

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Individual Learning Plan	1500 equivalent
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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:

This essay will reflect on the impact of organisation culture within policing on wellbeing and resilience using Graham Gibbs' Reflective Cycle (1988) to provide deeper analysis. The risks of conforming to an organisational culture will also be explored, alongside the strategies I have used since gaining Independent Patrol Status to maintain my own wellbeing and resilience.

An organisation culture is described as an unconscious set of assumptions or beliefs projected out by members of the workplace. These assumptions or beliefs may centre around the organisation itself or the environment (Grieve et al, 2007). Upon joining the police, what struck me was the wide range of ages, and in conjunction with that, experience levels within the team. As organisational culture is shaped from individual experiences, we could then argue that the longer a team member has been exposed to the environment, the more likely they are to place value on those past experiences to influence their thought process and actions going forward. "...we choose our beliefs, values and social practices in the same way we make purchases in a store." (Chong, 2004, P.4). With reference to a rational decision-making process, we choose to act in a certain way just like we weigh up the items we want to purchase in a store, however we are also limiting ourselves based on past experiences, or in this case, by similar clothes we have purchased from the same brand. If we were more aware of additional stores, we may be more likely to experiment with other clothing styles. Similarly, if we were more consciously aware of how much we were limiting our experiences, this may encourage us to revolt from negative organisational cultures. It is this lack of awareness stemming from little to no experience that could then pose a risk to new staff members such as myself and could be made worse if I were vulnerable or susceptible to certain ways of thinking. The more people who accept these beliefs as a 'normal' way of working, the more likely they will translate into behaviours, and the harder it will be to disrupt that organisation culture for the better.

We often associate wellbeing with good physical and mental health, but there is far more to the concept of wellbeing than just that, including life satisfaction and a sense of purpose (Mental Health Foundation, 2015). One strategy of how I have tried to maintain my own wellbeing so that I am less susceptible to the above organisational culture has been to listen to mindfulness podcasts during the commute to and from work. The NHS website (2018) states that by practicing the art of mindfulness, which focuses on noticing your current state in the world around you, this can aid mental wellbeing. I find this extremely helpful as it allows me time to decompress after a difficult shift, refocus my energies into the present moment rather than dwelling on past events. As a result of listening to these podcasts on route to work, I arrive at my next shift with a clear purpose and the ability to focus on the task at hand rather than becoming caught up in negative ways of working. By remaining more

connected to who I am as a person, my beliefs, and my values, I now feel I have more control over how I act in certain situations, therefore I am less vulnerable to the coercions of others.

Within the organisational culture of the police, there is also an expectation for us to use our discretion in relevant instances. Discretion is not just the ability to make choices, but a permission or privilege to use judgement (Kleinig, 1996). It is a police officer's job to enforce the law, but to do that we must first understand and interpret the law for ourselves, and how this may translate into a real-life incident. It is this subjectivity that may for example lead to a criminal arrest or perhaps a simple caution. However, as an officer weighs up this decision, he may be more likely to use his discretion as a behaviour if this is based on a particular attitude or cultural background, both of which shaping not only this decision but those thereafter. If an officer truly believes that they are privileged to exercise discretion, they may then believe that they are above the law, and if several individuals also share in this view, one of the risks to organisational culture within the police is that it may breed corruption within the force. One way to tackle this problem may be to tackle the issue at its source. It may be that the officer has found it difficult to work through an experience, this experience has in turn shaped his preconception of a particular cultural background. Had the officer been given better support on how to mentally plan and prepare for such eventualities, through signposting to the 'Oscar Kilo' National Police Wellbeing Service (2022) for example, he may have been better equipped to overcome the incident and become more resilient.

