

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

Learner name: _____

Learner's University Registration Number:

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.

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NOTE

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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 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:

1127 words

The aim of this essay is to reflect on the impact that the policing culture has on officer and staff wellbeing. Wellbeing is a term that is often used, but it is key in essay like this have an understanding of the definition of wellbeing, Oxford English Dictionary defines well-being as "the state of being healthy, happy, or prosperous; physical, psychological, or moral welfare".

In this essay I will be using Bortons reflective tool, 1970. (Janse, 2022) to effectively understand and analyse the impact of organisational culture, on my wellbeing and resilience.

This essay will seek to reflect on impact that the culture within the police service and will both consider the risk that arise from conforming to organisational structure, and the strategies that I use to maintain wellbeing and resilience.

There are numerous risks posed by conforming to organisational culture, for example stifling innovation. Stifling innovation is an environment that does not promote innovation, (Mind Manager, 2013). A culture within a police force that has a strong emphasis on conforming with the status quo, will often lead to staff and officers not feeling confident, when suggesting new ideas, or challenging current process and policies. Generally, this will often hinder the organisations' ability to adapt with changing times.

In some cases, organisational and policing cultures that prioritize conformity with current organisational and policing practices may condone or overlook unethical behaviour in pursuit of organizational goals. Officers often feel pressure to compromise their ethical principles or engage in misconduct to fit in with the prevailing culture, leading to reputational damage and legal liabilities for the police service.

A risk when conforming to the organisational culture, that is often seen in policing is Resistance to Change (BBC News, 2015). Conforming to traditional organisational cultures can and will often create a strong resistance to change, as officers and staff may be reluctant to deviate from established routines and practices. This will often have a detrimental impact on the police services agility and hinder efforts to implement changes that are necessary to affect a response to the always changing police priorities.

Conforming to organisational culture often has a significant impact on officers and staff within the organisation. This is commonly known as employee disengagement, (WorkForce, 2022). Officers and staff who feel pressured to conform to policing culture may experience reduced job satisfaction and engagement. If they perceive a disconnect between their personal values and the values promoted by the police service then they may become disenchanted and disengaged, leading to lower productivity and higher turnover rates.

The second part of this essay will focus on resilience in policing, resilience in this context is mental resilience, which is best defined as defined as a "persons a person's ability to adapt to change and uncertainty", (Cherry, 2023). Maintaining wellbeing and resilience involves adopting strategies that address physical, mental, and emotional aspects of health.

A way that I have dealt managed to build resilience is exercise. I have found that engaging in regular physical activity such as walking and running have boosted my mood, reduced stress and given me a healthy outlet, whilst I have been able to maintain my mental wellbeing.

Seeking Support and forming positive relationships with colleagues, is a way that many officer and staff within the police service manage to improve wellbeing, I myself have found that socializing with colleagues is of great help. Whilst there are often hesitation around socializing due the correlation between socialising and drinking. I have often felt that my colleagues and I understand the stresses that we face as we are often in similar difficult situations that people outside of the police would struggle to understand.

By incorporating these strategies into my daily routine by taking time out of my day to prioritise my wellbeing I have managed to improve both my overall and mental wellbeing and resilience.

The impact of organizational culture within policing on wellbeing and resilience is unmeasurable, influencing both individual officers and the broader organizational climate. Here's a reflection on how organizational culture within policing can affect wellbeing and resilience, particularly in the context of organizational change and retaining personal values.

Organizational change within policing, such as restructuring, new leadership, or policy shifts, can contribute to heightened stress levels among officers. Uncertainty about job security, role expectations, and future direction can exacerbate feelings of anxiety and strain.

Furthermore, navigating the frequent organizational change requires resilience to adapt to new circumstances, overcome obstacles, and maintain high levels of performance under pressure. Officers and staff often face increased work demands, shifting priorities, and limited resources during periods of change, testing their resilience and coping mechanisms.

