

## **BSc (Hons) Professional Police Practice**

### **LEVEL 5 - 40 Credits**

#### **Workbook title: Competency Based Workbook 2 (PCDA)**

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

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**Learner's University Registration Number:**

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## **FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME**

***Module title: Professional Police Practice 2 (PCDA) BMPP5000D***

## Workbook Guidance

Please read these notes carefully; they provide essential information.

### What is the workbook for?

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

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

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

### How should the workbook be presented?

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

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

([https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter\\_07\\_Assessment-Taught\\_Programmes\\_Pages\\_72-79-UPDATED-05-11-2019.pdf](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf))

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

[https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf)

### How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

## **Confidentiality**

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

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

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

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

## **NOTE**

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

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

## **Dyslexia and other special circumstances**

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

**Guidance:**

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

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| Task 1          | <b>Wellbeing and Resilience</b>                                                          | <b>1250</b>            |
| Task 2          | <b>Decision-making and Discretion<br/>Vulnerability and Risk<br/>Public Protection</b>   | <b>1750</b>            |
| Task 3          | <b>Maintaining Professional Standards<br/>Leadership and Team-working</b>                | <b>1750</b>            |
| Task 4          | <b>Policing the roads<br/>Information and intelligence<br/>Conducting investigations</b> | <b>1750</b>            |
| Task 5          | <b>Individual Learning Plan</b>                                                          | <b>1500 equivalent</b> |
|                 | <b>Total</b>                                                                             | <b>8000</b>            |
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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:

Having achieved independent patrol status there are a number of factors within the culture of Policing that I have had to be aware of and consider to ensure that I retain my personal values and that they are not altered by changes to organisational structure or culture.

Since having become an independent officer on my shift, in the space of three months I have seen a shift in the team dynamic and a large decline in the morale of other officers on the shift. During this time, the term “click culture” has been used by a number of officers to describe the change. This terminology has been used due to certain officers on shift “clicking” or, liking and understanding other officers and not doing so with others. This “click culture” has led to rifts and disagreements, bullying between officers on the shift and has directly impacted on overall morale and the wellbeing of officers. It has been vital for me to avoid becoming involved in this “click culture” to retain my values and to treat all members of the organisation with respect as this culture risks not only impacting on the relationships between officers on shift but also the quality of the service we can provide to the community as Police officers.

Körner, M., Wirtz, M. A., Bengel, J., & Göritz, A. S. (2015) completed an in-depth study on teamwork and factors impacting upon job satisfaction in their article, “Relationship of organizational culture, teamwork and job satisfaction in interprofessional teams”. Within their article they state that job satisfaction can be used to evaluate the success of a team in the workplace and that within organisational psychology, job satisfaction has been defined as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. Whilst this study has been conducted within a healthcare setting, I believe that its findings are relevant in the context of Policing due to the similar challenges, factors and distressing situations found in both workplaces. Within their article, detail is given on the number of studies conducted which have shown how interprofessional teamwork impacts on the client or service user and that when teamwork is of a high standard, there is a higher likelihood of client satisfaction. These studies have also shown that interprofessional teamwork of a high standard leads to greater job satisfaction, improved well-being and a more efficient team.

Through their studies and having presented their findings within this article it was highlighted that staff within interprofessional teams value cooperation and communication within their team highly, followed shortly by respect. These findings are important as the results laid out within this article demonstrate that effective working relationships between staff in the workplace, whereby there is cooperation, communication and respect between staff, leads to a higher standard of interprofessional teamwork. This then leads to benefits for both staff within the workplace and the clients or service users of that workplace.

An additional risk I have identified within the organisational culture of Policing, following becoming an independent officer is the overall reluctance of many officers to seek assistance or ask for time away

from work when they are struggling with the demands and stresses of Policing. Whilst Policing comes with its own demands and stresses, the additional burdens caused by a team which is not functioning correctly compound these demands and can lead to officers needing extended periods away from the role to recover, known as burnout.

Burnout syndrome is common amongst Police officers, it has been recognised by the World Health Organisation as a “state of physical, mental and emotional exhaustion, it can occur when you experience long term stress and feel under constant pressure”.

