

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.

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 1	Wellbeing and Resilience	1250
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Task 3	Maintaining Professional Standards Leadership and Team-working	1750
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:

Organisational culture is defined by CMI (2015) as “the way that things are done in an organisation, the unwritten rules that influence individual and group behaviour and attitudes. Factors which can influence organisational culture include: the organisation's structure, the system and processes by which work is carried out, the behaviour and attitudes of employees, the organisation's values and traditions, and the management and leadership styles adopted”.

The above definition can explain how organisational culture can vary amongst different organisations and companies. For example, the culture amongst the staff within a hospitality venue is likely to be different to that amongst the staff of a banking office due to the likely differing values held by each organisation. Goldstein (1960) further identifies a distinctive occupational subculture within policing, and states that this subculture stems from the discretion officers use day to day whilst making decisions on how the law is enforced. Goldstein further states that this

discretion relies upon the beliefs and values shared by the police, particularly those officers of lower ranking.

Differing teams and positions within the same organisation can have varying cultures, this can be attributed to varying cultures amongst teams, roles and positions which can be highlighted using the 4 Dimensions of Organisational Culture model (Handy 1978), see *fig.1*. This model identifies four different cultures which are dependent on the rate of change within the organisation and the complexity of the work process.

The first of these is 'Power Culture' where the power is concentrated among a few individuals within the organisation, this culture could be generalised towards those officers of higher ranking. Secondly, there is 'Role Culture', here authority is clearly delegated within a highly defined structure. This culture can be attributed to a Police force as a whole as there is a clearly defined ranking structure within each force. The third culture is 'Task Culture' where specific teams are used in order to solve particular problems, with the power here being derived from their specific expertise. Examples where this could apply to a Police force include Rape Investigation Teams, or Roads Policing Units. Finally, there is the 'Person Culture', this tends to apply when businesses or organisations contract work out to specialists, examples within policing could include duty medical and mental health nurses within custody suites.

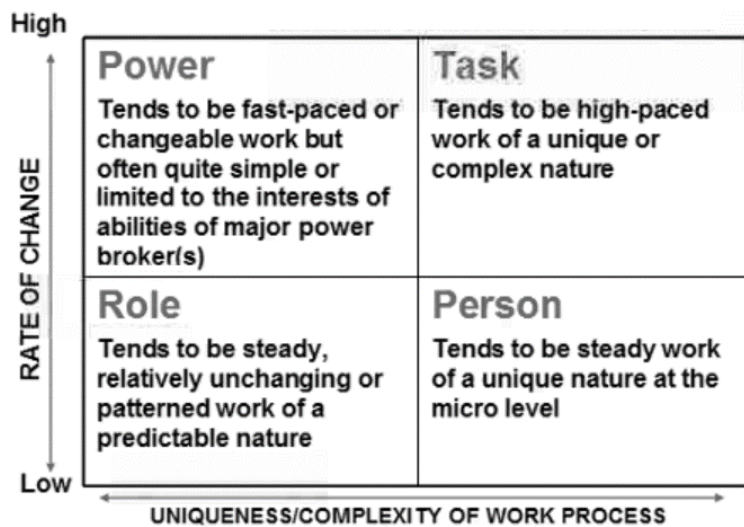


Fig.1. Handy's 4 Dimensions of Organisational Culture

Handy's 4 Dimension model shows how organisational culture can vary within a Police force and as such smaller sub-cultures within Policing. For example, the team I have joined have always arrived early enough to be in the parade room half an hour before the start of the shift, and can be compared with other teams within the same station that arrive immediately before the shift start and leave as soon as possible at the end of their shifts.

The majority of team members on the team I have joined are also eager for overtime shifts. I initially followed suit and also signed up for any overtime shifts I could get, however I found that this effected my work-life balance as I was seeing my partner less. Fewer days off also meant I had less time in which I could travel to visit family members, the majority of which live in North Wales meaning I saw less of my parents and sisters during this time. Completing the extra shifts also left me with less time in which to complete my university work, which in turn lead to increased stress due

to the time constriction I then placed on myself to have the work completed. Fortunately, realising this I was able to focus on time management and limit the amount of overtime shifts I would apply for each month. Had I not been able to rectify this, I would have continued to experience stress build up, possibly leading to burn-out which as well as being detrimental to my health, relationships both in work and personal, would hamper my ability to provide the level of service required to the public.