However, the mental health charity, 'Mind' (2022) state that resilience is not just our ability to bounce back after a particular event or set back, it is our capacity to adapt when confronted with challenging conditions, whilst maintaining mental wellbeing. One strategy that I use to maintain my level of resilience is to talk to a trusted friend or relative about how I am feeling following an event that may have taken place in work. Speaking to someone outside of the organisation allows me to reframe the situation and see things from an alternative perspective, whilst learning from others additional techniques on how to tackle future incidents that may take place. Equally, there have been times where friends have provided me with much needed reassurance that the way I responded during an incident was in fact the morally right way, and most aligned with my own values and beliefs. Unlike work colleagues, I often find long-lasting friends and relatives understand your motivations better than colleagues whom you may have met just months ago. It is this level of deeper compassion and understanding that I have drawn upon over the past few months to help me instil the motivation needed to adapt to change, rather than give up on my new career opportunity.

Another cultural norm depicted within the police service is that of the 'blue code' of silence. The 'blue code' of silence is supposedly to shield disobedient officers from negative repercussions in the workplace. Westmarland and Conway (2020) conducted an online questionnaire sent to over 1500 police staff, exploring the seriousness of untoward behaviours versus the likelihood that they would be reported to managers. For example, the study revealed the officers would be willing to report another officer for theft of stolen cash but may refrain from reporting incidents around keeping a 'found' watch. It is interesting to note the majority of officers would lean towards possibly not reporting an officer for an incident that may be deemed reportable by the general public as theft, if this item did not belong to them. This highlights the wide range of acts that are dealt with internally in order to protect rather than punish fellow colleagues. As a result, it could be argued there is certainly an unwritten rule outlining what may be considered 'frowned upon' within teams and the wider organisational culture of the police, which could pose a further risk of even more serious criminal acts going unreported not just by fellow officers, but even close family or friends.

To conclude, the organisational culture within the police force may impose a negative effect on a person's wellbeing, more so if the person is less experienced and therefore more susceptible to certain ways working. This can be further exploited should the person fail to seek support from friends, relatives or workplace initiatives such as the National Police Wellbeing Service, in order to build resilience. However, if colleagues fail to speak out against potentially incriminating incidents due to the cultural 'blue code' of silence, little can be done to intercept the organisational culture, posing further risk of this culture infiltrating into the wider community.

Word Count: 1,359

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 essay will use David Kolb's Learning Cycle (1984) to reflect on a domestic incident that took place in a family home whilst my colleague and I were on mobile patrol. This essay will also introduce the National Decision Model (NDM), as well as the Code of Ethics (College of Policing, 2014) to explain the rationale behind our decision making and the subsequent consequences.

Prior to arriving at the incident, I searched for the individuals involved via the Police National Computer database. This search was conducted in order to establish if there were any previous domestic incidents logged, or warning markers associated with those involved. The results showed the suspect had attacked the victim prior to this incident once before. As a consequence of conducting this invaluable research, we were now much more aware of how to tailor our approach upon visiting the home, which I hoped would ensure the victim felt safer to engage in conversation with us. This gathering of information and intelligence certainly provided the basis for us choosing to enter the family home with caution, referencing the NDM for guidance on the next step as we assessed how best to proceed. The College of Policing (2014) state the Code of Ethics remains at the heart of the NDM as a way of standardising the rationale of officers across the police force, which is particularly useful during high pressured and fast paced incidents such as this where public safety is of paramount importance.

The Crown Prosecution Service (CPS) states there is no specific offence when it comes to domestic violence or abuse (2021), only that it is committed in the domestic environment by someone living with or who has previously lived with the victim. The CPS also states the offence may impact others living in the home environment, and that the victim may not even be aware of the events happening around them being classed as abuse. Due to the vague specifics around the subject matter of domestic abuse, this made it particularly difficult for my colleague and I to ascertain evidence as to what type of domestic incident had taken place. Upon entering the property, there was no sign of a struggle, and neither the victim or suspect appeared to be hurt, but I did spot a child's school bag and coat at the bottom of the stairs. I recall thinking that we needed to obtain further information from both parties in order to assess the potential risk to the child within the home.

