

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
	Total	8000
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

In this essay I will be reflecting on the impact of organisation culture within policing, on my wellbeing and resilience. I will also consider the risks of conforming to organisational culture. Lastly, I will illustrate my strategies for maintaining wellbeing and resilience.

I will be structuring my work using Borton's Development Framework (1970). Borton's Development Framework will allow me to methodically think about my experience's since achieving independent patrol status. I have found that reflecting on my past experiences in this way will enhance my learning, allow me to look at areas of improvement and highlight what has and what has not worked well.

What?

Organisational culture is a system of observed behavioural regularities when people interact, group norms, espoused values, formal philosophy, Rules of the game, Climate, Embedded Skills, Habits of thinking, Shared meaning and root metaphors. (Schein, 2010)

For an organisation to be successful, employee's needs to share a common goal. There also needs to be policies in place to ensure that everyone is pulling in the same direction to achieve the same result. For South Wales Police and the officers that work there, this is set out in the code of ethics and the policing principles (College of policing, 2014).

So What?

During my initial twelve-week tutorship phase I worked in a 'smaller' police station where officer numbers are lower than in other stations. A regular phrase that was mentioned was to "box clever". From direction from senior members, I took this to mean to be smart with my time and where I spent it. Although my time there was brief, a certain culture emerged of protecting your colleagues within your immediate team and staying local to the police station you're team covered. This made me feel part of the group and protected from problems that maybe other police stations in other areas would encounter. Due to what I deemed to be a very protectionist attitude amongst my colleagues, I began to feel negative towards other officers at other police stations. This would be caused by what I saw was them always asking for officer assistance in dealing with 'their' incidents when the officers at my own police station dealt with our own calls and rarely asked for outside assistance. It felt good that I was able to assimilate into the culture of the team and began to feel very nervous about leaving when I was assigned a different station at the end of my tutorship phase.

"The culture of a group can be defined as a pattern of shared basic assumptions, learned by a group as it solves its own problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems."
(Schein, 2010)

When leaving this police station and joining a 'larger' police station, I quickly began to realise the culture at my new police station was very different to the first. I could identify my old team as being part of a subculture within the police organisation where they protected their own team which may have been to the detriment of others.

A subculture can be defined as cultural group within a larger culture, often having beliefs or interests at variance with those of the larger culture. (Schein, 2010)

This type of subculture can be seen as a negative to the wider organisational culture as although from a narrow point of view, they could be seen as performing well, a wider opinion was shared that they could be lazy and did not help the wider organisation meet its goals.

I then began the process of adjusting my behaviours and integrating myself into my new team. I recognised this process followed the four stages of team development (Tuckman, 1965).

The first stage of Tuckmans theory of team development is forming. This is where I joined the new team and introduce myself to the existing police officers. This is also the stage where my personality began to clash with members of the team due to my perception of them being eager to answer calls for other police stations to the detriment of our own calls.

The second stage is storming. This is reflective of my time joining the new team where after the initial phase of allowing more experienced officers to take the lead, I was now confident to make suggestions as to how a situation may best be dealt with. As is normal at this stage, we would look to the team sergeant for guidance and resolution where there may be a disagreement on how to resolve a situation.

The third stage is norming. This is where, now that I am comfortable with everybody's behaviour type, I am able to adjust my style to best adapt to the situation and work towards achieving the best outcomes. I instinctually want to leave the police station to assist other area's when our area is fully resourced.

The last stage is performing. This stage shows the true potential the team can reach where each member understands the other's strengths and weaknesses and are able to achieve the most that is possible given the available resources. This is the stage where each member is confident and motivated. It's also where they can operate without strict supervision. Due to my gained experience as an independent police officer, I am comfortable and confident in less experienced officers accompany me to calls where I will take the lead and direct them as to how best resolve the incident.

Reflecting on my role within both teams I have illustrated above, I realised the subculture of the 'smaller' police station was a risk to the overall organisational culture. A risk in that new officers would see that as the norm and have to be 'retrained' when joining another police station. It is also a risk to the people who require the presence of police officers when dialling 999, who rightly do not differentiate between stations and see police officers as part of one police organisation.

Now What?

