in my own time to further this. Whilst I am satisfied with the current level of my knowledge regarding the most common topics, there is room for improvement when it comes to understanding relating to specialist topics (Traffic, serious PWITS). Developing knowledge in these more niche sectors will allow me to obtain a wider base of knowledge. This is closely linked to experience as policy is largely a “learn-by-doing” profession and I will require the opportunity to get involved with these types of offences in order to develop further. Additionally. I will be supporting my development by attending attachments with specialist units such as traffic. This will allow to further my knowledge base by asking the experienced professionals direct questions relating to their speciality.
SKILLS	Low 1-4	Med 5-7	High 8-10 X-9	Low 1-4	Med 5-7	High 8-10 X-8	Being a police officer has required me to develop a wide array of both technical and personal skills. This includes but is not limited to decision making, communications, use of force, software specific skills and others.

							For the most part, I see no reason why SWP would not require me to have a high level of skill across most of these. For lots of these general skills, I am quite confident that I have been able to display them positively throughout my career. Whilst they may not always be perfect, I am engaging in constant reflection to develop any weaknesses identified. There are further development opportunities required for me to develop new skills. I am looking forward to attending numerous training course to obtain these skills, such as response driver training, PNC training, sexual offences first responder training among other. These courses will hopefully help me develop further skills to compliment my current base.
EXPERIENCE	Low 1-4	Med 5-7 X-7	High 8-10	Low 1-4	Med 5-7	High 8-10 X-8	It is difficult to assess at what level of experience South Wales Police would expect. Experience is something largely beyond the control of the individual officer and the nature of the work you attend and experience comes to you at random. Regardless, I believe SWP expect officers to be experienced in a wide range of areas. Fortunately, in my time as an operational officer, I have been lucky to encounter a wide variety

						of different offences and incidents. This has resulted in good levels of confidence in general policing. In order to develop my experience further, I will continue to put myself into new situations and actively seek out unfamiliar experiences to increase that experience and relevant knowledge. I see no other means of being able to develop experience as I am restricted by my current role as a response officer.
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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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