In addition to my personal experiences with conforming to organisational culture, Waddington (1999) identified some possibly problematic cultures that could develop within policing such as; The 'cult of masculinity' which is described as the willingness and ability to use force and the celebration of being able to do so, Waddington also describes a culture where the focus is so heavy on the 'crime fighting mission' that officers use this mission as an ideological justification for the use of force or authority used on citizens. A further problematic culture identified by Waddington is one where members of minority groups are seen by Police officers as 'police property' and as such can be subjected to abuse, racism or vilification.

Each of the above cultures pose their own risks, many of which leading to misconduct. An example of this being 'The cult of masculinity' can lead to officers attempting to one up each other in relation to stories of incidents attended and force used.

In addition to being aware of the above cultures and the possible risks of conforming to them, another culture identified by Waddington (1999) of which I feel is of

particular relevance, is that of the “defensive solidarity of the lower ranks”. This culture in particular can pose a risk as officers working in high stress environments with colleagues form close bonds and relationships, this in turn can lead to misplaced loyalty if a colleague were to participate in misconduct and it not being reported as a result. As such this conduct could then continue and escalate or even proliferate through the team, eventually bringing the force into disrepute when the conduct is identified. However, it is important to remember that despite police culture having “become a convenient label for a range of negative values, attitudes and practice norms among police officers” (Chan 1996) there remains numerous positive cultures within the police such as comradery, compassion, and those that put the victim at the heart of what they do.

Further to the risks I highlighted above, as well as my personal experiences with organisational culture, where I used time management in order to mitigate the impact of my role on my well-being. I also continued to implement exercise as a method of maintaining my wellbeing as it is widely regarded that, “vigorous physical activity is associated with positive emotional wellbeing” (Sher 1996). As such I have ensured that I was able to continue in implementing exercise into my routine in order to reduce the impact of my career on my well-being and resilience. I have found that being able to continue with my routine provides me with a time and place where I can relax with no external factors to distract me, and I intend to continue to implement this method moving forward.

Word Count: 1127

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:

Below I will use Borton's (1970) Reflective Tool in order to structure a reflection on my decision making within an incident of domestic assault which I attended with a colleague. This involves considering the What? Now What? And Now What of the incident. The What? Stage describes the incident by answering questions such as; What happened? What did I do? And what did others do? Secondly the So What?? Stage provides the analysis and evaluation of the experience, and is used to identify the importance and implications of decisions and choices made during the incident. Finally, the Now stage enables me to consider the outcomes and identify any impact on future decisions or actions.

What Happened?

I was on mobile patrol with a colleague when we received information from the camera operator that there was a possible fight ongoing outside a store in the city centre. On arriving at the scene, I could see a female and male involved in a verbal altercation, they both made off on seeing the Police vehicle.

We gave a short chase on foot and were able to catch up to them both. Being aware that the initial report was that they had been fighting I took the male to one side away from the female to speak to him, whilst my colleague did the same with the female. When asked what had happened, the male informed me that he had been out for a family meal with his wife and three children, with the detained female being the eldest.

The male further informed me that she was an alcoholic and was also a recovering drug user, they had come out for a birthday meal to which she was permitted to come on the condition she did not drink any alcohol. The male further informed me that he suspected she had alcohol in her handbag which she had been drinking when visiting the toilet as throughout the evening she had started to appear drunk. Shortly before leaving the premises the female had again left to the toilet leaving her phone on the table, her father noticed it ringing with the name on screen being that of a person he knew had provided her with drugs in the past.

As such he immediately thought she had gone to collect drugs rather than to the toilet and made his way to the window where he saw his daughter walking up the street. He proceeded to make his way towards her whilst his wife settled the bill. On approaching his daughter, she had become irate and started to lash out at him, he

stated he continued to follow her whilst she walked away occasionally lashing out at him until Police arrived where she ran away. He stated he ran after her in an attempt to stop her in order for officers to speak to her.

I spoke to my colleague to ascertain the female's account, he reported that she had provided a differing account being that her father disapproved of her drinking and had dragged her from the restaurant by her hair following her asking for a drink, she stated that he had continued to pull her by the hair and hit her in the street until officers arrived.

Given the differing accounts I requested the camera operator in the control room that initially reported the incident to officers, trace the incident and review what had happened. Whilst waiting for the camera operator to process the request, the female's mother and two younger siblings arrived on scene. I approached the mother asking what had happened she provided an account that corroborated the fathers. The camera operator responded a short time after and stated the footage further corroborated the father's version of events.

Given this information, and on speaking to the family who stated they were struggling to care for their daughter as she often lashed out towards them and currently lived with them. I further considered force policy on domestic violence related incidents where positive action was required to be taken. I then arrested the female for domestic related common assault and conveyed her to custody where her detention was authorised.