Following brief introductions, it was clear from the victim's body language and lack of eye contact that she appeared afraid to disclose any information. My colleague asked the suspect to follow him into the kitchen to ask him a few questions. He agreed, which then allowed me to follow up with the victim in a more private setting, away from the suspect. This was particularly important as one of the main reasons why victims of domestic abuse do not wish to speak up is due to fear of what the suspect may do next. The Code of Ethics highlights the importance of performing duties and responsibilities in a diligent manner (College of Policing, 2014), going above and beyond to address the concerns of the people we meet. In this instance, as a consequence of recording the information away from the suspect, I was then able to encourage the victim to relax in the hope that she would divulge further information. I did this by firstly reassuring the victim that she was now in a position of safety and that we were here to support her. I maintained eye contact with the victim and used open body language to make her feel once again more at ease. A qualitative study into the importance of developing rapport during investigative interviews of traumatised victims (Risan et al, 2017) outlined one of the key themes as using first impressions, casual conversation, and communicating expectations. Had I failed to engage in the initial exchange with the victim, I don't believe I would have been able to find out as much information as I had. My decision certainly allowed me to build a better rapport with the victim and therefore obtain a more honest and in-depth account of what happened.

What I was not expecting however, was for the victim to not only give me a verbal account of what she had experienced that afternoon, but also a physical disclosure of bruising around her stomach area as she lifted her shirt. In the moment, I felt shocked at the sustained level of injury, and what also struck me was the level of compassion I felt for the victim having gone through such an awful experience. I believe this innate feeling of compassion is highly linked once again to the Code of Ethics' main principles, 'Respect' (College of Policing, 2014) as it was now my duty to ensure the victim received the appropriate level of not just emotional but also physical support. Once again, I consulted the NDM by assessing the threat and risk factor to the victim, which had certainly increased now that we had physical evidence to suggest the suspect had been violent towards her. I also queried who else resided at the property, having noticed the school bag upon entry. The victim stated her eleven-year-old son was upstairs. As a result of this discovery, I felt it appropriate to reflect on the South Wales Police **Positive Action Policy** (Vaughan, 2015) regarding all occurrences related to domestic abuse by working carefully with associates to make sure that all essential provision is accessible to the victims of abuse, and their relatives, therefore reducing the risk of harm.

In order to ensure the victim's safety, I decided to consult with my colleague on what I thought to be the most appropriate course of action given the circumstances and options

available to us at the time. I mentioned we should arrest the suspect for common assault by battery under Section 39 of the Criminal Justice Act (1988), and she agreed. My colleague stated the suspect had remained calm and compliant in the other room and did not appear a flight risk, therefore we had no reason to call for further assistance. Upon reflection, this was a good decision because this falls in line with the South Wales Police Positive Action Policy (Vaughan, 2015) as stated above, and demonstrated the action we took was both necessary and reasonable given the circumstances. However, had the suspect been particularly irate with my colleague, our contingency plan was to use force if necessary to ensure compliance or to possibly call for assistance if required. As a consequence, this may have impacted negatively on the young son living at the property had he heard or witnessed the use of force of additional units arriving at the scene.

Next, as part of the NDM we implemented the appropriate decisions by making the suspect aware of the allegations against him, and that he was now under arrest. We recorded this at the time via the body worn video which was important as we may not have been the interviewing officers at the station later that day, therefore this investigation may have needed to be handed over to a separate team or department. In addition to this, it also helps to negate complaints against the police and demonstrate the correct actions were taken at the time. This is in line with the standards of professional behaviour outlined in the Code of Ethics (College of Policing, 2014) as acting with appropriate conduct means that the relationship between the police and members of the public remains intact, and victims of abuse, such as in the case detailed here, continue to feel supported and able to speak out against their perpetrator. As a result of our decision to arrest the suspect, this was certainly the intended outcome as it was the best method to safeguard the victim and her son.