Gloucestershire Police Federation detailed the scale of this issue within their 2023 article, “Record number of UK officers signed off due to mental ill health”. Within the article they quote a freedom of information request finding that 13,000 UK officers had to take extended time off due to mental ill health such as anxiety, depression or stress related symptoms and that this figure is an increase of up to 80% when compared with records from 10 years ago.

They highlight that whilst mental ill health amongst Police officers in the UK is often associated with exposure to violent incidents and traumatic circumstances, this exposure is often not the sole contributor to officers' mental health. Within Policing the workload can often become overwhelming, and this is highlighted by the Police federation “Quite often it's workload, it's workplace stress, it's a lack of support from management”.

It is vital for officers to maintain their own wellbeing and resilience due to the stresses and difficulties of Policing. Prior to joining the Police I suffered with my mental health and to improve on my own wellbeing I developed strategies and I incorporated into my lifestyle which I still undertake. I have been completing martial arts training for 5 years, specifically kickboxing and Krav Maga, I have found that the physical exercise helps tackle stress and avoid burnouts. Martial arts has also helped me due to the ethos and culture of the club, I have found that I have become part of a community and found a sense of belonging that sole physical exercise alone could not achieve.

In their book *Martial Arts and Well-being: Connecting communities and promoting health*, Fuller, C., & Lloyd, V. (2020) explore the benefits of martial arts in the context of physical and mental health following extensive research amongst martial arts students and teachers. Comments from a number of martial arts practitioner's state that martial arts allows for whole body exercises and conditioning which is also good for the mind, improving upon posture and balance alongside self-confidence and motivation.

From their findings, detailed within the book, there are also direct benefits between martial arts and people's awareness of their own health and what impacts upon it, through a survey in which 274 participants responded, 75% of which stated that since starting martial arts training, they had much more awareness of their own general health since beginning their training. I would agree with these participants as since starting martial arts, I became much more aware of my own cardiovascular health and factors such as body posture which can have significant impacts on overall health and wellbeing. Of the participants that engaged with the survey, 74% stated that they were more aware of their posture, 73% stated that they were more aware of their balance and 71% stated that they were more aware of their flexibility.

Martial arts can improve upon confidence, within their book, Fuller, C., & Lloyd, V. (2020) state that through this form of training a person can improve upon their physical confidence, leading to the development of greater discipline which links in with the development of self-confidence. Statistics provided to support their assertion show that 81% of those surveyed confirmed that martial arts gave them better self-awareness, 71% stated that it provided them with greater self-discipline and 71% stated that training in martial arts allowed them to feel like they were part of a club or community. Furthermore, from the findings detailed in their book there is evidence to show the benefits that martial arts practice has for mental health and stress reduction. Stress management was referenced as being a major benefit of martial arts throughout the studies completed, alongside increase self-confidence, greater self-awareness, improved focus and better anxiety management.

**1236 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:

Whilst serving as a Police Officer I attended an emergency call in the early hours of the morning where a male had reported that he had been seriously assaulted by his female partner and that she was still present at the home address. Police control room advised myself and another attending officer that they could hear an ongoing altercation and the male requesting assistance from Police.

Whilst on route to the address I assessed the circumstances that myself and my colleague would be presented with and assessed the information that we had to hand. Whilst assessing this information and utilising Police systems I found that the persons involved in this emergency were both well known to Police and had been involved in multiple previous domestic incidents. Both persons were listed as vulnerable and a risk to each other, both persons were also known to be aggressive and violent towards Police when officers had separated them in the past. It was clear that this emergency may not be as first described and that myself and my colleague would have to dynamically assess the circumstance's that we were facing throughout to ensure we were making the best decisions possible.

The College Of Policing outlines a number of key elements that officers should consider when conducting a dynamic risk assessment, ten principles were introduced alongside the National Decision Making model to assist the public and the Police with ensuring that Police officers make the best possible decisions when interacting with the public. Police Officers are responsible for making decisions about risks to themselves or members of the public and the decisions that they make in these circumstances should always be professional and justifiable. Police Officers should be prepared to make balanced decisions which are based on careful assessment of the potential outcomes of the decisions that are made, officers should not undertake decisions which are too cautious or too risky, maintaining a delicate balance.