When working through my initial twelve-week tutorship, I found the process of talking through my emotions helped me refocus on the task at hand and is an established strategy for developing resilience and maintaining wellbeing. (Braddell, 2015)

“Talking about thoughts and feelings can help to release tension. All your colleague need do is listen and make sympathetic noises while you talk. Putting things into words to another person gives you distance and helps you calm down.”
(Braddell, 2015)

This has continued to help me and be an important strategy throughout the following months when dealing with a variety of incidents. One example of this is when dealing with an intoxicated female that assaulted my colleague and I whilst carrying out our duties. Due to this being the first assault I had experienced whilst working as a police officer, I was initially shocked. Talking about the experience and discussing my emotions helped me reflect on the incident and move passed it.

To build resilience during the initial twelve-week tutorship phase, I relied on a strategy developed whereby a habit takes repetition and at first, it doesn't feel good because it is unfamiliar. Therefore, focus on developing external routines which aid repetition and will build new neural pathways over time making it second nature. (Okoya, 2020)

On reflection, this has worked well in my time since leaving the comfort of a tutor constable. Having been to a variety of calls multiple times, how to deal with those incidents efficiently and diligently becomes easier.

An example of this is a domestic violence incident. Having arrived at several incidents involving domestic violence during my initial police training, I remember the chaotic nature of the calls and how I let that effect my thought process. Now that I have attended several dozen, I am comfortable controlling the situation to make the incidents less chaotic once police arrive.

The downside to this strategy is you will come across something for the first time on a regular basis. Whether that is a new location, a new person or a combination of those things meaning I will have to adapt a new strategy.

Word count 1374

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:

In the following, I will reflect on a domestic related incident I attended as part of my role as a Police Constable. where I have made decisions in unpredictable circumstances using a dynamic risk assessment. I will give a brief description of the problem including social, legislative and procedural contexts that arose during the incident. I will also evaluate my use of the National Decision Model (NDM) and how discretion influenced my decision making. Lastly, I will make use of the Borton's Development Framework (1970) to structure my work.

What?

I attended a domestic related incident involving two persons where a male made an allegation that he was assaulted by his partner by being pushed to the floor. A survey looking at crime in England and Wales during 2020/21, estimated that 2.3 million adults suffered from domestic related abuse (Office for National Statistics, 2020) however only 23% of reported domestic abuse victims are male (ManKind, 2020). The male making the report sounded intoxicated and was complaining of pain to his back.

To assess the risk, I utilised the National Decision Model (NDM) as introduced by the Association of Chief Police Officers in 2011. The College of Policing state the NDM is suitable for all decision making and should be used by everyone in policing (College of Policing, 2013). They also go on to say, to review and reflect on all the stages to improve personal development and be able to account for all decisions made using the NDM which are proportionate, legitimate, necessary, ethical, and reasonable in the circumstances (College of Policing, 2014).

In line with the NDM, I gathered information by interrogating policing systems for information relating to the male and his partner. I could see there was a history of domestic abuse committed by both parties.

To assess the threat and develop a strategy, I observed the warning markers for both parties which would give me an indication as to what they have disclosed or behaviours they have presented when coming into police contact previously. When attending the property, I have notes that there were no signs of an ongoing domestic. No calls from third parties or sounds emitting from the home address to suggest an argument was ongoing. When going inside, only one person was present, the reporting person and so I questioned him at the scene as to the location of the female, his injuries and obtained his full account of what happened. The male was very erratic and would shout and wave his arms about when explaining his story. He would then change to being almost tearful and complaining about his ailments in addition to his pain in his back. I considered the male's demeanour, his intoxicated state and how this may be influencing his behaviour.

To best engage with him, I had to consider my attitude and behaviour and how that affects the attitude and behaviour of others (Jones & Clements, 2008).

The Betari's Box model demonstrates the relationship between attitudes and behaviour. From this I understand that my behaviour will likely have an effect on the person's attitude. I was mindful of how I communicated to the male given his behaviour and current mental state.

Therefore when I engaged with the male, I remained calm, regardless of his emotional state. This was then reflected in his behaviour when he appeared to calm down and to stop shouting. The male advised he had been assaulted by female partner by being hit and kicked several times before being pushed to the floor, hurting his back. This was made worse by a pre-existing back condition. Due to the male's behaviour and lack of any evidence suggesting an assault had occurred I was less

inclined to take a statement from him at that point. As the female was not present and he was intoxicated, I came to the assumption that they may have had a verbal argument, and this was his way of getting back at her given she had called the police several on him in the past.