Before leaving the property, and due to the concerns raised by the victim, we queried with her if she would consent to a Public Protection Notice (PPN) being submitted on her behalf. The South Wales Police (2021) state a PPN is a method of recording a victim's details with the intention of this being shared with partner agencies that can provide additional tailored support. A key point that we needed to be mindful of here was how we explained to the victim about what, why, how and with whom information will, or might be collated. We therefore needed to be as honest and open as possible, two of the key principles featured in the Code of Ethics (College of Policing, 2014) to seek her approval for the PPN. We also signposted the victim to the Live Fear Free helpline for alternative advice if she did not feel comfortable working with agencies linked to South Wales Police. Once again, I believe it was the right decision to offer the victim a choice of where to access further support and this in itself could be particularly empowering to any victim as a way to take back some form of control or ownership over their current situation.

Upon review, if a similar domestic incident were to arise again, I would certainly make the decision to separate the victim and suspect as early as possible to gather a true account, as we had acted upon in this situation. I would also ensure rapport with the victim is created early on but also maintained by dedicating the time just before leaving the incident to explain the various forms of additional support offered by both police and non-police related organisations. The main reason being to make sure the key principles of honesty and conduct are displayed, in the hope that more domestic abuse victims feel able to come forward, thus tackling the element of fear as previously mentioned. One action I may decide to do differently would be to ask more probing questions regarding the relationship between the victim, or victim's family, and suspect to identify if there were any additional offences being committed such as coercive control, a pattern of intimidating behaviour designed to strip the

victim of their basic human rights (Women's Aid, 2021). This is because although the physical abuse endured by the victim on this occasion was visible, tangible evidence, this does not condone any emotional abuse endured in the domestic environment going unnoticed.

Word count: 1741

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:

This essay will evaluate three main theories of team dynamics, including Bruce Tuckman's development theory (1965), Patrick Lencioni's team effectiveness model (2002) and finally, Dr Meredith Belbin's team role theory (2010). Considerations will be made as to why interpersonal conflict may occur within a team, whilst outlining what steps may be taken to encourage personal and team performance. The Code of Ethics will also be explored as an example of professional standards, and how these may be failed in relation to team dynamics within the police force.

Bruce Tuckman (1965) Tuckman's model is significant because it recognises that groups do not start off being fully formed, and functioning. He suggests that teams grow through clearly defined stages, from their creation as groups of individuals to cohesive, task focused teams. For example, during the 'forming' stage, the individuals are not necessarily aware of their own or each other's strengths and weakness', suggesting there is some level of unconscious incompetence as outlined by Martin Broadwell's Four Stages of Competence theory (1969). This is because the team have never worked together before as one unit and have never assumed the role of a police officer prior to joining this team. The forming element is useful for the team to recognise as it encourages the team to not be so hard on themselves if they do not understand each other's way of working straight away. This is also useful for team

leaders, or in this case, the Sergeant, as one technique to help the team bond together may be to introduce a series of team building exercises or extracurricular activities after work to help encourage the individuals to get to know each other and understand the all-important strengths and weaknesses of their colleagues in a less pressurised environment.

Next, Tuckman introduces the 'storming' stage, at which point he forecasts the newly formed team will experience some form of interpersonal conflict. This may arise in teams containing officers who have been subject to different styles of policing during the initial six-month training period. For example, officers with a more proactive style of community policing may prioritise tasks differently to those with a reactive approach. The proactive officer may follow up with additional workload tasks during quieter periods of the shift whereas the reactive officer may choose to focus on leisure activities. As a result, the opposed working styles may cause conflict between the two officers which in turn may cause wider ripples of animosity across the entire team. As outlined in the Code of Ethics (College of Policing, 2014) one of the key professional standards looks at authority, respect, and courtesy not just to members of the public but to other officers. If such officers are not willing to take into consideration another person's way of working, it could be argued the officer is failing to comply with the allotted standards, and lead to tension and a conflict of interest. A way of combating this may be to encourage both colleagues to acknowledge each other's motivations and invite them to work together to establish how best they can support one another to reach their goals. Mediator Gary Furlong describes motivations as an individual's "wants, needs, fears, concerns and hopes" (Furlong, 2005, p.67) He states once we establish these, we can start to underpin what is required to reach a resolution, and is the ability to become vulnerable when offering our fears in a closed discussion that can open up a gateway to compromise.