In addition, police officers and staff will often encounter ethical dilemmas due to the nature of their duties. This is often when organisational culture conflicts with their personal values or ethical principles. For example, if the prevailing culture prioritizes loyalty to colleagues over reporting misconduct, officers may struggle to uphold their integrity and adhere to professional standards. Feeling conflicted between personal values and organizational expectations can often take a toll on officers' wellbeing, leading to moral distress, disillusionment, and burnout. It is often emotionally draining to navigate ethical dilemmas and uphold one's principles in the face of institutional pressures.

Building strong support networks within the organisation and outside can provide officers with a sense of belonging, validation, and perspective during challenging times. Peer support programs, mentorship, and counselling services can offer valuable resources for managing stress and fostering resilience.

To conclude, organizational culture within policing can significantly impact officers' wellbeing and resilience, particularly in the context of organizational change and navigating ethical dilemmas. By fostering a supportive culture, providing resources for coping with stress, and promoting ethical leadership, police organizations can enhance the resilience and overall wellbeing of their personnel. Additionally, individual officers can take proactive steps to maintain their own wellbeing, seek support when needed, and advocate for positive change within the police service.

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:

Words: 1582

This essay will aim to evaluate the decision made by myself at a domestic incident. Throughout this essay I will reflect on the complex decisions made and how the dynamic risk assessment plays a key part when dealing with unpredictable and complex situations and circumstances.

The incident I will be talking about was a serious domestic incident, which occurred in the early hours of the morning. The incident was one where the male partner had assaulted his wife. The situation was already tense but was further exacerbated by as it was established early on that both parties were immigrants from eastern Europe.

This opened a range of issues, but most notably only the female could speak English, this had a significant impact on the way we as officers had to deal with the situation.

Furthermore, we faced a difficulty as the female did not initially trust the police, this could be due to a number of factors. There can be various reasons why someone from eastern Europe heritage might have a distrust in the police from historical experiences of corruption and authoritarian regimes to abuse of power and lack of accountability. Additionally, socioeconomic factors cultural perceptions of authority and personal encounters with police officers can also contribute to this distrust.

Prior to arrival at this incident, I considered the powers and policies that are available to me, for example the force domestic violence policy, which requires us to take positive action.

Throughout this incident, I and other officers used the national decision-making model. The national decision making model is centred around the code of ethics which are pivotal to every action that police officers and staff take.

The police national decision-making model, (College of Policing, 2013) is a key framework that is used by police forces across the United Kingdom, the national decision-making model aims to guide officers in their decision-making processes in complex and unpredictable circumstances.

The national decision-making model helps officers and staff make effective ethical and accountable decisions when responding to incidents or conducting investigations the model typically consists of five stages.

Firstly, gather information officers and staff must collect all relevant information and intelligence about the situation they are dealing.

Secondly, officers and staff must then assess risk and threat they assess the level of risk and threat posed by the situation considering factors such as the safety of individuals involved the potential for harm and the need for immediate action.

Thirdly, officers must consider what powers are available to them, in addition they must consider, current force and national policies when it comes to the application of their powers.

Penultimately, officers and staff will, identify options and contingencies, officers consider a range of options for responding to the situation weighing the potential benefits and risks of each approach.

Finally, officers and staff will then, take action based on their assessment and consideration of options officers take appropriate action to address the situation. Once the actions have been completed, officers and staff must review and evaluate after the situation has been resolved officers review their actions and evaluate the effectiveness of their response, they must consider what worked well what could be improved and any lessons learned for future incidents overall the national decision-making model is designed to promote consistent effective evidence-based decision making.

When making critical decisions officer and staff must JPLANE their decision. JPLANE is a mnemonic. JPLANCE stands for Justified, Proportionate, Legal, Accountable, Necessary and Ethical. JPLANE is the how all officers and staff are taught the justify their actions with supporting rationale.

When dealing with risk officers will often conduct a dynamic risk assessment. A dynamic risk assessment is defined as " process of continually observing and analysing risks and hazards in a changing, or high-risk, environment" (Martinelli, 2019).

A dynamic risk assessment is a continuous process of identifying, assessing and managing risks as they happened compared to a traditional risk assessment that are static and conducted before any action is taken.