To check on the female's welfare, she was contacted by phone. The female returned to the address and was taken outside to separate the parties. This is part of South Wales Police policy when dealing with incidents of domestic violence to allow room for both parties to provide an account without the fear of intimidation (South Wales Police, 2022). The female presented with injuries and gave a different account of what had happened. At this stage I began to question myself. Why had the male contacted police if he was the aggressor on this occasion? Why did he not present with any physical injuries if he had been assaulted in the way he described? Lastly, why did he not disclose in his account that he had hit her, potentially causing injury?

Considering my powers to assist in concluding the incident, I assessed the potential of arresting both parties for domestic related assault given their competing accusation. I did not take this option as the necessity to arrest the second party would decrease when the threat from the first person was removed by arresting them. I also considered arresting the female given that the 999 call came from the male and he was the first party to make an allegation of domestic assault. The male had no visible injuries and I believe due to his intoxication, provided inconsistent accounts of what happened. I decided to arrest the male. South Wales Police policy regarding incidents of domestic violence, removes police discretion in terms of doing nothing. If injury is seen and a police officer believes this was caused due to domestic violence, then there is no option but to arrest the suspected perpetrator. This would be the case even if there was no complaint made by the victim.

I had an accusation from the female that she had been hit to the eye and bitten to the shoulder. I could see injuries that were consistent with her account of what happened. Due to the nature of the assault I decided to arrest the male for actual bodily harm (ABH).

ABH is a criminal offence under Section 47 of the Offences against the Person Act 1861 (Legislation.gov.uk, 2004).

Following arrest, the males behaviour completely changed. He became angry and abusive towards police officers and the female who was now back inside the

address. The ailments he was complaining about no longer were effecting him in the same way as before.

Given the domestic related incident that occurred, I decided to submit a public protection notification report (PPN). The PPN documents my observations and includes any recommendations I make regarding services that may assist both parties in the future.

So What?

This incident was particularly memorable as it was the first time I had been to a domestic where the male was the victim. It reminded me that not all victims of domestic abuse are female and to be more empathetic to the person making the report if they are male. If the male had been the sole victim of this assault as initially described, then my responses to him may have seemed unsympathetic or even dismissive. If this has been a female victim, I believe I would not have acted in the same way even if all other variables had been the same. Before arriving at the incident and throughout, I made assumptions of what had happened, bordering on disbelief of the male's account. The male's intoxicated state and behaviour narrowed my vision initially to the point where I did not see him as the victim based on the information I had at the time.

Due to his erratic behaviour, I became too focused on the male and not on the background and current incident that he was trying to explain to me. This type of reaction is known as tunnel vision. This is a tendency to focus on a particular goal or point of view, thus missing out on other key points. The more important the goal or the more threatening a stimulus is perceived to be, the more likely a person is to focus attention on it (Gasaway, 2012).

If this incident did not involve injury, then there would have been more scope to use police discretion. The exercise of discretion is often said to be central to professional decision making (Kleinig, 1996). One option if there was no complaint forthcoming could have been to separate the parties by asking one to leave or conveying one to another address to allow them space.

If I was able to redo this same incident again, I believe I would have reached the same conclusion. I attended the location and dealt with the incident I had in front of me. I first checked on any possible threat that may be in the property, in this case

the female. Secondly I checked the males welfare in terms of any injuries he sustained before lastly obtaining a first hand account. Due to differing accounts from both parties, I made the decision to arrest the person I believed caused the most severe injury. In this case the male who had bitten and punched the female.

Now What?

On reflection, during this incident I made too many presumptions prior to finding out the full facts. This incident has taught me, that I need to be mindful of being too presumptive and to be more empathetic. I believe this is due to the majority of domestic abuse cases involving the male as the aggressor and the female as the victim. On reflection, I did not adjust my thinking to being more sympathise to the male victim when I initially arrived.

In conclusion, I have given an account of an incident that I was involved in, whereby I used the NDM to make decisions. I have used Borton's reflective model to better reflect on my experience and improve my understanding. On reflection of this incident, I have become more open minded about the different victims I may encounter and want to gain a better understanding of the people I am policing. I am also more mindful of sign posting males to domestic abuse charities that are more focused on male victims that generic advice which centres around women given they form a larger proportion of victims.