At this point, we want to encourage the team to recognise the benefits of working in this newly identified way of working, also known as the 'norming' stage. What may be useful here is if the Sergeant were to provide specific examples to the team of when this new hybrid way of working has been successful to a particular case. This will help motivate the team members, having now established the results of their efforts, which will in turn encourage them to repeat the process and establish more of a routine. Finally, the team will reach the performing stage, which is where both individuals will have now established their clear place within the team. The sergeant may encourage them to share best practice with other teams at the station, in order to further motivate and enhance the overall team performance. Whilst evaluating this theory, it is evident however that Tuckman takes a chronological viewpoint, but in reality, not all teams will begin the forming stage with a completely new set of team members. For example, one newly appointed police officer may join the team whilst another returns from secondment, whereas the other six team members may have been in post for a number of years. This may hinder the development of team cohesion as the team is constantly reforming, therefore may struggle to navigate out of the 'forming' stage.

Dr Meredith Belbin studied teamwork for many years, and he observed that people in teams tend to take on different "team roles". Unlike Tuckman's theory, Belbin focuses more on the traits of the individual, rather than the team as a whole. Each of the nine team roles Belbin introduced were based on a set of behaviours that interlinked with the other roles in a specific way. He named roles that appeared to underline team success. For example, one of the roles identified being the 'Completer Finisher', which in the context of policing could be a staff mentor who is reluctant to let their mentee, a new officer, complete any follow up tasks or paperwork. By failing to delegate, this could be detrimental to the mentee's experience and their ability to build up resilience in the role, thus hindering team cohesion long term. In

contrast, another role identified by Belbin was the 'Resource Investigator'. This may be someone who fails to follow up on the paperwork tasks such as case file action plans assigned to them by their Sergeant, rather to focus on the more substantial reactive tasks. Once again, we could argue that by having too many of one team role in each cohort, may result in an imbalance of productivity. The Code of Ethics (College of Policing, 2014) outlines the importance of carrying out duties and responsibilities with the upmost diligence. However, too many Resource Investigators may mean work is not being thoroughly carried out from start to finish. However, it is very difficult to categorise every person into one of nine team roles as we are all human and may cross into different categories depending on external circumstances. For example, if a police officer had been called to a road traffic collision involving an injury, but they normally assumed the role of Completer Finisher, they would in this instance be forced to delegate tasks to others due to the highly pressurised situation. Therefore, this theory may not be as useful to help generate better group cohesion, as the unpredictable nature of the police role means no officer may experience the same incident twice.

Patrick Lencioni's book, "The Five Dysfunctions of a Team", (2002) presents a team effectiveness model that is slightly different to the others. Instead of focusing on the elements your team should have, this theory focuses on the things it shouldn't have. For example, an 'absence of trust' may occur if a new team member is seconded into the team. This is because the existing team are unsure as to this person's motivations, past experiences, and abilities, therefore are less likely to trust them. Professor Paul J Zak (2017) conducted a ten-year study which investigated the psychological impact of trust in the workplace. He found "high-trust" companies contained employees with 106% more energy at work, which eventually led to 50% more productivity. This suggests that trust is the first, most vital step in our personal journey to unlock an employee's ability to motivate themselves, which in turn encourages a more collaborative approach within a team environment.