So What?

Throughout the above incident, I was required to make numerous decisions in changing circumstances. The National Decision Model (NDM) was an important factor in relation to guiding my decisions and actions in this dynamic decision making environment. See *fig.2*. The NDM is a standard model adopted across the Police service which provides a framework in which decisions can be examined and challenged (CoP 2014b).



Fig.2 The National Decision Model.

The NDM has 6 key elements in regard to driving decision making, the first of which being The Policing Code of Ethics which are set out by the College of Policing (2014a). This drives all decisions made using the model and aims to ensure they abide by the principles and standards set out in the code, that is, the 9 policing principles and 10 standards of professional behaviour.

The next stage of the NDM is the gathering of information and intelligence. An example of when I did this is when I spoke with the father asking what had happened, conferred with my colleague in relation to the female's account, and further information was then obtained from the camera operator and the female's mother. Other examples of where information and intelligence was gathered include; updates from the controllers over the police radio, updates on my work issued phone, and additionally what I could see, hear, the actions I witnessed, the conversations had and heard, my personal knowledge and smells. These factors are commonly referred to via the acronym SHACKS which was developed by the North London Training Unit within the Metropolitan Police (Met Police 2009).

This allowed me to move on to the next stage of the NDM which is to assess threat and risk. Through the information provided by her father and the camera operator as well as what I could see, I was able to identify that the female was heavily intoxicated, aggressive towards her family members, and she also lived at the same address as them, therefore she posed a risk to her family members,

The next stage was to consider the powers and policies available to me in the circumstances. Given the information provided that the female had struck her father multiple times, I was aware that an offence of common assault had happened. I considered the necessities of arrest under PACE (1984) and identified the necessity to prevent injury to any person, and to conduct a prompt and effective investigation. I also identified the arrest as necessary to protect a child or vulnerable person.

In addition to the power of arrest, I considered force policy in relation to incidents of domestic violence. South Wales Police policy (2004) states that “the first priority of the attending officer is to ensure the safety of the victim and take positive action to assess the risks, reduce or remove the threat and prevent any harm”. As such I considered options such as separating the female from the family for the evening or advising she stay in a hotel. However, as she was severely intoxicated, had little money, was attempting to obtain drugs and had no other address where she could stay, I decided this option was not appropriate. As such I made the decision to arrest the female to ensure the safety of her family members once they returned home, having transported the female to custody and returning to the station, I completed a Personal Protection Notification in relation to the female’s alcohol and drug use, and its impact on her family. The options which I identified and utilised during this step also contributed to the following step of the NDM, which is to identify options and contingencies.

The final step of the NDM is to take action and review. In this instance the action taken was to arrest the female for the offence of common assault. This decision was achieved following the steps of the NDM allowing this to inform my decision. Reviewing the incident happened following leaving custody and whilst completing the case file where the incident was discussed with my colleague who was also attending.

Now What?

On reviewing the incident with my colleague, I was able to identify key learning points. For example, the importance of good communication was identified as there were conflicting stories from both parties, in addition to the communication between myself and my colleague the communication with the camera room operator also proved valuable.

I was also able to reflect on the consequences of the actions I had taken, I believe a positive consequence was that by submitting a Person Protection Notification (PPN) form in relation to the female's parents and younger siblings. A PPN is a referral system which allows the Police force to alert external agencies to individuals or families who may benefit from added support. These agencies can include; social services, support services such as drug or alcohol abuse charities and financial or economic agencies. The appropriate services would then be able to contact and work with the female and the family in order to reduce the impact of her alcoholism and drug use in future.

Research conducted by the United Kingdom Alcohol Treatment Trial Research Team (UKATT) in 2005 which set out to compare the cost effectiveness of various therapy methods when treating alcohol problems across seven treatment sites and 742 individuals within Birmingham, Cardiff, and Leeds. The research concluded that the therapy methods studied were cost effective to their respective health, social, and criminal justice services as they saved approximately five times the expenditure when compared to their initial cost. It was further concluded that "participants reported highly significant reductions in drinking and associated problems and costs". In addition to the above research, Frank Thom and Herold (2021) conducted

a study which interviewed young persons between the age of 14 and 25 who had engaged with the Criminal Justice System or drug intervention programmes. One of the findings of this study was that “frustration particularly emerged when young people were responsible themselves for establishing contact with an intervention”.

Both of the above highlight the importance and benefits of the PPN process, in that it provides the subject with the support and access to advice and treatments in relation to alcohol and drug issues. In turn reducing the individuals frustrations from attempting to access support themselves and reductions in their behaviour and its associated problems, having engaged with the support.