In routine situations where there is no immediate risk to themselves or others, Police Officers can take time to consider risks to determine the best possible outcome. Whilst attending an emergency it may be necessary for Police Officers to act immediately to prevent harm, making swift decisions due to time sensitive situations, in-line with their training and professional judgment. During risky circumstances there can be an element of uncertainty, and the full information is rarely available. Police Officers must be willing and ready to undertake actions when they lack complete knowledge of an incident or there is uncertainty as to what has occurred.

Police Officers are encouraged to learn from their experiences and to develop on their knowledge and learning, this is vitally important if a mistake is ever made, to assist with preventing further mistakes. A positive attitude toward learning and developing helps reduce further mistakes and repeated mistakes. When a decision is analysed, it should be judged based on whether officers of a similar rank and experience working in the same area of Policing would have made a similar decision in those specific circumstances, it is important to acknowledge however that different officers may view risks differently especially when considering risk factors.

Recording key decisions is essential, but not all decisions need to be documented. Documentation should focus on critical incidents to ensure decisions are defensible in case of review or inquiry. The development of a culture of learning from successful risk-taking is vital within Policing. The Police should identify and share examples of good decision-making to foster development amongst Police Officers, improve public confidence in the Police and reduce future risk avoidance within Policing.

Collaboration with agencies that work alongside the Police is essential to assist with risk management, especially to safeguard those that are at risk of harm. All information sharing must comply with legal requirements set forth in law such as the Data Protection Act. Police Officers who make decisions in-line with professional policies and procedures which are consistent with the previous principles should receive support from the Police even if the decisions that were made result in any harm, such as harm to suspects who have been apprehended with the use of reasonable force. Upon arriving at the address, the female who was alleged to have been the aggressor of this incident presented herself to both myself and my colleague with blood around her mouth shouting for her partner to be arrested for assaulting her. A number of neighbours had walked out into the street and were indicating their support for the female.

At this stage it was important for us to follow the process of the National Decision-Making Model and to continue to gather information and intelligence and assess threat and risk to develop a working strategy. From a legislative perspective, we had a power to arrest the female as we had received a report from the male stating he was being assaulted, we also now had a power to arrest the male due to disclosure from the female that she had been assaulted. From a social perspective, there were a number of neighbours who were supporting the female's version of events but had confirmed that they had not witnessed or heard anything of note. It was important as Police Officers to remain unbiased and take a full account of the facts available and make a decision as per the principles of dynamic decision making.

In their article on Bias in intimate Partner Violence, Cox, J., Daquin, J. C., & Neal, T. M. S. (2022) present their evidence to suggest that from a sociological perspective, men are viewed to be stronger than women and more likely to be the aggressor in a domestic violence incident. When Police Officers attend a domestic violence call, there may be factors such as unconscious bias that the male is the aggressor and the female is the victim due to gender norms. Whilst this study was conducted in the United States, it is supported by research completed in the UK by The Office for National Statistics which estimates that in 2020, 1.6 million women and 757,000 men reported abuse in 2020. Whilst these figures support that women are more likely to be victims of domestic abuse and violence, they show that 1 in 3 of domestic abuse victims are men.

I entered the address and spoke with the male who presented to me with a serious head injury, stating that he had been hit to the head with an ashtray by the female. As I had received new information, I assessed the situation by utilising the National Decision Making Model (NDM), ensuring to keep the Code of Ethics at the centre of my decision making. I asked the male questions to gather further information and intelligence, I then used this information and intelligence to assess threat and risk and to develop a working strategy. After these stages of the NDM I considered my powers and policies and determined that the female could be arrested for Actual Bodily Harm (ABH), Section 47 Offences Against the Person Act. The male could be arrested for common assault due to the females report to myself and my colleague. I identified options and contingencies regarding this incident, as it would not be suitable to arrest both parties and the male had a serious injury, as-well as having been the party that contacted Police, I determined that I would arrest the female for ABH. I examined the male's injury to ensure that he did not require immediate medical attention and informed him to contact an ambulance. I identified that in previous incidents with Police, both the male and female had become aggressive when separated, I informed the male that his partner would be arrested and told him to remain inside. I then took action by exiting the address and arresting the female for ABH.

