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BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1250
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1750
Task 3	Maintaining Professional Standards Leadership and Team-working	1750
Task 4	Policing the roads Information and intelligence Conducting investigations	1750
Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

This essay shall be a reflection of how organisational culture has contributed to my wellbeing since becoming an independent officer. I shall talk about how I processed some of the more traumatic incidents I have witnessed using elements of organisational culture within the police and how this has strengthened my resilience and helped to minimise any detriment to my personal life. In contrast, I shall also briefly explore how organisational culture can have the potential to have a negative impact on officer wellbeing if conformed to without consideration.

In order to understand exactly how organisational culture effects the welfare of police officers, we must first define it, exactly what is Organisational Culture? Essentially, the idea of organisational culture is that those who belong to a particular organisation or share the same vocation or profession will share a number of common held beliefs, which in turn can have a subconscious effect on how the organisation or profession itself is seen by itself, those within it and those from the outside. (Grieve, J., Harfield, C. and MacVean, A. 2007) which suggests that organisational culture is determined primarily by those to whom it applies. However, another idea is that organisational culture is defined as “the collection of values, expectations, and practices that guide and inform the actions of all team members” (Wong, 2020) which implies that is in fact the opposite, in that it is the organisational culture that determines how people within an organisation act.

Now we have an idea of what organisational culture is, we must understand how it applies in a policing environment. What exactly are the values that attribute to organisational culture in the police? Unfortunately a large portion of news articles and academic study imply that the culture within the police is overwhelmingly negative, depicting ideas of prejudice, biases and an “in or out” attitude in regards to how a new officer should behave and integrate into toxic working environments. (McCartney and Parent, 2021)

What is often overlooked is the many positive aspects of police working cultures, such as the empathy, support from colleagues, loyalty and camaraderie that are as unique to the police as the scenarios they often find themselves in. Such attributes enable police officers of all levels of experience to share common ground and cope with the often traumatic experiences they endure. (McCartney and Parent, 2021).

These attributes would prove invaluable in bolstering and improving my own wellbeing. What follows next is one such example of how the culture I have experienced within a response team has positively helped me process traumatic events I have witnessed.

As the result of responding to an emergency call shortly after completing my tutorship. I witnessed the aftermath of a particularly violent aggravated burglary. On arrival at the scene I was confronted by a very vulnerable old man who had been seriously assaulted by an intruder, inflicting serious wounds to the man’s head and body. For various reasons this incident really stuck in my head and for around a

week or so I tried to process what I had seen myself. I felt that I couldn't talk about it with my family or friends as, whilst they would offer me all the support they could offer they would be unlikely to be able to relate to the incident. This is a common issue amongst Police officers, "It's hard to talk to non-cops about the way you feel. They have the luxury of not knowing what I know. They have the luxury of living in ignorance to the ugliness that is the real world." (Smith, 2015)

Similarly, I initially felt I could not talk about it with work colleagues as I would look weak or not able to deal with things independently. However after some deliberation I decided I would and it turned out perhaps in hindsight to no surprise, that they had also had similar experiences and could relate to the incident easily and without any judgement. By simply talking to my colleagues and sharing these experiences I was able to process the trauma I had witnessed and not have it playing on my mind at home or in my social life. Being able to separate work from home in this way was of great benefit to my own wellbeing. Had I not done this, and left this traumatic experience unprocessed I may have ended up developing PTSD, which is already believed to effect almost 1 in 5 Police Officers, with some being unaware of it. (Police workforce: almost one in five suffer with a form of PTSD, 2021)

So, we have seen how Organisational Culture has had a positive effect on the maintenance of my wellbeing and resilience. However, the idea of officers simply fitting in to an existing culture is not always accepted without contention.(Bryant and Bryant. 2020)

Whilst I have not personally experienced these, there are elements to organisational culture in the police that can prove to be counterproductive or detrimental to an officer's wellbeing. This is particularly applicable when an officer is new and still learning the role whilst also trying to find their place in a team. One such suggestion is that "initial police training moves you from being an individual to being part of a group where it is dangerous to be different" (Bryant and Bryant. 2020, P73). This Police sub-culture is commonly referred to as "canteen culture" which in its own right is often a matter of controversy as it is often depicted as being an inescapable and sinister contributor to undesirable behaviours portrayed by police officers. (Waddington 1999).