Additionally, I was able to review the incident and identify areas where I could improve if I were to attend a similar incident in the future. One of these areas were the direction in which we approached the location, had we approached from another street we would not have been witnessed as early and would be less likely to need to chase the persons on foot. This could be beneficial if I am to attend an incident in the vicinity again in the future.

Word count: 1840

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:

There are a number of theories relating to team dynamics which I am able to relate to through personal experience having joined a new team of people both during my initial training and since being placed in station. One example of these theories would be Tuckman's (1965) Stages of Team Development. Tuckman initially theorised four stages of group development, these being; forming, storming, norming and performing. An additional stage referred to as 'adjourning' was later identified following further research by Tuckman and Jensen (1977).

The stages of team development can be briefly summarised as follows; forming is where the team first becomes acquainted with each other and sets out ground rules. During this stage formalities are preserved amongst individuals and each member is treated as a stranger. The storming stage is where team members will begin to communicate their feelings to other members, however they will still see themselves

as independent to the team and will resist control from group leaders. The norming phase is where the persons within the group will feel part of a team and will accept the viewpoints of others. Performing comes when the team is able to work together in an open and trusting environment. Finally, the adjourning stage is where the team assesses its performance and prepares for transitioning roles.

I can relate Tuckman's (1965) to my experience during my initial training in particular, the 'Forming' stage can be identified as a period where the team first gets acquainted and ground rules are established. In this stage members are often treated as strangers. This stage is well reflected in my initial first days at the training centre, which consisted of activities designed to assist team members get to know each other. During the first day the team was also asked to agree upon a set of "class rules" by which they were expected to abide.

The following stage is 'Storming' which is where members will begin to communicate their feelings, however, will still view themselves as individuals rather than a team. Examples of this during training would include how different persons within the class would discuss opinions and feelings within the classroom, however in the paired practical assessments would focus on their performance solely rather than both their performance and their partners. This stage is also where individuals may show hostility to others or resist the opinion of others in an attempt to identify a group leader. However, with the group leader clearly identified as the trainer from the start of training this resistance or fighting for leadership of the group was less apparent.

'Norming and Performing' are the two following stages, both of these were apparent during group tasks within the classroom where individuals felt part of a team, and were able to accept/ compromise on others viewpoints in order to complete the task – 'Norming'. The 'Performing' aspect was also visible here as we were able to work together in an open and trusting environment.

Towards the end of my time at the training centre, I completed examinations and practical assessments, I also had presentations from area training sergeants on transitioning to my new role. These steps can be identified as the 'Adjourning' stage as this is where a team completes an assessment of its performance and implements a plan for transitioning roles.

Leadership plays an important role in team dynamics and cohesion, The Adair (1973) Action Centred Leadership model (ACL) can be used to highlight this. The ACL can be used to highlight the importance of managing a team as a whole rather than as a group of individuals that combine to make the team. This model states that a leader has three main functions to target in order to be successful as a leader. These being; achieving the task, building the team, the development of individuals, see *fig.3*. The ACL is independent to current situation and organisational culture, which allows leaders to identify where they may be losing touch with the needs of the group or the situation or individual (CMI, 2008).

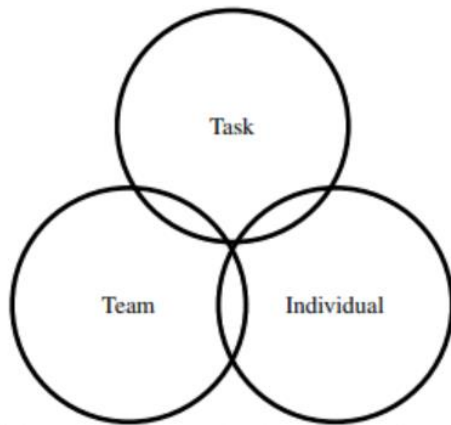


Fig.3 Adair's Action-Centred Leadership Model.

Adair theorised that an effective leader is able to maintain balance across all three factors of the ACL. That is if a leader were to ignore one of the elements or pay particular attention to a sole element, then the others would be less likely to succeed. Providing an element with more attention than the others will result in a distortion of the ACL. For example, focusing on the 'Task' section can result in the team becoming too task orientated resulting in other issues being missed. This focus can also lead to an increased pressure on staff within the team and in turn, burn-out. An example of this could be a sergeant driving their team to reduce the number of active case files on the team's workload, this could in turn lead to individuals completing additional work at home eventually leading to burn out. Another possible outcome could be that individuals do not provide the standard of investigation required on attending an incident to avoid accruing additional work.