A dynamic risk assessment adapts to changing circumstances allowing for the ongoing evaluation of risks and the implementation of appropriate controls to mitigate them, dynamic risk assessment involves constant monitoring analysis and decision making to ensure that risks are effectively managed throughout the duration of an activity.

The remainder of this essay will focus on a number of decisions that I made at the incident and will 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.

A key decision I made, was to force entry to the property, the call was made from by a female, who provided us with address, upon arrival there was no signs of any disturbance in the street, however after knocking o the door, there was a male, who refused to open the door. Knowing that there was a female inside, who was in need of urgent assistance, and that fact that the female was fearing for her life. It was at this point I stared to consult the national decision-making model.

Firstly, I considered what information and intelligence was available to me, ranging from who was in the property to what type of door it was. I the went on to consider the threats and risk, not only for the female inside the porty, but the risk posed to officers as well. Next, I considered the powers and policies available to me, I considered powers of entry and search, such as section 17 of PACE, 1984, (Kingsley Napley, n.d.) whilst considering policies relating to method of entry for officer. It was then decided that officers would have to take action to enter the property using force, if necessary, the door was locked. I then had to reconsult with the national decision-making model, whilst making a dynamic risk assessment. It was then decided to use specialist method entry tool to open the door with force.

The main reason forcing entry at this domestic was that I was in fear for the immediate safety of the female occupant. When making a decision I had ensure that the decision I was making was ethical. Due to the actions of officers and staff we were able to safely enter the property and separate all parties, ensuring that no further harm came to any person within the property.

Another decision I made during this incident was to arrest the suspect. Again, I had to use both the national decision-making model, and a number of dynamic risk assessment.

This was a slower paced action than the first decision made around forcing entry, due to the fact that police officers were currently mitigating any of threat, risk or harm to any person, simply as the presence of police officers had calmed the situation down.

It was after a period engaging with the female did, she disclose a number of offences to myself and another officer. It was at this stage that once again the national decision-making model came into play.

As I gathered as much information around any of the offences as possible. Once I had all information available, I had to consider any threat or risk posed to the victim and I started to develop a working strategy.

I then went onto consider the powers available to me under common and criminal law. I had to consider code G of PACE (Assets Publishing, 2012), should I decide to arrest the male in question. I then had to consider not only force policy but national policy as well. As this was a domestic incident, I had to follow force domestic policy, which is clearly state that we, as officers and staff have to take what it called positive action, meaning that as we had offences disclosed, we would have to arrest the male. Once I had a clear understanding of what powers and policies were open to me, I started to identify my optional and contingencies with how we were going to progress this matter, whilst ensuring safeguarding for the victim.

After fully completing the national decision-making model and completing multiple dynamic risk assessments I decided to arrest the male, for the offences. It was after the male had been arrested were we able to review and ensure that everything had been done in our power to protect the victim.

Whilst making every decision at this incident, I had to ensure that I was doing was ethical, this means that every decision I did had to be for the right reason.

After the safe conclusion of this incident, I ensured that all of my actions and my rationale for taking those actions were recording in both my pocket notebook, the records management system and within my duty statement. As well as recording the necessity of the arrest and the circumstances for the arrest on the county record.

In conclusion, this incident was one of the more challenging incidents I have dealt with as a police officer. Due to the complex and unpredictable circumstances, due to the difficulties engaging with the victim. I had to ensure that every action I took was in line with the code of ethics, was justified in as well as ensuring allocations were justified and by using the national decision making model I was able to explain the rationale behind your decisions and your considerations when recording details of the incident. Whilst considering my ethical approach to the decision. Whilst fully understanding the consequences of your decision making.

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:

Words: 1602

This essay will seek to evaluate the theories of team dynamics and how they help develop team cohesion, whilst also considering the interpersonal conflict which often occurs within a team and the key strategies that are often utilised to help enhance the performance of not individuals but teams as a whole. Throughout this essay we will also consider the effect that failing to comply with professional requirements can have on a team within the police service.