It is only natural that a new police officer will want to fit in to their new team and as a result may fall into the trap of engaging in toxic behaviour in a bid to integrate into the existing culture in place. Not only does that officer face the risk of being accused of misconduct by joining in, there are even cases where ignoring inappropriate behaviours or not challenging them can also amount to misconduct. (Police watchdog's warning over 'canteen culture' WhatsApp groups, 2021). Whilst the notion of being investigated for misconduct should concern any officer, to a new officer this could be a particularly daunting prospect as, for one, a new officer may not have experienced such a level of scrutiny in their previous life. Also, perhaps more importantly new officers come under specific regulations until they pass their probationary period. This includes the possibility of being served a regulation 13 notice, which states that "during his period of probation in the force the services of a constable may be dispensed with at any time if the chief officer considers that he is not fitted, physically or mentally, to perform the duties of his office" (The Police Regulations 2003, 2021).

This means that if, at any time a probationer is deemed unsuitable in the role, they can lose their job with little to no chance of appeal. This prospect would undoubtedly have a negative effect on the officers wellbeing, so any situation where conduct is brought into question, such as blindly conforming to "canteen culture" without consideration is best avoided.

To Summarise, Taking all of the above into account I have found that organisational culture has generally had a positive effect on the maintenance of my wellbeing and resilience. By utilising the support from colleagues and sharing my worries and concerns I can safely say that I have found that my wellbeing at home has improved, by discussing incidents with colleagues I feel I'm less likely to be taking negative thoughts and experiences home with me or letting them build up and get on top of me. This has resulted in better home life and improved sleep patterns. In turn, this has built up my resilience in the workplace.

It is also important to recognise that some aspects of organisational culture in the police, if left unchallenged or followed without care and consideration can prove to have negative impacts on officer wellbeing. These impacts can go from feeling left out of the team i.e: not "one of us" to your own conduct being brought into question which may even result in loss of employment.

Word count: 1364

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:

This assignment is an evaluation of an incident I attended which resulted in me making the decision to arrest a person for child neglect. I shall be reflecting on everything from the initial call made to the police up until the point that the arrest was carried out. By doing this I hope to illustrate the decision making processes that took place throughout the incident and what options were considered as matters progressed. I shall also describe the resulting outcome of those decisions made as well as the consequences should any detail be left unchecked or any part of the decision making process prove to be counterproductive.

The fact is, young children are perhaps the most vulnerable of victims as they are unable to protect themselves from harm or exploitation and may not even be aware they are victims as they are less likely to know that what is happening could be classed as abuse or neglect. But what is Child Neglect? HM Government sources indicate that "Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development." (HM Government, 2021). The number of children who suffer from abuse or neglect is also particularly alarming. According to the Office of National Statistics, there were 18,706 offences of child neglect or abuse recorded by police forces across England and Wales over the year terminating March 2019. (Child neglect in England and Wales - Office for National Statistics, 2021)

I attend a call following a report that someone could hear what sounded like a young child in distress inside a house in darkness. Information received was limited so we had to consider all options, was this simply a crying child or something more sinister? It was important that we did not go into the call with any prejudice. This is particularly difficult when a child is concerned as people generally have an instinct to want to protect a child, even when it could mean being a greater risk to their own health and safety (Ceasar and Bender, 2021).