Another distortion of the ACL would be placing too much focus on the 'Team' aspect. An example of this could include a sergeant who places too much importance on

being liked or popular with their team members. This could result in the sergeant being reluctant to criticise or failing to hold team members to account. This in turn could result in the overall standard of service provided by the team to fall below what is expected. The final distortion of the ACL would be that of the 'Individual' segment, this distortion can be a result of unconscious, or conscious biases of the leader. An example of this could be a sergeant providing increased support to a single team member due to a factor such as both playing for a police sport team. This distortion towards the individual can disrupt the team's cohesion and as a result cause it to fail in reaching its full potential to the detriment of the task.

The above distortions can each lead to conflict within a team, being too task orientated can create conflict by placing too much pressure on staff or team members resulting in resentment towards other colleague or the team's leader. Additionally, being overly focused on the task can result in the needs of an individual being missed, again resulting in them harbouring resentment. Similarly, being overly team focussed could create conflict amongst team members. The reluctance to criticise discussed above and the resulting drop in standards, can in turn result in team members feeling dissatisfied in their role. Additionally, focussing heavily on the team and creating a good team spirit without putting the same focus on the task can result in the team losing its focus towards the task through a feeling of lack of accomplishment.

Finally, the distortion towards the individual's development or needs of the ACL is also likely to create conflict within the team. The biases of a leader towards an individual whether unconscious or not are likely to be perceived as preferentialism

by other team members, and as such disrupt team cohesion and potentially lead to conflict. Being aware of the above distortions can allow leaders to mitigate them and their impact in order to reduce their impacts on team dynamics.

Conflict resolution is an important consideration when part of a team, and is an important factor in maintaining team cohesion. Bryant and Bryant (2021) highlight the importance of resolving disagreements diplomatically in order to avoid undermining police responses by using the CUDSA model. This model is an acronym where the C represents 'Confronting the Conflict'. This involves acknowledging the issue and that you wish to resolve it. Next, there is 'Understand Each Other's Position'. Here the individual makes clear their position and listens to the other person's perspective in order to clarify both sides and diffuse the emotions attached. 'Define the Problem' involves ensuring that both sides accept that they will need to give ground and change position/ opinion. 'Seek Solutions' follows where both parties evaluate alternative solutions, and mutually generate alternative options through compromises. Finally, 'Agree' is where both parties agree upon and implement the best solution identified.

I can relate this to an incident whilst on duty where I disagreed with a colleague over how best to proceed with an incident where PCSOs had interrupted a drug deal and the persons involved had made off from them, we both acknowledged early on that we disagreed as we had differing opinions as to where the persons would have made off to. I thought they would have entered the nearby park, whilst my colleague thought they would hide in the public gardens near where they were interrupted. We listened to each others position on the issue and following this we were able to

identify the problem being the two persons outstanding and seek a solution in an attempt to locate them. Finally, we agreed that we would search the nearby park using the vehicle we were in whilst the PCSO searched the gardens on foot. The fact we were able to mutually reach a conclusion without conflict and in a calm manner is testament to the effectiveness of the CUDSA approach.

Conflict within team dynamics can result in failings within professional standards. Conflict amongst colleagues and between supervisors and team members could result in behaviour contrary to a number of the standards of professional behaviour (CoP 2014). An example of one of the standards that could be compromised could be 'Authority, respect and courtesy'. Conflict could result in a team member failing to act with self-control and tolerance, or failing to treat members of the public or colleagues with courtesy. Conflict could also result in officers failing to follow the 'orders and instructions' standard by failing to give or carry out lawful orders due to an ongoing disagreement. In turn undermining public confidence.

Other ways in which team dynamics can result in failings within the standards of professional behaviour can arise when there is a strong team identity and bonds between colleagues. This can result in officers failing to challenge or report improper behaviour due to a sense of loyalty or friendship with the perpetrator. Another example of team dynamics negatively impacting standards could be 'conduct' whereby members of a team may form friendships outside of work and share inappropriate views or opinions. An example of this would be the recent investigation into Wayne Couzens following the murder of Sarah Everard, where colleagues of Couzens were charged with sharing grossly offensive messages with Couzens

(BBC 2022). Incidents such as this undermine public confidence in the police as well as bringing the police force into disrepute. It could be argued that such incidents can also arise when there is an individual with a dominant or domineering character compared to their colleagues where individuals may imitate the behaviour in an attempt to seek acceptance from the dominant character.