Team dynamics are essential for fostering strong cohesion within a group or team. In the first part of this essay I will evaluate the key theories and strategies related to team dynamics and cohesion:

Firstly, we will look at Tuckman's Stages of Group Development. (Indeed Editorial Team, 2020). Tuckman proposed that teams go through five stages: forming, storming, norming, performing and Adjourning. Teams may struggle to function if they get stuck in the storming stage, where conflicts arise and roles are unclear. Understanding this model can help teams navigate challenges and progress towards cohesion.

Secondly, I will consider Belbin's Team Roles (Belbin, 2022). Belbin identified nine team roles, each with its strengths and weaknesses. Teams may struggle if they lack diversity in roles or if members are unable to fulfil their roles effectively. By identifying and leveraging individual strengths, teams can improve cohesion and performance.

In addition, Social Identity Theory (Tajfel & Turner, 1979, McLeod, 2023) must be considered. This theory suggests that individuals derive part of their identity from the groups they belong to. When team members identify strongly with their group, cohesion is likely to be higher. However, conflicts can arise if there are perceived differences or competition between groups within the team.

Penultimately, we will look at, Group Cohesion Theory, (Ohlert and Zepp, 2016). This theory emphasizes the emotional bonds and connections among team members. Factors such as shared goals, communication, and trust contribute to cohesion. Teams may struggle if there is a lack of trust or if individuals feel disconnected from the group.

Finally, we will look at Communication Models. Effective communication is crucial for team cohesion. Models such as Shannon and Weaver's Communication Model (Shannon and Weaver, 1948) or the Transactional Model of Communication, (Communication Theory, 2014) highlight the importance of encoding, decoding, feedback, and noise in the communication process. Poor communication will often lead to misunderstandings and conflicts within teams.

There are numerous ways that cohesion within a team can be improved. Such as, effectively establishing Clear Goals and Roles. Ensuring that team members understand their roles and responsibilities, as well as the team's objectives. Clear goals provide direction and purpose, fostering cohesion.

In addition having effective Leadership on a team is key. Strong leadership can guide teams through challenges, facilitate communication, and resolve conflicts. Leaders should be able to inspire trust and create a supportive environment.

Furthermore, promote a culture of open and honest communication. Encouraging open and honest communication among team members. Will create opportunities for feedback and dialogue to address issues and build trust. Building trust is key for ensuring team cohesion. Trust is essential for team cohesion. Foster trust through transparency, reliability, and mutual respect among team members.

Likewise, encouraging collaboration within the team is important. Promoting a culture of collaboration and teamwork, will only strengthen cohesion within the team by recognizing and valuing individual contributions. Encourage sharing of ideas and brainstorming sessions to foster creativity and innovation.

By understanding these key ideas and theories and implementing strategies to address team dynamics, organizations can enhance team cohesion and ultimately improve performance drastically.

Interpersonal conflict within a team can arise due to various reasons. A reason from conflict between person on a team can include Communication Issues. Communication issues range from simple Misunderstandings, misinterpretations, and lack of clarity in communication can lead to conflicts. Differences in communication styles and preferences can also contribute to conflicts within the team.

Equally, differences in Values and Goals, between, members can cause friction within a team. When team members have divergent values, priorities, or goals, conflicts may arise. Misalignment in objectives or conflicting interests can lead to tension within the team.

A key reason for conflict on a team is often as simple as personality clashes, between team members. Differences in personality traits, such as communication styles, work habits, or approaches to problem-solving, can lead to interpersonal conflicts. Incompatible personalities or interpersonal dynamics can hinder collaboration and teamwork.

Role ambiguity plays a clear role in team conflicts. Unclear roles, responsibilities, or expectations can lead to conflicts within the team. When team members are unsure about their roles or the roles of others, it can result in overlapping responsibilities or gaps in accountability. Resource allocation often links in with role ambiguity, competition for resources, such as time, budget, or recognition, can lead to conflicts within the team. Limited resources and perceived unfairness in distribution can fuel resentment and interpersonal tensions.