This is often referred to as protective instinct and is generally thought to be mainly prevalent in those who are parents. However, whilst there is strong evidence to support this theory, it is not just those who are parents who contain this trait. It is said that "Even those who are not related to children often

feel more of a compulsion to protect them or more outrage when they do not get the protection they deserve.” (Caesar and Bender, 2021).

If we acted purely with this protective instinct, we could end up putting ourselves or the child at greater risk. The reason being, if we take the idea that we naturally want to do anything to protect a child, even when it may pose a greater risk to our own safety, this could lead to impaired judgement which in turn could result in irrational actions and adverse risk taking. (APA Dictionary of Psychology, 2021).

On arrival, the address was in darkness and there were no signs indicating that anyone was home. We then spoke with the person who had made the call to police who clarified they had heard a child crying inside the house. The reporting person had then noticed a child's hand trying to pass keys out of the letterbox saying they were alone and wanted to get out. They had kept a watch on the address until police arrived and confirmed that they had not seen or heard anyone else inside and nobody had approached or left the house. With this information it was fair to assume that it was highly likely that the child concerned was unsupervised but the question that remained was why? The options we considered were that either parents or guardians were home but asleep or otherwise incapacitated, or that the child had been left at home alone. We then tried to knock the door again and we heard the voice of a small girl. She came to the door crying, saying she was locked in and all alone.

This would explain why the girl was distressed, as children are often scared when they are left alone or can't find their parents. This was compounded with the fact that it was late and night and the house was in complete darkness. It is said that “Children's fears also intensify as the night falls if their parents have not returned home yet. ‘When it's dark/night, it's scary!’” (Ruiz-Casares/ Rossaeu, 2010 Page 2568).

It was clear that we had to gain entry to the property and check the child's welfare. The power we utilised here was Section 17(1(e)) of PACE which grants a constable power to enter and search any premises without a warrant to save life and limb (Police and Criminal Evidence Act 1984, 2021). On reflection I believe this was justified given the circumstances as the scenario we faced involved a child in distress, parents either not present or incapacitated and a house in darkness which could provide a number of hazards to a young child if left unsupervised. As well as our powers, we also had to consider any risks that our actions could pose to the child. If we used a ram to force the door open, the child may have gone to the door and been injured by the force of it going through so this was a last resort. To try and minimise any risk of the child being hurt by any attempt to get into the house I decided to keep her distracted by instructing her to go to the living room window where I kept her engaged whilst my colleagues searched for an alternative way in.

Once we had gained entry through a window, we secured the child and confirmed she had no injuries and was otherwise safe and well. A search of the house confirmed that the child was alone and although there would have been no concern for the child's welfare if a parent or suitable guardian were present the absence of such a person meant that the child had no access to food and drink, care, or first aid in the event of an accident. Combining this with the fact that the house was in complete darkness and the child visibly scared of the scenario she had found herself in, we gathered some essentials from the house and prepared to take the child into police protection. A power we had at our disposal which allowed us to remove a child from an address if we had reason to believe that the child would be likely to suffer harm if they were to remain. (Section 46, Children Act 1989, 2021).

As we were preparing to leave, the mother came home in a state of panic and wanted to know why police were in the house. We explained that someone had called police after being concerned for the child left alone. The mother was visibly distraught at this revelation and explained that she had been at work all day and left the child in the care of her husband, the child's father. Now that the mother was home this changed the scenario and based on the genuine concern and surprise she exhibited we

were comfortable in our belief that the child would be safe with the mother so we decided we no longer needed to take the child into police protection. I believe this was the right course of action as separating the child from her mother was a last resort and, whilst the child would have been safe under police protection, separating the child would likely have a similar effect to her being left home alone in the first place and may lead to further problems later on. It is said that disruption of maternal care, particularly in the concern of young children, has a profound effect on brain development. For example a child under the age of 5 who is separated from a parent will not be able to count on that care and nurturing that is so critical at such an age which will increase stress levels. Even if this separation is only temporary, testing shows that even when a child is reunited with the parent they cannot always unlearn what they have experienced and the damage may not be undone. (The Conversation. 2018)

We then asked the mother to call her husband and find out where he was, however she was reluctant as she told officers that he got angry if she asked him where he was. This was a sign that the mother could also be a victim of domestic abuse. However the immediate concern was his whereabouts and why he had left a young child unattended so we decided to call the husband ourselves and it was discovered that he had left the address about 4 hours previously and claimed to have been called to go to work early. The husband was told to return home as soon as possible.