Effective leadership will be able to manage each stage of the ACL in order to achieve best results from the individual and team in order to achieve the task. This is supported by Northouse (2021) who defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal”. Effective leadership will allow supervisors to ensure that their teams are adhering to the Policing Code of Ethics (CoP 2014) as well as being a focus of the Policing Vision 2025 (NPCC 2016).

Word Count: 1910

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:

Information and intelligence is a part of regular day to day policing, Innes and Sheptycki (2004) define information as consisting of "bits of data, when combined and viewed together with relevant background knowledge, may be used to produce intelligence". In turn, intelligence can be defined as "the systematic and purposeful acquisition, sorting, retrieval, analysis, interpretation and protection of information" (Whitaker, 1999). In simple terms information can be seen as raw data, whereby intelligence is that data having been processed and context applied to it.

Information is collected from all policing activities, for example; when responding to incidents, making arrests, conducting stop searches. The information collected in these circumstances is information gained via 'routine collection'. Much of the information collected here is only relevant for the specific policing purpose for which it was obtained. Volunteered information is another means by which information is gathered during day to day policing. This information is usually gathered from

members of the public or policing partners, the person providing the information in these circumstances will often expect something in return. For example, a shop owner may report suspected drug dealing in the alley behind their shop in the hope that officers would increase patrols the area deterring the individuals responsible from staying in the area. Information can also be collected via tasked information, this is prioritised collection of information usually concerned with a specific problem or subject. Examples of tasked information can include; CCTV systems, Covert Human Intelligence Sources (CHIS), and Automatic Number-Plate Recognition (ANPR) systems.

In each of the above circumstances the information gathered must only be collected if it is required for a policing purpose, with these being in order to; protect life and property, preserve order, prevent the commission of an offence, bring offenders to justice, and any duty or responsibility arising from common or statute law. The methods of gathering information and intelligence by Police are governed by legal requirements established by Acts such as the Regulation of Investigative Powers Act (RIPA) 2000, and the Investigatory Powers Act (IPA) 2016. RIPA (2000) was enacted in order to regulate the powers of public bodies concerned with carrying out surveillance, investigations and also covers the interception of communications. IPA (2016) comprehensively sets out the electronic surveillance powers, and also aims to improve the safeguards on the exercise of these powers. Additionally the Investigatory Powers Commissioners Office (IPCO) independently scrutinises the use and authorisation of each technique used.

The National Intelligence Model (NIM) is a method used by the Police in order to process the information collected into actionable intelligence. NIM processes information through the national decision making model to generate the intelligence and allowing officers to; set strategic direction, allocate resources, develop tactical planning, task and co-ordinate activity (CoP. 2013). Ratcliffes 3i Model (2003) is another method of processing information and intelligence used by Police, see *fig. 4*. This model places the role of the information analyst in interpreting the criminal environment, to then influence the decision maker who then in turn impacts upon the criminal environment.

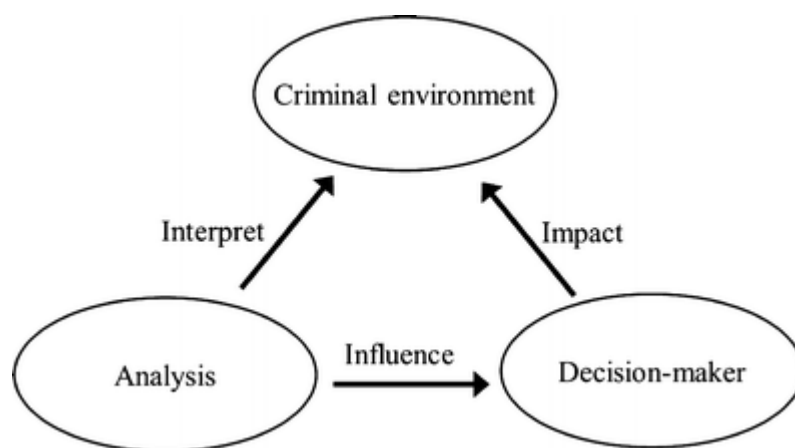


Fig. 4 Ratcliffes 3i Model

Intelligence gathered from the above methods can in turn be used to target or disrupt certain crimes or criminality, disruption of criminal activity is central to policing and the government's Serious and Organised Crime Strategy (2018). An effective way of disrupting criminality is through denying offenders use of the roads via effective roads policing. Research conducted by Rose (2000) on behalf of the Home Office concluded that traffic offenders were more likely to also be involved in other criminal activity, and as such "targeting serious traffic offenders could be used as a tool to

disrupt mainstream crime". As such tackling traffic offences which can result in vehicle seizure, or loss of licence which in turn can deny the offender the use of the road and in turn disrupt criminality.