I made this arrest due to a number of factors, whilst assessing the information and intelligence to hand, the male had contacted Police requesting assistance, Police systems showed that the female had been violent towards the male previously and upon attendance at the address I could see that the male had a clear significant head injury of a much more serious nature than the injury that the female was presenting with. Upon her arrest the female became aggressive with me and my colleague requiring us to make use of approved restraint and escort hold techniques to bring her into Police custody. This required use of the NDM and officer discretion, due to the female's slight build I did not believe it to be justifiable or ethical for handcuffs to be used and therefore a simple escort hold was utilised to bring the female into custody.

From an ethical perspective I believe that through using my Policing powers and officer discretion to the best of my ability, the most appropriate outcome was reached with the information that we had to hand. Ethics of Policing have been reviewed and scrutinised since the establishment of the Police, in his book "The Ethics of Policing", Kleinig, J. (2012) provides a comprehensive and systematic evaluation of Police ethics in the United Kingdom.

After much research he writes that the Police, through the powers provided to them, have authorization to use their discretion when faced with certain situations and to act appropriately, however, this forms an ethical problem due to the risk of this discretion being misused or two situations with the exact same circumstances being handled differently. It is also important to note that when the Police make use of their powers, especially the power to arrest, the arrested person's basic human rights are being limited, especially their right to liberty. Ethically, the Police must ensure that when making use of their powers they are doing so for the right reasons, supported by law and the principles that undermine Policing in the UK.

Due to offences having been committed and an arrest having been made it was important for me to consider what to record on Police systems in-line with policy and procedures. I updated Police systems with all actions I had undertaken and my justifications for doing so, I also provided details of what I had seen and heard which had informed my decision making. Due to the domestic element of this incident, I completed safeguarding paperwork and referrals for both involved parties to be shared with partner agencies to assist in prevention of further occurrences. It is important for the Police to ensure that all elements of a situation are recorded, especially when there is an arrest as the arrested person must be provided with the justification for their arrest and the details of such an arrest are to be provided to the arrested persons legal representative. These details include the time of a person's arrest, the place, what they have been arrested for and the necessity for such an arrest, in this case, to prevent further harm to themselves or another person.

Through the decisions that I made at this incident, further harm was prevented, and the female was arrested and interviewed for the offence of ABH. Appropriate safeguarding referrals were completed for both persons and conditions imposed that they were not to have further contact with each other. To my knowledge, there have been no further incidents following Police involvement.

**1880 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:

Team dynamics refers to the capability of a group of people who work alongside each other in the same role to interact with each other and achieve a set goal. Studies on team dynamics analyse how effectively members of a team communicate with each other, how well they work together, determine outcomes, undertake their roles and responsibilities and how effectively they respond to conflict within the team. Research on team dynamics has been completed to study how a number of factors can impact on team cohesion. Team cohesion is a term used to describe how well a group of people that are working towards a similar goal undertake their roles and the level to which they are motivated to do so.

One such theory is "Tuckman's team model", put forward following research by psychologist Bruce Tuckman, this model details the various stages that a team progresses through and provides guidance from a managerial perspective on how to develop team cohesion. Tuckman proposes that there are four stages throughout the life cycle of a team, forming, storming, norming and performing, these stages describe how a team develops from inception to performing well.

The forming stage of the model refers to the formation of a new team when a group of people come together, at the inception of a new team individuals may be unsure on the purpose of the team and how they will fit into the team's structure and how well they will get along with their new colleagues. There may be feelings of anxiety, curiosity or individual's may be excited and motivated to push forward, however at this stage the leader of the team is looked up to for direction and to set goals for the team to achieve.

During the storming stage of the model, individuals within the team may start to push boundaries leading to potential conflict within the team. During this stage, friction can arise between members of the team as they have spent more time with each other, come to understand each other's personalities, views and opinions on how to complete tasks to achieve outcomes. Tuckman explains that individuals within the team may challenge management of the team, especially if the roles and responsibilities of team members are not clearly defined.