Trust can certainly be linked to the Code of Ethics (College of Policing, 2014) as without trust, an officer cannot gain the respect of their fellow officers and members of the local community, therefore effective teamwork will never be reached. As Lencioni believes that trust is the foundation block needed to address the following four dysfunctions, the Sergeant may need to implement regular team building exercises that underpin trust as the main focal point to ensure it is always present within the team. This model suggests that knowing the dysfunctions of your team can help you to instantly identify when negative traits are present and then how to manage them effectively. This theory is particularly good for managers to help to spot negative behaviours, raise awareness and eradicate them before this starts to infiltrate the entire team. They may, however, need to be fairly experienced in their managerial role to spot the signs of an ineffective team so early on, or have good open channels of communication with other team members to encourage them to speak out about any fears of mistrust they may have.

In conclusion, the three theories addressed in this essay have provided valuable insight into the ways team cohesion can be identified. Tuckman and Lencioni's theories focussing on teamwork from a group perspective, whilst Belbin from an individual standpoint. Inter-personal conflict often occurs within the police force due to opposing views on policing such as a proactive versus reactive approach, or staff changes preventing a team from progressing past the 'forming' stage due to lack of trust. Poor teamwork may result in failing to comply with professional standards such as the Code of Ethics, 'authority, respect and courtesy' but it is the responsibility of the Sergeant to lead the team through times of uncertainty and

encourage a positive working relationship through team building exercises and sharing of best practice. However, it is evident that situational factors such as the varied nature of the incident, may impact on the officers' ability to respond in the customary way, thus suggesting the above theories may only be used as a guide rather than fact.

Word count: 1672

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:

This essay will explore how information and intelligence may be used to disrupt prevalent activity such as drug smuggling, human trafficking, and organised crime groups by effectively policing the roads. This essay will also outline how Automatic Number Plate Recognition (ANPR) can be used to investigate and disrupt criminal activity.

The Blackstone's Handbook for Policing Students defines information as something that may be obtained from the public regarding a particular incident (Bryant, 2021) whereas intelligence is a graded form of information that may have been sourced from a variety of means such as the general public, covert surveillance operations or even social media posts. With reference to roads policing, information may arise in the form of an observation from a member of the public whilst walking through their local neighbourhood. If the resident notices something out of the ordinary, such as a parked car in a deserted part of a street, it may prompt them to contact their local police force. This information may or may not be relevant, however if it does provide an insight into an existing case for another police department, such as that particular car being registered to a known drug dealer, the information can be harvested to further the investigation, also known as intelligence. As a result, this may disrupt the drug supply chain in the local area, and maybe even further afield.

Road policing in England and Wales is facilitated by 43 geographically based police forces (Department for Transport, 2020). Each force is controlled by a Chief Constable who is accountable to a locally elected Police and Crime Commissioner (PCC). Road policing is often shaped by local priorities, therefore it could be argued that there will never be a standardised approach to roads policing, because each force is expected to tackle the priorities assigned by their local PCC. For example, if one force is requested to spend more resources on developing road safety, clamping down on drink and drug drivers, their neighbouring forces may be told to allocate more officers to tackle domestic violence cases for example. As a result, roads policing may certainly disrupt criminality on a local level but maybe not so much on a national level.

A recent report by the Parliamentary Advisory Council for Transport Safety (PACTS) found that in 2019, dedicated roads policing officers made up just four percent of total force strength, with a large majority also being tasked to complete duties unrelated to their original job description. (Police Professional, 2020). Evidently roads policing is an under resourced department, and if little can be done to free up more officers to fulfil this priority, the report indicates that broader use of technology to “monitor, deter, detect and prosecute” should be a more viable option to help disrupt criminality instead. PACTS is now working towards the development of multipurpose cameras with better evidential testing equipment at the roadside which should take more pressure off the small number of traffic officers on the road, allowing them to utilise their time in more productive ways.