On his return home the husband showed no concern for his daughters welfare and barely acknowledged her, instead immediately going towards the mother trying to blame her for not coming home early from work. The husband was advised that if he was left caring for the child and he has left the child alone then the fault is his. In addition to this we called his supervisor who confirmed he had not been called into work early as had been claimed. When confronted, the husband claimed he in fact had left early as he was bored, having been with the child all day and was fed up with having no social life. It was this point where as far as I was concerned, he had knowingly and willingly left his child alone with no regard for her safety or wellbeing and I decided to arrest him for child neglect.

Looking back at this decision, I believe it was the right one to make because child neglect is an offence under the Children and Young Persons Act 1933 where it states that It is an offence for a person 16 years or over who, having responsibility for a child under 16, neglects the child in a manner that is likely to cause unnecessary suffering or injury to health. (Children and Young Persons Act 1933, 2021). The fact is, any form of neglect is detrimental to a child's wellbeing and, whilst many children survive being subjected to neglect it can have lasting effects that they may carry with them for the rest of their life. These can include brain development issues, difficulty with relationships later in life and there being a higher chance of having mental health problems. There is also a higher chance of Children who are neglected forming dangerous relationships. It is also suggested, that children who experience neglect are more likely to engage in criminal activity or run away from home (NSPCC, 2021).

In summary, the person I arrested had left the child alone in the dark with no supervision and no provision or care readily available to them. In addition he had done all this with reasonable defence for his actions and had left the child completely unnecessarily. Also, when confronted he continued to show no remorse and no concern for his own child and tried to pass the blame on to his wife who had been in work all day. If I had to replay this scenario, I can comfortably say I wouldn't change any decisions I made.

Word Count: 1934

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:

Introduction:

This essay is an evaluation of team dynamics and how they can influence the ability for teams or departments within the police service to operate professionally and efficiently. I shall aim to demonstrate why some teams may occasionally struggle to operate and how this is overcome by referring to various theories of teamwork within the police. The primary focus in this study will be on response policing however I shall also make comparisons to professions with similar pressures and working environments, such as other emergency services and the Armed Forces.

Furthermore, during this evaluation I shall consider methods that can be used to improve the performance of both teams and individual officers. I shall also explore why it is that conflict can occur between personnel within a team and how this can be managed to keep any negative impacts on the team to a minimum.

Finally, I shall also consider any aspects of team dynamics that may have an impact on those within the police service and their ability to uphold the professional standards and behaviours that are expected of them.

Teamwork and Cameraderie:

It probably comes as no surprise that the vast majority of policing relies heavily on good teamwork, but why is teamwork so important? Whilst officers must also be able to act independently and on their own if required, even when attending an incident solo crewed, there is always going to be an element of teamwork involved. Good team dynamics will ensure a level of officer safety is maintained as far as practicable and will also constantly develop and improve communication and working strategies which will ultimately make a team work more effectively with a higher success rate. In an effective response team officers will strive to work together and be able to pick up ideas and trends from each other which in turn should constantly develop and improve individual officers abilities. In addition, a good response team should see its members providing, or at least offering to support one another. This goes for both within the working environment and out. Finally, officers within an effective team will generally share similar values and objectives, holding themselves to the same professional standards. (Bergner, 1997.)