Word count 1719.

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 seek to evaluate the theories of team dynamics as a means of developing team cohesion, reasons as to why teams cannot function and ways to improve team cohesion. It will also consider why inter-personal conflict can occur within a team and what strategies can be adopted to enhance individual and the team performance. Lastly it will consider how team dynamics within the police service can result in failing to comply with professional standard requirements.

Team dynamics is a broad concept and represents how different team members behave and interact with each other. This was adapted from group dynamics, believing that groups alter the individual behaviour of their constituents (Lewin, 1945)

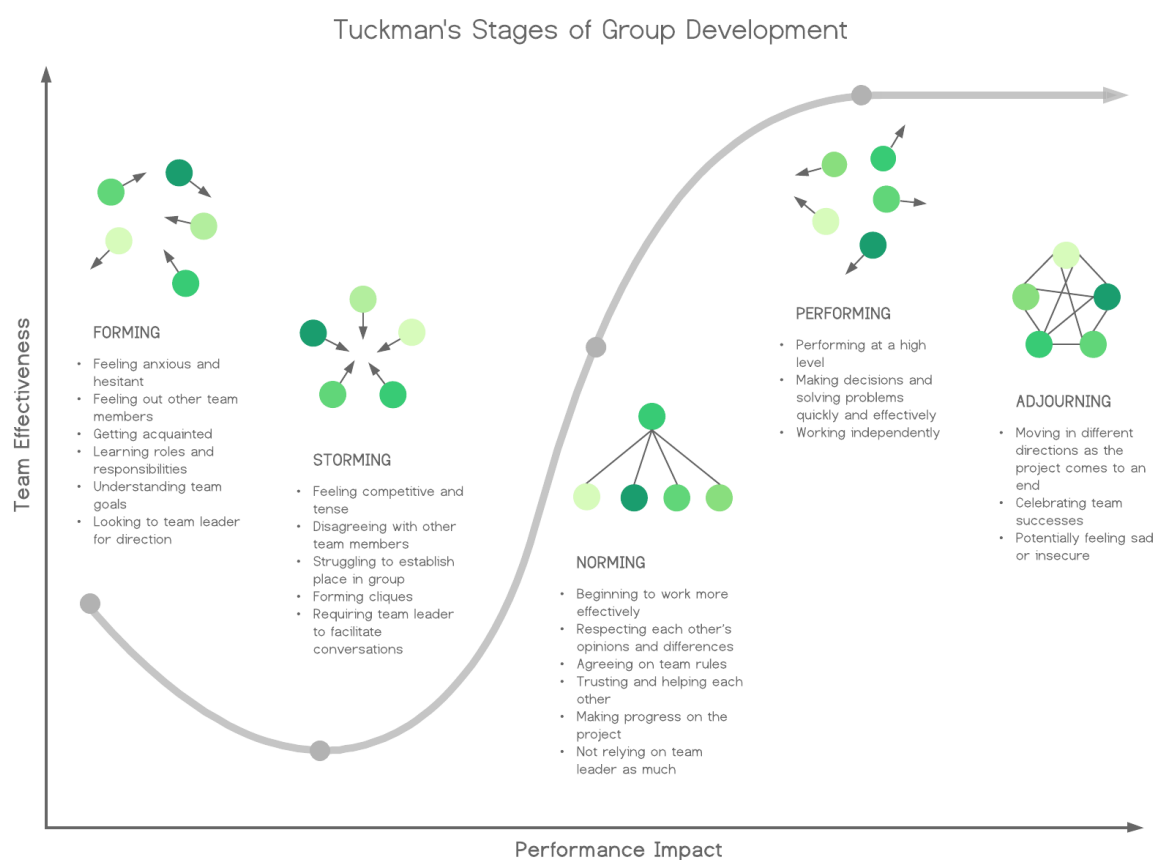
Team cohesion can be referred to as the total field of forces which act on members to remain in the group (Festinger, et al., 1950). Team cohesion can also be described the shared bond/attraction that drives team members to stay together and to want to work together. (Salas, et al., 2015).