The introduction of MDTs (Mobile Data Terminals) in traffic response cars have also proven extremely worthwhile for roads policing (Meehan, 1998). The MDT allows information to be exhibited over a screen in the front of the vehicle, thus ensuring a much easier way for traffic officers to locate vital data from areas such as the Police National Computer (PNC) and the Drivers Vehicle Licencing Agency (DVLA). The DVLA holds data on drivers and vehicles for the whole of the United Kingdom. This information can help to determine whether the vehicle has been taxed, or even if the driver has been disqualified from driving. As a result of using a piece of inbuilt equipment, this also reduces the amount of communication taking place over the police radio, thus freeing up the airwaves for more pressing calls such as emergency response incidents. Following the latest updates to the roadside database, a recent article written by the DVLA states that without this technology, it would have taken up to an additional sixteen minutes for police officers to confirm a person’s identity. (DVLA, 2021). This is because the officer would need to validate the information offered by the driver, sometimes resulting in an arrest which once again would have taken up yet more time for the officers on duty. By making this information from the partner agency more easily accessible, this means more time can be spent by traffic officers proactively patrolling and supporting criminal investigations to help disrupt more prevalent criminal activity.

One outcome of proactive patrolling through roads policing is the ability to stop and search more vehicles. In the year ending March 2021 the Home Office for National Statistics stated there were 695,009 stop and searches conducted under Section 1 PACE by police in England and Wales, including British Transport Police. This figure has increased by 24% compared to the previous year. The biggest volume increase was in the number of searches for drugs, which rose by 36% from the year 2020 to 2021 (Home Office, 2021). As a result of an increase in stop and searches on Britain’s roads, this makes it harder and less desirable for criminals to carry around large quantities of counterfeit goods, drugs and so on therefore not

only does can this disrupt the distribution of drugs through county lines, but it prevents it from occurring in the first instance.

The National Police Chief's Council (NPCC) plays a vital part in coordinating police operations across the UK. The NPCC has a road policing strategy (2018-2021) with three key aims: "safe roads, free from harm; secure roads free from the threat of serious crime and terrorism; efficient roads that promote public confidence and satisfaction." (Police.UK, (2018). One of the vital intelligence led resources when disrupting criminal activity is ANPR, which the NPCC state is derived from a camera that is associated with a computer (NPCC, 2016). Once a vehicle drives passed the camera it captures an image which is immediately listed by the computer and the vehicle registration mark (VRM) will be recorded. The most significant feature here is of course the immediacy of the evidence created, meaning that officers may be dealing with an incident completely unrelated, but once information is received regarding a particular vehicle thought to be linked to a human trafficking ring for example, the officers can be updated on the exact location of the vehicle, and its direction of travel, to pursue and arrest the driver associated with the vehicle, unbeknownst to the driver that their whereabouts had been triggered by a particular camera.

Criminals will use the road network as part of their criminal activities such as when transporting counterfeit goods or travelling to or from meetings with organised criminal gangs. The Criminal Histories of Serious Traffic Offenders detected that many serious traffic offenders are also involved in more basic criminal offences such as theft or criminal damage (Rose, 2000). This means that not only might the ANPR detect the movements of a criminal wanted in connection with one offence, but multiple offences of various severity. Therefore, by being able to convict the individual of multiple offences, this may prevent multiple organised crimes from taking place in the future.

ANPR cameras can only be deployed following strategic assessment (NPCC, 2016). This in itself is a form of intelligence as the information has already been monitored and evaluated in order to pinpoint criminal activity hotspots. Interestingly, it is national policy that details of fixed site ANPR locations should not be disclosed. This is because the information is likely to benefit the offender and if known could reduce the value of ANPR to law enforcement. The majority of data collected locally is then sent to the National ANPR Data Centre (NADC). At present approximately 9000 cameras submit between 25 and nearly 40 million reads daily to the NADC. This data is then retained for two years, often linking to county lines (NPCC, 2016). This is an example of robust intelligence gathering that can be used to prosecute even the most lucrative of organised criminal gangs.