The support offered by a good team can range from something as simple as helping a colleague with paperwork at the end of a shift to providing support in regard to an officers welfare, for example if an officer has witnessed something traumatic or even if they are struggling with factors outside the workplace such as family bereavement. These are all things I have witnessed first hand and can safely say this is due to the team dynamics found in the police and other similar professions that require that same level of camaraderie.

How supervision effects Team Dynamics :

Any team within a police force will typically have a supervisor at least one rank higher than the majority of officers that make up that team. The easiest example to explain and perhaps the one that those outside of policing will be able to recognise is how a typical response team in most police forces in the UK will consist of a number of Constables and be led by a Sergeant. The Sergeant will usually have a number of years experience in policing and, as well as being an effective manager must also be a role model to the Constables and should set and maintain the standards they expect of their subordinate officers. It is fair to say that the Sergeants behaviour could be the most important component in the promotion of teamwork within a team. An effective supervisor will manage their team by fostering the values of fairness and impartiality. They must also be empathetic and show genuine concern for the wellbeing of those they lead. They must also be approachable to their subordinates and have the ability to communicate freely with their team. (Bergner, 1997.)

I believe that if a supervisor acts in this manner and upholds professional standards within their team, then this way of behaving will increase the chance that the officers will feel empathy towards their supervisor and *want* to work for them. This in turn will undoubtedly have a positive influence on how officers communicate and engage with the public.

In contrast, if a team of officers become aware that a supervisor is not interested in carrying out the role effectively or that they don't carry much regard for officers welfare then the team dynamic will quickly take a downward turn and negative attitudes will start to form among team members. In addition this will be compounded by the fact that team members are less likely to approach the supervisor for help and support if they think their concerns are going to be ignored or disregarded. This theory is supported by a quote from General Colin Powell, former Secretary of State for the USA and former US Army officer, where he states "the day soldiers stop bringing you their problems is the day you stopped leading them. They have either lost confidence that you can help them or concluded that you do not care. Either case is a failure of leadership." (Gen Powell, C, n.d.). Take the term "soldiers" and replace it with "police officers" and this point still stands true.

However, that being said a supervisor must be more than just a "nice guy" if a team is to have a good working dynamic and operate effectively to its full potential then the leadership needs to be strong as well as nice, or convenient. A supervisor must be able to manage work allocations, put a structure in place and continue to maintain it in order to improve communication between team members (Bergner, 1997.). The ability for a supervisor to challenge improper behaviour is also essential to team integrity and the maintenance of a positive dynamic. Officers must also have the confidence in their supervisory officer to challenge improper behaviour and to deal with officers who fail to maintain team standards effectively or those who create toxic dynamics by degrading fellow officers. (Bergner, 1997.).

On the subject of integrity, whilst it is a supervisors' role to reprimand and deal with those who do not maintain this particular standard it is *everyones* job to challenge any break in integrity in order to maintain trust and harmony within a team. This is not just the case within the policing profession but also integral to the code of ethics within many other similar organisations. One such organisation is the Royal Air Force, who have integrity as one of their 4 core values and when specifically dictating the standard of moral courage they state that "Maintaining personal values and the highest standards of decency and behaviour in the face of opposition earns the respect of others and builds trust." (Royal Air Force, 2019, p16).

Fatigue:

So now we have looked at some of the positive elements of team dynamics within the police, such as comradeship and how effective leadership can have a profound effect on a teams ability to work effectively and uphold standards and values. However we must also consider environmental factors that can have an effect on a teams ability to function and one of the main contributors that has an adverse effect on a teams dynamic is fatigue.