This disruption of criminality via denial of the roads works much the same that refusing a commercial goods delivery lorry use of the road would disrupt their routine. The Department of Transport highlighted this issue in their Roads Policing Review (2020) where they identified that 80% of freight in the UK is transported via roads. They go on to state that "what works for commerce also works for criminals". Identifying illegal trafficking of people, drugs and other contraband, smuggling, cargo theft and county lines exploitation as some of the crimes committed by those taking advantage of the UK road network.

Sharing information and intelligence relating to criminals and their associated vehicles across police forces within the United Kingdom via systems such as the Police National Computer can further assist in combating crimes such as those associated with county lines exploitation within the UK. In addition to the sharing of information within the UK, there are additional sources of information available from outside the UK. Examples of these sources include; INTERPOL, EUROPOL, ACPO Criminal Records Office (ACRO) and Immigration Enforcement. The effective sharing of information across such agencies can alert officers to persons of note and any associated vehicles.

When conducting investigations relating to vehicles, an effective tool is ANPR. ANPR works by having video cameras record number plates of passing vehicles,

which are in turn checked via computer against a database. This database contains a record of the registration number of vehicles that are; stolen, untaxed, uninsured or have been used in crime. If the system identifies a match an alert is sent to the controller, who can in turn alert officers to the vehicles last known location and direction of travel. The Royal Society for the Prevention of Accidents (RSPA) 2004 identified that following ACPO's Project Laser which piloted ANPR in nine forces over a 12 month period. During the trial, there were over 100 arrests per officer per year, which amounted to ten times the national average at the time. 328 stolen vehicles were recovered, stolen goods were recovered on 101 occasions, and drugs were seized on 211 occasions. Within the West Midlands Police the 12 month trial resulted in 1662 arrests, with 34 of those for robbery, 27 for burglary, 376 for theft, and 200 for drug related offences. Furthermore, £500,000 of stolen property and 64 stolen vehicles were recovered, 600 defective vehicles were impounded and 2,000 cases of vehicle excise duty evasion were reported. These figures serve to highlight the effectiveness of implementing ANPR in disrupting criminality of all scales.

In addition to the figures provided by RSPA, both Staffordshire Police and West Midlands Police collaboration in the Central Motorways Policing Group was recently highlighted by the HMICFRS as being a successful partnership. In particular the collaborations work with investigators disrupting organised crime and County Lines activities, which led to a number of arrests. One of the ways this was achieved was through investment into the forces Roads Policing Unit, including renewal of 39 of their ANPR cameras with the latest technologies, this in turn allowed the production of intelligence assessments to target criminal activity. One

of the benefits of this was a day long operation resulting in the seizure of six motor vehicles and the arrest of five persons. (Staffordshire Police. 2020).

In addition to disrupting criminality, ANPR has other investigative benefits. The ANPR database can provide information on the movements of a vehicle of interest and potentially the persons associated with that vehicle. In addition to the movement of the vehicle ANPR can be used to assist officers in identifying locations of interest, for example, ANPR captures the same vehicle repeatedly entering the same area across multiple days. This in turn can be gathered and turned into actionable information. Another method by which ANPR can be used in an investigation could be when an investigating officer is aware of a vehicle involved in an offence, and knows the colour, model, location and direction of travel of the vehicle. ANPR cameras in that area can be used to identify the registration, and in turn any potential owners or drivers associated with the vehicle.

When using ANPR as an investigative tool officers need to remain aware of the Criminal Procedures and Investigations Act (CPIA) 1996. One of the main aspects of CPIA 1996 that officers should be aware of is the principle of investigation that the powers used are proportionate to the offence being investigated. For example it would be proportionate to use ANPR in locating a vehicle known to be involved in dealing drugs.

Implementing the use of ANPR also aids Police in maintaining the Pursue, Prepare, Protect and Prevent delivery framework within the governments Serious and Organised Crime Strategy (2018). This framework provides a uniform

approach for all partner agencies in combating serious and organised crime. ANPR achieves this by allowing officers to pursue offenders via disruption methods such as vehicle locating and tracking. ANPR can also be considered as a means of developing the highest level of defence within the 'Prepare' stage by implementing the use and placement of ANPR cameras strategically it can be used to mitigate the impact of when a serious organised crime involving a vehicle occurs. Additionally it can aid by assisting in the investigation within the 'Prepare' stage by providing actionable intelligence such as frequent routes travelled and journey times of vehicles of interest. ANPR can be used within the 'Protect' and 'Prevent' stages in a similar way. Having ANPR cameras in place can act as a deterrent to potential offenders, and as such protect the individuals and organisations within the locale and prevent or at the very least reduce offending within the area.