To enhance individual and team performance and mitigate interpersonal conflicts, the following strategies are key, for example, establishing clear expectations and defining roles, responsibilities, and expectations clearly to minimize ambiguity and prevent misunderstandings, by ensuring that every team member understands their role in achieving team goals.

Furthermore, working to promote open and effective communication. Encouraging open and honest communication within the team. Fostering an environment where team members feel comfortable expressing their opinions, concerns, and feedback.

Working to develop conflict resolution skills is key. Providing training or workshops on conflict resolution techniques can help team members address conflicts constructively. Encourage active listening, empathy, and negotiation skills to resolve conflicts effectively.

Building trust and respect. Working to foster trust and mutual respect among team members through transparency, reliability, and consistency. Recognising and appreciating individual contributions to create a supportive team culture.

Seeking to encourage collaboration. Promoting collaboration and teamwork by creating opportunities for joint decision-making, brainstorming, and problem-solving, whilst continually emphasising the importance of working towards shared goals and collective success.

In order to prevent interpersonal conflict between team members it is key to address diversity and inclusion. Celebrating diversity within the team and recognize the value of different perspectives and experiences. Create an inclusive environment where all team members feel valued and respected.

Providing relevant feedback and recognition, can reduce conflict within the team. Offering regular feedback and recognition to acknowledge individual and team

achievements. Recognize and reward collaboration, innovation, and teamwork to reinforce positive behaviours.

By implementing these strategies, teams can enhance individual and team performance while effectively managing interpersonal conflicts, fostering a positive and productive work environment.

Team dynamics within police services throughout the United Kingdom, can indeed influence compliance with professional standards requirements such as the Code of Ethics, policies, procedures, protocols, and legislation. There are numerous ways in which team dynamics may contribute police officers and staff failing to comply with the required professional standards.

In cohesive teams, there may be a tendency towards groupthink (Zarrabi, 2021), where individuals prioritize harmony and conformity over critical thinking and ethical decision-making. This can lead to a disregard for professional standards if dissenting opinions or concerns about ethical violations are suppressed.

The hierarchical structures, within the police service is key to consider. Police forces often have hierarchical structures where authority and power are concentrated at the top. In such environments, lower-ranking officers may feel reluctant to question or challenge the decisions of their superiors, even if they conflict with professional standards.

Peer pressure and social dynamics within police teams can influence individual behaviour and decision-making. If certain behaviours or practices contrary to professional standards are normalized or condoned within the team, individuals may be more likely to engage in them.

Loyalty to colleagues is key when looking at team dynamics within policing. Strong bonds and loyalty among team members, are not unusual, and can sometimes override adherence to professional standards. Officers may prioritize loyalty to their colleagues over reporting misconduct or breaches of professional standards, fearing social ostracism or retaliation within the team. Lack of accountability must also be looked at. In teams where accountability mechanisms are weak or ineffective, individuals may feel less compelled to comply with professional standards. If there is a perception that misconduct or ethical violations will go unpunished or be overlooked, there may be less motivation to adhere to standards.

There are numerous strategies that may be used to mitigate these challenges and promote compliance with professional standards within police teams, for example. Improving training and education. By providing relevant ongoing training and education on professional standards, ethical decision-making, and the importance of compliance. Ensure that all officers understand their obligations under the Code of Ethics and relevant legislation.

It is also key that police leaders seek to promote a speak-up culture, such as the be an upstander not a bystander campaign, (Scott, 2021). Encouraging open communication and create channels for officers to report concerns or ethical dilemmas without fear of reprisal. Emphasize the importance of speaking up against

misconduct and unethical behaviour. A culture which promotes speaking out against breaches of standards leads to a team with greater accountability and oversight. Strengthening accountability mechanisms within the organization to ensure that breaches of professional standards are addressed promptly and fairly. Implement transparent processes for investigating complaints and holding individuals accountable for misconduct.

Ultimately, leadership by example is crucial, police leaders should lead by example and demonstrate a commitment to upholding professional standards in their own conduct. By holding leaders accountable for creating a culture of integrity and ethical behaviour within their teams.