The police as a service have to be available around the clock and officers on the front line are expected to work overnight when the human body believes it should be sleeping or at rest. This in turn requires them to be able to function effectively when their alertness, decision making ability and rational thought are naturally at their lowest. (Taylor, Merat and Jamson, 2019)

The fatigue inflicted from this kind of shift work has also been proved to have a detrimental effect on officers sleeping pattern. In turn, this is naturally going to further effect the officers fatigue and so the cycle continues. The figures of officers suffering with fatigue is alarming, between 2014 and 2017 a company called the Third Pillar of Health undertook a study and found that 67% of police officers that took part say fatigue has an impact on their regular duties no less than a few days a month and a staggering 87% of officers reported that they are unable to obtain sufficient sleep that they require during a shift set. (De Guingand, 2018)

If this cycle is not broken and the problem of fatigue is left unchecked, this can result in the affected officer having to take time off work for illness or stress related matters. This can also have a further effect on the team dynamic as this is likely to leave a shift short on officers, meaning that the workload increases on those left on shift. If this happens, it is only fair to assume that more workload on officers will lead to accelerated fatigue on those left on shift. The fatigue cycle outlined above can then implement itself on an entire team.

It would also appear that the issue of this nature of fatigue isn't merely confined to the police. Paramedics who also work under similar conditions are also having a similar experience. According to the Irish Journal of Paramedicine, "The nature of paramedic shift work, and the associated occupational activity place paramedics at increased risk from fatigue." (Ramey et al., 2019). Similarly, the around the clock working patterns also appear to contribute to sleeping disorders among paramedics. The content of this journal also suggests that fatigue results in increased rates of illness and injury, anxiety and depression. In their conclusion, it is suggested that personnel need to work alongside their organisation to identify and implement suitable strategies to keep the adverse effects of fatigue to a minimum (Ramey et al., 2019).

Conclusion:

In conclusion, it can be said that team dynamics have a direct effect on both individual officers and teams in their entirety. If a team is to perform effectively, they must have a competent supervisor who is able to be approachable, yet authoritative when required. The supervising officer must also lead by example by setting and maintaining professional standards and swiftly dealing with those who fall below the standards expected of them by both the profession as a whole and their teammates or colleagues. As well as this, a team must be able to work together and share ideas and experiences to constantly develop and improve themselves.

It is also fair to say that is the responsibility of everyone in a team to look out for one another and identify when a colleague is suffering from fatigue as early as possible to minimise any detrimental effect this may have on the team itself and the wider public. This is summarised well with the following quote, "A well-functioning team works interdependently; each officer is mutually dependent on the other to get the job done." (Bergner, 1997.)

Finally, I believe that all these factors, good and bad, are not exclusive to the police, but are shared amongst other organisations who work to similar parameters or who essentially hold the same core values and ethics.

Word Count:1841

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

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

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

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

ANSWER:

In the policing profession there are many ways in which a police officer may gather information and intelligence in order to assist them in the course of their duties. Once obtained, Intelligence can be effectively used to prevent and disrupt criminal activity as well as providing information in order to assist in the identification of offenders and bring them to justice. One such method of intelligence gathering is the use of Automatic Number Plate Recognition or ANPR. This study will focus on the use of ANPR by police agencies in the UK in the fight against serious and organised crime.

Before we can understand how ANPR is used we must first define it, what exactly is ANPR?

Automatic Number Plate Recognition is a form of identification technology that uses a network of both fixed and mobile cameras in order to read and recognise vehicle registrations, or number plates. Once the camera has collected this information, the system will then cross reference this with data held by various agencies for the purposes of both traffic offence detection and a wider range of law enforcement applications, including intelligence gathering. (RAC, 2021). Mobile ANPR cameras are frequently fitted to police vehicles used by Roads Policing units, commonly referred to as Traffic Police.

Fixed ANPR cameras are deployed in various locations across the UK's road networks, although for security purposes their locations are not typically disclosed to members of the general public.