The use of specially designed vehicles, such as the ANPR spectrum van, enables the police to have greater impact on criminal use of motor vehicles, and can be positioned in various local areas throughout the day, unlike a stationary ANPR camera. As a result of the location flexibility, the spectrum van can be used to monitor the whereabouts of one particular vehicle throughout a prolonged period of time, in order to gather vital intelligence towards a criminal investigation. Having said that, ANPR should only be used as a supplement to the officer's ability by providing a quick and effective means of identifying vehicles that would otherwise not be identified, and that supporting criminal evidence must also be obtained.

The road safety charity, 'Brake' state that roads policing enforces road traffic laws and that roads policing is the primary responsibility of the police but local authorities, road safety partnerships and community volunteers also play a role in ensuring public safety (Brake,

2021). A prime example of a cross functional partnership in this field is the National Roads Policing Intelligence Forum (NRPIF) as they offer a structured mechanism to enable collaborative working between UK police forces and other key stakeholders that influences all operations to limit road casualties and disrupt criminality.

In conclusion, road policing resources certainly make an positive effort to the reduction of crime in the UK. This is because criminal use of the roads can be detected and discouraged by the use of suitable intelligence and targeted use of enforcement cameras, mobile and permanent ANPR. Forces should continue to adopt an intelligence-based approach to road policing by promoting a collaborative working relationship with local councils, charities and other partner agencies.

Word count: - 1627

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	I believe that my overall knowledge at this moment in time is good in a lot of different areas, however, I have identified that my knowledge when it comes to case files at present is somewhat lacking due to the exposure, I have received with regards to this. Additionally, due to the ever-changing demands within policing and what the CPS require from us, I feel like this has also impacted the learning element.

							I will look to improve my knowledge of case files by firstly gaining further exposure to case files which I will do so by offering to assist colleagues when they are dealing with case files to help build my knowledge. Secondly, I will look to seek advice and support from my colleagues along with more senior officers as to what I can do differently or improve on. Thirdly, I will also look to utilise the user guides provided on BOB our internal website along with the NCALT packages available. Lastly, I did have a HUB attachment scheduled this year which I believe would have been beneficial in gaining knowledge on this subject, however this has now been re-scheduled to our third year. Therefore, I have liaised with our HUB officers who deal with a lot of case files who have provided me with a guide that they use. I will implement the above actions and put them into action in order to achieve the required target.
SKILLS	Low 1-4	Med 5-7	High 8-10 9	Low 1-4	Med 5-7 7	High 8-10	I believe one of my strongest skills as a Police Officer is the way I communicate with others and the empathy that I am able to show whilst at an incident. This has continued to improve as my confidence has grown due to the additional experience I now

							have dealing with different situations. In addition to this, I now feel that I can provide a more detailed depiction of the events that took place and the observations I have made whilst at incident whether that is on a PPN form, officer or witness statement or various other updates that are required. I have identified additional ways to improve my skills as an officer by opting in to go on a taser course, blue light driving course and a method of entry course which I believe will help bridge the skill gap and also prove invaluable to future career aspirations within the police. I have made sure to review our system, Firms which provides us with course dates in order to book onto these relevant courses and liaised with my Sergeant in order to identify suitable dates in line with availability to book them.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I believe that I have gained a great amount of experience since being on response due to the exposure I have received with regards to the varying types of calls that I have attended and dealt with such as domestic incidents, assaults, burglaries, thefts, sudden deaths etc. Additionally, the station where I am based is located in an area which is very busy which results in dealing with similar incidents with different individuals and different

						results providing me with further experience on how to handle each and every different situation and person. Due to the above this has led to me gaining additional experience where I may not have had this exposure at a quieter station. Taking this into account I will still strive to achieve further experience by volunteering for different roles and opting to take on any additional courses that might be optional. However, whilst I believe that I have gained valuable experience since being on response I am far from the finished article and will look to seek feedback from colleagues and more senior officers on anything that I do in order to improve each and every day. I will also look to gain more experience when dealing with case files as I see this as a main area of my development that I want to work on. I will ensure that I continue on the right path and endeavour to achieve the level where I believe that I should be.
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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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