The norming stage of the model explains the period of time in-which members of the team find common ground and begin to appreciate each other's strengths rather than focussing on weaknesses and differences. Throughout this stage, individuals will be more likely to ask for help due to knowing each other better and having developed a stronger connection. This stage improves on the team's overall cohesion and capability to work together to achieve a shared goal efficiently.

The performing stage of the model refers to the team being productive and performing at an optimal level having developed over time, individuals within the team are working hard and the team is following a structured process to achieve its goals. This theory of team dynamics suggests that a team progresses through these four set stages and by using this model it allows for managers or decision makers to identify which stage their team is operating in. By understanding these stages, actions can be undertaken to move the team from one stage to the next, improving upon team cohesion and improving output.

Further theories of team dynamics include Patrick Lencioni's "Five dysfunctions of a team", this theory proposes that all teams can be dysfunctional and that due to this it is vital to understand how this dysfunction occurs and how it impacts on the team. Within this theory of team dynamics, it is proposed that there are five "levels", those being trust, conflict, commitment, accountability and results. The first dysfunction that can impact upon a team is the absence of trust, this is where

members of a team do not feel comfortable to or are unable to be fully honest with each other, ask for help from each other or admit their mistakes, due to this, team building will be negatively impacted and the performance of the team is lowered. The second dysfunction that can impact on the team is a fear of conflict, due to the team lacking trust, team members are prevented from taking part in debate over key issues or voicing their opinions, this has a direct impact on results and poor decisions can be made due to a lack of debate.

The third dysfunction comes in the form of a lack of commitment, if there is a lack of commitment from members of the team then decision making is impacted throughout the team. Certain team members who are committed may become aggravated by members of the team that are lacking in commitment, impacting on overall results and team morale. The fourth dysfunction, the avoidance of accountability, follows on from the lack of commitment, when a team is not committed to an overall goal and there is no plan for the team to commit too or follow, counterproductive behaviour may emerge from members within the team and other team members may not feel like they are in a position to challenge such behaviours.

The final dysfunction, inattention to results, recognises that members of a team may tend to put their personal needs before the shared goal of the team, this can happen when members of the team are not held accountable. When a team has lost their drive to achieve a share goal then results suffer. Awareness of these five dysfunctions and how they impact upon a team and its members allows for actions and decisions to be taken to prevent them and improve team cohesion and outcomes. Interpersonal conflict within a team can occur due to individual behaviours and conflicts over the overall work completed within a team. Research completed in this area of study suggests multiple factors that can lead to interpersonal conflict. One such factor is competing interests between individuals within a team, for example when individuals with similar skillsets are seeking the same position or role within a team, those that are not successful may be left with feelings of resentment. Teams are often made up of people with differing behaviours and preferences, this can lead to conflict within a team as individuals clash over how they go about completing their work, how they go about achieving a team objective or how they communicate with others within or outside of the team. When there is conflict of this kind it can impact directly on the teams' overall objectives due to a lack of collaboration between team members.

If the team has access to shared resources but there is not the capacity for all team members to access such resources at the same time, then there may be conflict over access to such resources. Conflict can also occur if team members deviate from team norms, these are behaviours or attitudes that the team have formed as being acceptable and expected, such as individuals assisting other teams' members or ensuring prompt attendance at meetings. When individuals within a team are not contributing towards the team objectives or overall goal to the same degree as other individuals, this can lead to conflict within the team. This can occur as individuals within the team do not feel that the level of commitment or effort, they have put towards team objectives is not recognised when compared with other individuals who are less committed.

In their study on team performance W. Gibb Dyer, Jr., Jeffrey H. Dyer, William G. Dyer suggest in their book, *Team Building: Proven Strategies for Improving Team Performance* that there are eleven characteristics which can be attributed to high performing teams. They suggest that a team should develop their own competencies and improve upon such competencies over time to achieve success. This can be achieved through management or leadership of the team taking time to work with individuals to develop their strengths and focus on building competent individuals throughout the team. A further measure that they suggest to improve team performance is having accountability for high or low performance within a team, team members who are held accountable for their performance leads to positive results. Frustration within a team over individuals' low performance can impact on team morale and other team members lowering their own performance as a result due to their efforts not being recognised.