So what happens after an ANPR camera reads a number plate? ANPR is not selective, it will read the number plate of any vehicle that passes it irrespective of whether or not the vehicle is of concern at the time it is detected. Indeed it is estimated that the ANPR network in the UK contributes approximately 60 Million records to the national database every day! (Police.uk, 2021)

The information gathered by the camera is stored on a secure database for one year which can then be accessed by law enforcement agencies when required. Naturally, this data is sensitive and very tightly controlled like most other types of data stored by the police, such as PNC (Police National Computer). The rules regarding access to ANPR are stipulated by the NASPLE, or National ANPR Standards for Policing and Law Enforcement which ensures that those with access to the database only do so for a policing purpose. In addition, most of the persons who do have access will typically only be able to for 90 days from the date the information was obtained. This can be extended up to the full year that the information is stored for in the case of serious and major crime or incidents and counter terrorism operations, but only with senior officer clearance. (Police.uk, 2021).

Now we know what ANPR is and have an understanding as to its operation, we can begin to explore how it can be used in the prevention and disruption of serious and organised crime. According to the Department for Transport, the UK's road networks cover a distance of some 247,500 miles (Gov.uk, 2021) and approximately 39.2 million registered vehicles in the UK (Racfoundation.org, 2021). If you add to this any foreign registered vehicles or unregistered vehicles, it is fair to say that the road network covering the UK is a busy place! Therefore, it would be quite easy to carry out criminal activity on the roads and remain undetected. That is of course, had it not been for ANPR. With cameras constantly watching the roads around the clock, criminals now have a more difficult time carrying out their business on the roads without being detected.

The information gathered by the ANPR cameras can be used in a variety of ways. For instance, in the case of a stolen vehicle it would generally be used "real time", that is a vehicle may pass an ANPR camera which detects that the vehicle is reported stolen. This information would then be passed to nearby units which will then attempt to intercept the vehicle. However ANPR data can also be used as a source of *intelligence*.

Intelligence, in a policing context is information that has been processed. The way this is carried out is firstly, information is gathered from a source. This information is then sanitised as appropriate, ensuring that any irrelevant or information indicating the identity of the source is removed. This information is then potentially cross referenced with existing information or intelligence and then developed into intelligence which can then be actioned. This process is a constant cycle and depending on how it is classified there may be restrictions or requirements regarding its use and recording. (Intelligence management, 2021)

When ANPR is used to collect intelligence, it is referred to as "tasked information" which is defined by the college of policing as *"the prioritised collection of information, for example, information concerned with problems and subjects (suspect or victim) identified in the intelligence requirement."* (Intelligence cycle, 2021).

One such example of how ANPR can disrupt serious and organised crime is when Leicestershire Police ran a number of ANPR operations with a view to identify and target vehicles used in the County Lines activity. This operation, run in conjunction with the National Crime Agency (NCA) resulted in 40 arrests with a number of those arrested charged with drug related offences, as well as the recovery of stolen vehicles, drugs and imitation firearms. (Leics Police, 2021.) County Lines is a country wide drug dealing initiative that is of great concern to police forces nationwide. This is because those involved will often exploit children and vulnerable adults into couriers of drugs from the major cities to smaller towns across the country. The methods used to exploit these vulnerable people include, but aren't limited to coercive control, cuckooing and acts of violence. One of the ways that drugs are couriered is by road and this is where ANPR comes in.

The way the ANPR system can be used here is, when a camera has a number of "hits" on a specific vehicle along any given route, intelligence officers can then look for patterns in a vehicle's usage. For example, say a vehicle of interest is seen to be making regular trips up and down the motorway from a major city to a small town. On the surface this may seem perfectly normal, however on closer inspection the vehicle appears to be making a long journey only to return maybe a few minutes later and repeats this a few times a day. Suddenly what initially may seem normal becomes suspicious. In addition, the vehicle in question then returns as being registered to a different area entirely, and so the intelligence develops.