By addressing these aspects of team dynamics and implementing effective strategies, police forces can reduce the risk of failing to comply with professional standards and uphold the trust and integrity of the police service.

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:

Word Count: 1575

In this essay we will seek to explain how the police are able to use information and intelligence to effectively disrupt the ever-increasing criminal activity which is occurring in the modern day, and how this information and intelligence can fit in with and support the effective policing of the united kingdom's road network.

In the modern day's connected and more complex world, criminal activities which often include drug supply, human trafficking, child sexual exploitation, counterfeit goods trafficking, organized crime groups, and 'county lines' operations frequently pose significant challenges to police forces country wide.

However, with the rapid improvement and net positive change in technology over recent years, coupled with the effective use of intelligence, roads policing has not been displaced and has consistently remained a significant tool when it comes to disrupting and preventing these illegal activities.

To fully explain how police use information and intelligence, we must not only understand what information and intelligence is but how the police, gather, process, and develop the information and intelligence.

Information is any and all data that is held by police, whereas intelligence is information that has been analysed to assess its relevance and reliability, (National Crime Agency, 2023).

Intelligence is crucial for police as intelligence provides key information that allows the police to solve crime and protect people, (North Yorkshire Police, 2022).

Police forces will always collect vast amounts of data though a multitude of ways, including routine collection, tasked information and information. The police are able

to collect information that is strictly required for a policing purpose. Policing purposes is the justification and legal basis used for the collection, recording, evaluation, sharing and retention of information.

Policing proposes will always include one, or a combination of protecting life and property, preserving order, preventing the commission of offences, bringing offenders to justice and any duty or responsibility arising from common or statute law. (College of Policing, 2015)

Effective analysis of intelligence plays a crucial role in identifying patterns, networks, and key nominals involved in criminal activities. Police forces in the United Kingdom use a standardised process when it comes to processing and sharing of intelligence this is known as the national intelligence model.

The national intelligence model is made up of three levels. Level 1 is neighbourhood and basic command unit level dealt with by local intelligence units. Level 2 is force and neighbouring forces dealt with by the Force intelligence bureau and, level 3 is National and international dealt with by mainly National Crime Agency, and Interpol Intelligence in the model is graded by the 3x5x2 system.

In this process the "3" relates to the reliability of the source, reliable, not reliable, Untested. With the "5" relating to how the source knows the information provided, known directly, known indirectly but corroborated, known indirectly, not known and suspected to be false.

Lastly the "2" deals with how we can share this information, lawful sharing permitted, and lawful sharing permitted with conditions.

Critical analysis of intelligence often plays a crucial role in identify and isolating patterns and the key nominals who are involved in criminal activities. Working effectively with other forces and national partner agencies and international partner agencies in addition to neighbouring forces strengthens the flow of intelligence, therefore enabling a greater understanding of criminal operations, this is particularly useful in when dealing with traveling organised crime groups.

Road's policing in a typical context refers to the police activities and initiatives aimed at ensuring safety as well as enforcing the relevant traffic laws. However this essay will look at the crucial role played by the dedicated roads policing unit, when it comes to serious and organized crime.

Serious and organized crimes groups are often known as organized crime groups, an organized crime group is a structured group of individuals who collaborate and engage in in serious and organized criminal activities.

Organized crime groups typically have an organized hierarchical structure with leader's, subordinates and specialized roles for carrying out different aspects of the criminal operation. Organized crime groups are often involved in drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, organised crime groups, 'county lines' and the exploitation of the most vulnerable in the community.

The effective policing of the road network often plays a crucial role in disrupting criminal activity by detecting and preventing crimes on the road. Officers working in roads policing often identify suspicious behaviour with the aim to conduct searches, whilst seeking to arrest those individuals involved in criminal activities.

Road's policing officers often work closely with both national and neighbouring forces often information and intelligence in the form of information sharing agreements. Road's policing is key as Criminals use the road network to facilitate the planning and commission of their crimes. They do not recognise force borders. We must continue to deter and disrupt criminality on our roads. (Chief Constable Alan Pughsley QPM)

Throughout the united kingdom, roads policing is a crucial part of the complex approach that police forces utilize to combat serious and organized crime. Road's policing is often seen as the front-line defense when it comes to tackling organized crime. Roads policing often has a strong focus on high level, intelligence lead, proactive vehicle stops that aim to intercept and disrupt these groups.