W. Gibb Dyer, Jr., Jeffrey H. Dyer, William G. Dyer summarise that for the development of a high performing team, leadership of that team must adapt continually to suit the needs of the team. The team must be competent and have the ability to set and achieve manageable goals, the team should be able to communicate with one another effectively and hold all members of the team accountable for their performance, with high performance being encouraged. If the team has a high level of trust

between individuals and members of the team are willing to collaborate with each other towards achieving tasks then overall team performance will improve.

Within the context of Policing team dynamics can result in failures to comply with legislation and protocols, sometimes leading to devastating failures. One such example is the tragic case of Sarah Everard, following an independent inquiry into the case, a multitude of failings from the Police were identified. It was noted that there had been “a lack of training and motivation” from officers assigned to investigate early reported offences of Wayne Couzens which led to the investigations having been closed with no positive outcomes.

It is also noted in the report that Police officers approached some investigations into Couzens with “apathy and disinterest” leading to further failings in identifying his crimes. As earlier stated, effective management of team dynamics, the building of team cohesion and improvement and development of individual competencies can assist in ensuring that individuals within a team are fully competent, well trained, highly motivated and fully committed to their work.

A further issue with team dynamics within Policing is “Dark humour” or “Banter” as Durrant, I. S. (2024) suggests these are often seen by members of the Police force as important characteristics that an individual is willing to engage in when serving in the Police. As per the findings of the independent report into the case of Sarah Everard, the normalisation of abusive comments and language under the guise of “Dark humour” or “Banter” led to a number of failings in officers identifying, challenging and reporting disturbing and concerning behaviours.

**1744 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:**

Information and intelligence are vitally important in Policing, and this is why they form the first crucial step of the National Decision-Making model which all members of the Police force utilise when carrying out their roles, information and intelligence forms the basis of all Police decision making. The National Crime Agency (NCA) is at the forefront of tackling serious and organised crime in the UK, they describe their mission as collecting the best possible intelligence to build an accurate picture of the threats that the UK faces from serious and organised crime.

The NCA also assists local and National Police forces pursue serious and dangerous criminals and to deliver and develop specialist capabilities to assist the Police achieve their goal of tackling crime across the UK.

The College of Policing defines information as “data that is processed, organised, structured or presented in a given context so as to make it useful”. This data can come from a number of sources and in a number of differing formats, such as reports to the Police from members of the public or suspicious activity identified by Police officers or partner agencies which is then put forward for further analysis. Data can also be collected from specialist agencies or roles such as covert intelligence and undercover officers.

Within Policing and crime prevention there are three forms of intelligence, strategic, tactical and operational. The NCA states that intelligence is formed from information following a process of analysis to determine how relevant and reliable the information is prior to being separated into one of the three forms of intelligence. Strategic intelligence provides law enforcement and partner agencies with insight as to where the greatest threats facing the UK and the public are to allow for better allocation of resources to tackle such threats. Tactical intelligence provides detail on serious crime and organised crime groups and how they are impacting the UK. The NCA advises that an example of such intelligence would be “the routes that an organised crime group is using to traffic firearms into the UK”.

Operational intelligence allows law enforcement to form a picture of organised crime groups and how they specifically operate, this allows for law enforcement to have an insight into their activities and to work effectively against them. Intelligence collected and developed by the NCA can be shared with partner agencies such as the Police and Counter Terrorism Policing to assist in combating threats such as drug trafficking, child sexual exploitation and abuse, organised crime groups and terrorism threats.

Counter Terrorism Policing in the UK work closely alongside the NCA and local Police forces to assist in preventing serious crime and terrorism. The “PREVENT” programme is a multi-agency response to assist in preventing persons becoming involved in, linked to or members of terrorist organisations which pose a threat to the UK and its citizens. Counter Terrorism Policing receive intelligence through the PREVENT programme which is then assessed to determine if any further action is required. Counter Terrorism Policing also operate three other programmes, PERSUE, PROTECT and PREPARE, officers working within Counter Terrorism are at the forefront of protecting national security especially at the UK border to manage the threat from persons looking to travel into the UK and across its borders.