Available ANPR data is not just limited to vehicles registered in the UK either, with ANPR in use across the globe data can be shared with other countries in order to disrupt criminal activity that originates abroad too. This data sharing is usually as a result of an agreement between nations, such as the European "Schengen" system, which can alert authorities in member nations if a particular person has a warrant out for their arrest or is wanted in connection with offences committed in other Schengen nations. Alerts can also be placed on missing persons, which could not only assist in

finding a person who is missing but also provide a source for intelligence relating to offences such as Human Trafficking. An example of how this works on an international scale is “Operation Trivium” which is a joint operation that was held between the Central Motorway Policing Group in the UK and a contingent of police officers from Holland, Romania, Lithuania and EuroPol. This operation saw an extensive use of ANPR to detect foreign vehicles using the UK road networks in the pursuit of criminal activity. This operation proved highly successful and was repeated a number of times. On one occasion, this resulted in over 1000 arrests of foreign nationals connected with criminal activity (NPCC, 2015)

Also, it is worth mentioning that ANPR can also be utilised in Counter Terrorism applications as well. Using similar methods to those mentioned previously, ANPR cameras can provide information relating to the activity of terrorists by identifying suspicious patterns of travel and concerning behaviours. With transport being a key factor in any terrorist organisations plans, ANPR cameras can provide instant information as well as aid in the development of intelligence to enable counter terrorism units to identify any potential threats to national security before they are actioned. (ANPR is vital in supporting counter terrorism operations, 2021)

However despite its proven success rate, the use of ANPR systems has also been met with some resistance. There are some who oppose the idea of a system of cameras that conduct surveillance on such a grand scale. It has been suggested that the UKs ANPR network is one of the largest data gathering systems in the world, and as ANPR is in constant use across the country it has been described as “Police Mass Surveillance”. (Weaver, 2015). The concerns here were that this form of data gathering and retention may be operating outside of any governing legislation. Another issue some have with the ANPR network is the fact that the general public may not know exactly where the cameras are and therefore are unaware when or if they are under surveillance. One former Assistant Chief Constable, Tony Porter has been quoted as being “frustrated” at the lack of transparency from police forces in relation to the number of ANPR cameras available and where they are located. (Porter, 2021).

That being said, if the exact location of ANPR cameras is known to the general public then criminals or those who are a threat to national security will simply look for alternative means and routes to undertake their activity. If this were to happen, the effectiveness of ANPR in its ability to detect suspicious patterns of travel on the roads would be greatly diminished.

So, in conclusion we can safely say that, whilst the use of ANPR hasn’t been without controversy or resistance it is clearly a vital tool in the disruption of serious crime and can be utilised in a number of ways. When used “real time” in isolation it can detect stolen vehicles or vehicles known to be used in the commission of other crimes. When looking at the bigger picture ANPR is also a huge source of intelligence gathering, with millions of readings taken every year it gathers data about who uses the UKs road network on a grand scale. If a vehicle is suspected to be involved in serious crime the chances are that it will be detected by ANPR when used on the road. If then, the vehicle is seen to be used in a pattern that appears suspicious then that vehicle can be intercepted by officers or other measures can be put in place to disrupt its usual route. Also, with the ability to share data with partner agencies and other police forces across the world using things such as the Schengen system, the effectiveness of ANPR has been proven on a global scale.

Word Count: 1848

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 6	High 8-10	Low 1-4	Med 5-7 7	High 8-10	More experience dealing with traffic offences and organising proactive policing activities such as execution of warrants. RPU and NPT attachments to be conducted in the next 6 months.
SKILLS	Low 1-4	Med 5-7 5	High 8-10	Low 1-4	Med 5-7 7	High 8-10	I believe my file building and interview ability is above the standard expected, Improving my skill set by attending Response driving course

							and taser course in the next 2 months.
EXPERIENCE	Low 1-4	Med 5-7 6	High 8-10	Low 1-4	Med 5-7 6	High 8-10	I believe my experience of policing is as expected of me, although I initially had an advantage as a former PCSO, I also had a very disrupted tutorship period with 4 tutors in 3 stations on 3 different shift patterns causing a delay in reaching IPS and therefore experiencing a temporary setback in obtaining further experience.

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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