Word Count: 1584

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	Greater confidence in relation to offences, laws and legislation surrounding offences I attend less frequently in particular road traffic offences. I can improve this by revising the applicable areas and also by assisting team colleagues attending or dealing with relevant incidents. Using the SMART objective method of goal setting, I will outline the

						steps to achieving this below; Specific goal – Improve my knowledge of policing within road traffic offences, in particular legislation and offences that fall within this sector. Measurable – I can ensure this goal is measurable by creating a knowledge test at home using notes and flashcards from my time in training school in order to provide a starting score. I will then be able to re test myself in order to monitor any improvement. Achievable – This is an achievable goal as I have the resources available as well as support from colleagues to me which I can use in order to develop my knowledge. Relevant – This goal is relevant to my development, as I have mentioned above it is an area where I do not have much experience of working within the city centre. However there are occasions where increased knowledge of traffic offences would be beneficial, for example there are often an increased number of drivers and driving related offences occurring within the city centre when there are major events such as concerts or sporting events on going in one of the stadiums, arena or castle.
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							Time Bound – It is important to ensure that this goal is time-bound in order to ensure that it is something that I keep on track of and do not allow to wait and in turn delay. As such I have set myself the target of March 2023 to complete this, which is before my third year begins.
SKILLS	Low 1-4	Med 5-7	High 8-10 8	Low 1-4	Med 5-7 6	High 8-10	Extend my job related skills such as response driving and Taser use. I have completed pre-requisites for both above mentioned courses and have been added on to a notify list for when courses are available for those not already booked. Additionally, I can consider other operational development courses such as method of entry, evidential drugs testing, station breath testing and others. Using the SMART objective method of goal setting, I will outline the goal and the steps I will take in order to achieve this below; Specific Goal – Improve my operational policing skillset by completing a Taser training course. Measurable – This goal is measurable in the way that it in order to complete it I will need to complete the pre-course requisite including an on-line test, the training course itself will also include an assessment

						which I must pass in order to complete the course. As such I will be able to measure my progress via the pre-course test and the ongoing assessments whilst on the course. Achievable – This is a realistic and achievable goal, as I have booked on to a course for February and have already completed the pre-course requisites. I will also be able to seek guidance and advice from my sergeant and colleagues in order to enter the course with as much prior knowledge as possible. Time Bound – This is a goal that I would have liked to have achieved sooner, however due to the course being in high demand I have booked onto a course in February 2022. As such I aim to have this goal completed by the 18th February 2022.
EXPERIENCE	Low 1-4	Med 5-7 6	High 8-10	Low 1-4 4	Med 5-7	High 8-10 I can improve my experience not only over time, but by completing overtime be it general or for specific operations not only in my usual area but at other stations and shifts to experience a wider variety of incidents. Additionally in the future I will be able to complete attachments in order to experience other areas of policing. Using the SMART objective method of goal setting, I will outline the

						steps to achieving this goal below; Specific Goal – Gain further knowledge of policing in other areas other than response policing within Cardiff city centre by completing 5 shifts within other departments or stations. Measurable – Whereas experience can be difficult to measure, by exposing myself to new and different aspects of policing I can expand my experience. I can measure this by recording the shifts I complete within the other sectors/ stations or departments in my EPNB. Achievable - I believe this goal is easily achievable for multiple reasons including; colleagues from other stations on the same shift wishing to do the same I can exchange shifts with, I have already discussed the potential to do this with my supervisor and a supervisor from another station. Additionally there are frequent overtime shift opportunities posted that I can use in order to achieve my goal. Realistic – Similar to above I feel that this goal is realistic for much of the same reasons. As I mentioned above, I have discussed the potential of swapping shifts with a colleague from a different station for a set time. I
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						have also completed overtime shifts with the Neighbourhood Policing within the City Centre as well as Event Policing on some of the major event days that occur in and around Cardiff. Time based – Again, it is important that I set a timed target for completing this goal in order to ensure that I progress with expanding my experience. As such I aim to complete the 5 shifts within different stations/ departments by the end of March 2023. I have chosen this date as it allows me to focus on completing my coursework and portfolio before December leaving me with four Months in which to complete the goal, which I feel is a realistic target.
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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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