Within the Department for Transport’s review on Road Policing in the UK it details that “nearly 80% of domestic freight in the UK is transported by road”. Within this review they point out that due to this statistic many criminals and organised crime groups also make use of the roads in the UK to conduct criminal activity. This activity includes the transport of drugs, prohibited goods and illegal trafficking of people. Criminals can also make use of the road network to further their criminal activity and to facilitate crime such as county lines exploitation. The Police, the NCA and other partner agencies such as Border Force make use of information and intelligence to tackle criminal activity on the road network.

Under guidance from the College of Policing for disrupting criminality in the UK it states that criminals making use of the road network in the UK can pose a number of challenges such as carrying out minor motoring offences through to involvement in serious and organised crime. The Police should be in a position to utilise information and intelligence and their powers to disrupt the criminality benefits from or is enabled by access to the road network.

One such example of criminality which is enabled by access to the road network is “county lines” drug trafficking. The NCA defines “county lines” as “where illegal drugs are transported from one area to another, often across Police and local authority boundaries”. This form of criminality is often also enabled by the exploitation and abuse of children and young people to assist in moving drugs from one area of the country to another.

The Police can make use of information and intelligence to assist in tackling such criminality on the road network through the submission of intelligence reports and warnings that certain persons in the UK are involved in criminality. These warnings will be shown whenever such a person comes to the attention of law enforcement of a local or national level, these warnings can also extend and include vehicles that they have access to or have been located in previously. The Police National Computer

(PNC) is a database that holds information and intelligence that can be accessed by Police forces and partner law enforcement agencies across the UK. The PNC is vital for aiding law enforcement with investigations and allows for the dissemination of information at a local and national level. The PNC holds detailed information on people, vehicles and previous crimes committed throughout the UK. The PNC has been developed over time and a number of applications and updates have been introduced to improve upon its effectiveness, it is highly sophisticated and is a vital intelligence and investigative application to assist law enforcement agencies across the UK with targeting crime on the road network and elsewhere.

The PNC can be used by Police officers who are policing the roads to complete real time checks on vehicles to determine if those vehicles have any existing links to criminality or if there is any information or intelligence linked to those vehicles to give the Police further grounds to conduct a search of such a vehicle with the express aim of locating any prohibited or illegal goods and to prevent crime.

Police Officers have various powers that they can make use of to tackle crime on the road network, these powers enable the Police to stop, search and seize vehicles involved in crime. A Police Officer can seize any vehicle which is on a road if the vehicle has been used to commit crime or is linked to criminal activity. Under Section 163 of the Road Traffic Act 1988, any person driving a mechanically propelled vehicle on a road, must stop the vehicle when informed to do so by a Police constable or traffic officer. Police Officers may stop any vehicle to ensure that the driver of such a vehicle holds a license to drive the vehicle, this power allows for Police Officers to then also determine if there are any other offences or suspicious circumstances which require investigation. Section 4 of the Police and Criminal Evidence Act 1984 (PACE) and Section 43, 44 and 45 of the Terrorism Act 2000 give Police further powers to stop and search vehicles which are linked to or involved in criminality.

The Police have further powers to seize vehicles which are involved in crime, to take such vehicles off the road and protect the public. Examples of such powers fall under Section 45 of the Proceeds of Crime Act 2002 and Section 19 of the Police and Criminal Evidence Act 1984 (PACE).

An example of the results of such powers in practice can be found following a road safety operation conducted by Dorset Police in July 2024 as part of Operation Spotlight. Operation Spotlight was formed to help tackle offences enabled by access to the road network in the UK and to assist in preventing the fatal four factors which lead to serious traffic collisions and deaths on the roads in the UK. Through the use of Policing powers, Dorset Police identified a male involved in the possession with intent to supply of drugs and seized £100,000 worth of drugs. This example evidences the effective nature of roads policing to assist in preventing serious crime in the UK.