Information and intelligence are frequently used, by police forces in order to identify the routes that are commonly being used by these groups whilst going about their illegal activities.

ANPR stands for automatic number plate recognition it's a technology most commonly used by police forces throughout the United Kingdom. A network of cameras automatically read a vehicles number plate, before running the number plate through a centralized network, such as the police national computer, before running it through the relevant forces systems, should there be a match the system nearby officers are alerted. Automatic number plate recognition usages is rapidly increasing as technology is improving, the use of technology can transform how the police tackle criminality on the roads. (College of Policing, 2013)

Automatic number plate recognition systems typically consist of cameras equipped with optical character recognition software that can capture images of number plates before reading the characters on them and storing the information on the relevant police system alongside relevant additional information such as the date, time and location, (Bartlett, 2022).

Automatic number plate recognition technology has a range of policing applications, meaning when used efficiently, lawfully and ethically it can be a powerful tool for police forces. It is important that Automatic number plate recognition is used within the parameters of the law, as in recent years opposition from a number of civil liberties groups has increased, with particular focus being on the increased number of automatic number plate recognition cameras, as these groups feel that automatic number plate recognition is blanket surveillance (Liberty, 2014)

A key use of automatic number plate recognition systems is identifying person of interest or suspects in enquiries or ongoing investigations, automatic number plate recognition systems capture and read the number the number plates of vehicles passing through specific locations police officers can then use this data to place

people of interest in a certain area at a given time. Automatic number plate recognition often assists and supporting investigations in this way.

Another area in which automatic number plate recognition systems help police forces crack down on criminality is identify vehicles that are involved within criminality. Police forces are able to track vehicles associated with known criminals allowing them to map out the movements of these vehicles, as a result overtime officers are able to map out areas of interest and seek out patterns between individuals and the locations frequented by known nominals.

Organized crime groups often used either stolen vehicles or cloned number plates, Number plate cloning, also known as car cloning or vehicle identity theft, is when someone copies a car's registration number and assigns it to another car. (www.autotrader.co.uk, n.d.), automatic number plate recognition systems are then able to be synced up to databases where the number plates are run through the relevant systems, before alerting the officers using the system should there be a match. Thus, allowing offices to act quickly and intercept the vehicle in question. Using automatic number plate recognition can be key as every time one of these cars drives past a camera all officers that have access to the data base, are able to be notified about the cloned vehicle.

With automatic number plate recognition systems, it is possible to monitor hotspots where automatic number plate recognition cameras are strategically placed in areas that have been highlighted as areas being frequented by criminals. Monitoring hotspots with automatic number plate recognition cameras that have been strategically placed in areas known for criminal activities such as drug trafficking routes or areas populated by organized crime groups by continuously monitoring these hotspots police forces can gather large quantities of information relatively quickly and identify vehicles involved in illegal activities.

In conclusion, the effective policing of roads through the strategic use of information, intelligence, and automatic number plate recognition technology represents a potent approach to disrupt prevalent criminal activities. By harnessing data-driven insights and leveraging technological advancements, police forces across the United Kingdom can enhance their capabilities in combating drug smuggling, human trafficking, organized crime, and other illegal activities. However, the continuous and rapid adaptation and effective collaboration is clearly essential to allow the police to stay ahead of fast evolving criminal tactics and helps ensure the safety and security of communities.

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	An area I feel I need to improve my knowledge in is Drugs, I currently feel that my knowledge of drugs legislation is the only area that lets me down and at the moment I feel it falls below the required standard.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I feel that my skills are improving every day, however I need to focus on improving my interviewing skills. I will work to improve this skill whilst in my HUB attachment.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Policing is a career where you can never truly say you have experienced everything. I feel my level of experience as a PC draws on my experience as a PCSO, however I would like to seek to gain further experience in investigative techniques.

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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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