Further methods can be utilised by law enforcement to assist in tackling serious and organised crime, enabled by the road network in the UK through the use of intelligence gathering tools such as Automatic Number Plate Recognition (ANPR). The College of Policing states the following, "Technology can transform how the Police tackle criminality on the roads. It can also assist in counter-terrorism activity".

The development of Automatic Number Plate Recognition (ANPR), alongside other technologies has greatly assisted law enforcement with policing the roads ANPR assists in identifying vehicles and matching them against an extensive database of information and intelligence used to detect criminality. ANPR is an example of a proactive method of Policing and can be used by response Police Officers to assist in preventing crime through targeting criminals when they make use of the roads.

ANPR systems come in a range of forms and are most often found in static positions monitoring main roads and areas of high traffic such as motorways and key transit locations across the UK. ANPR automatically scans a vehicles number plate and if such a number plate matches with one held on Police systems, law enforcement agencies are notified. ANPR can be used by the Police to assist in investigations, such as if a suspect has fled the area, if the suspects vehicle details are known then a digital marker can be placed on the vehicle for ANPR cameras to detect and determine a direction of travel for the suspect.

ANPR can also be used to assist in developing information and intelligence, it can be used to determine and build a picture of where vehicles are travelling to and from across the UK which can be

essential in assisting to identify the locations from which drug trafficking and organised crime groups are operating from.

**1721 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                                                                                                                                                                                                                                                                                                                                                        |
|------------------|------------|------------|--------------|------------|------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KNOWLEDGE</b> | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | I would assess the knowledge expected of me at this stage of Policing as being Medium (5-7). Having looked back over my experiences so far and the cases that I have managed and whilst speaking with my assessor during my Police probationary meetings I would rate myself at 5/10 for knowledge. Whilst I have had some exposure to complex investigations, I do not |

|        |            |            |              |            |            |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------|------------|------------|--------------|------------|------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |            |            |              |            |            |              | <p>believe that I have handled enough solely to develop my knowledge in this area. I believe that my knowledge on powers and policies within Policing could do with a refresh and continued learning and going back over notes and guidance from initial officer training would help me greatly in this area.</p> <p>I am confident in my knowledge of key Policing powers and practices such as Stop &amp; Search and my powers of arrest, and powers and policies under PACE, however due to the scope these powers cover, it is essential to continually refresh this knowledge through revision.</p> <p>Development of my knowledge has been hindered in some respect due to not holding a driving permit and therefore not being able to attend incidents by myself. I will cover development in this area further in the below section on “Skills”.</p> |
| SKILLS | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | <p>I would assess the level of skill expected of me at this stage in Policing as being Low (1-4). Having considered my current skills I would rate myself at 4/10.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|            |            |            |              |            |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                          |
|------------|------------|------------|--------------|------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
|            |            |            |              |            |            | <p>I have developed my skills since becoming an independent officer outside of tutorship however I have not had much opportunity to do so as I do not hold a driving permit. Upon completion of my permit I will be able to attend incidents and calls by myself to further develop my skills.</p> <p>I believe that my conflict and conflict resolution skills are strong as I am able to draw on my background from martial arts and combat sports.</p> <p>I have developed my interviewing skills after having completed my Tier 2 interviewing course recently and have put what I learned during the course into practice when completing interviews. I believe that I have developed my investigative skills after having dealt with complex investigations. I believe that I will be able to improve upon my skills drastically following completion of my driving permit, allowing me to attend calls by myself and deal with all aspects of an incident.</p> |                                                                                                          |
| EXPERIENCE | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | I believe that at this stage of Policing I would be expected to have a Medium (5-7) level of experience. |

|  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  |  |  | <p>Compared to other officers on my shift, my time in service is short and I often look to more experienced officers if I have any questions to utilise their experience. I would rate myself at 5/10 in terms of experience.</p> <p>The area in which I Police has a very high call demand which has allowed me to attend numerous, varied incidents and deal with a diverse number of investigations.</p> <p>I believe that by continuing to Police in this area, draw knowledge from experienced officers and attend incidents by myself after having completed my driving permit I will be in a strong position to improve upon my experience.</p> |
|--|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Bibliography

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

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