Team cohesion can also be termed as the bond between members of a team, remaining united in their aim of successfully achieving a common goal. Being a

cohesive team can also encapsulate a team achieving their goals with the help of all members, with each member feeling they have contributed to the overall success. (TenBoar, 2022)

An important aspect of effective team dynamics requires an understanding of the dynamics in terms of both the team and the individuals that make up the team. The following will evaluate several well-known theories team dynamics as a means of developing team cohesion.

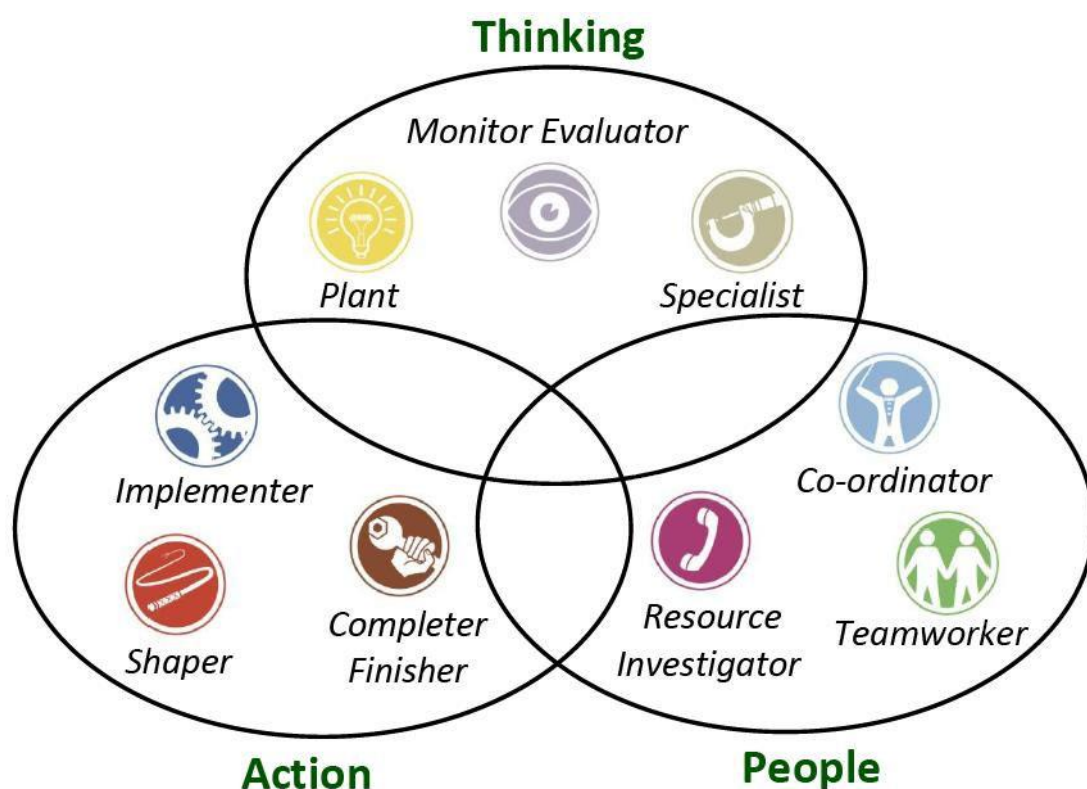
The first is called Tuckman's theory. According to Bruce Tuckman, there are four stages in team development that can be used to assess a team's cohesiveness. These four stages are Forming, Storming, Norming and Performing. By understanding these stages, leaders and team members can understand why certain behaviours are happening and make informed changes (Tuckman, 1965). Tuckman (1965) and later (Tuckman & Jensen, 1977) describes that there are five different stages that teams progress through. He goes on to state that there is a linear sequence of different stages that a team experience.



The above diagram shows Tuckman's Five Stage Model of Group Development. (Lucid Content Team, 2020)

Overall, it is apparent the Tuckman and Jensen model is very useful in analysing the process of group development. A more recent study by Wheelen (1994) is perhaps a more useful model to use for an in-depth analysis of group processes as it updates the Tuckman and Jensen model with more recent empirical research and a more detailed study of individual group members.

A second model is Belbin's Team Role Theory. This theory suggests that, by an individual understanding their role within a team, it can assist in developing a person's strengths and weaknesses as a team member (Belbin, 2010). Dr Meredith Belbin demonstrated there are nine clusters of behaviour's and the most successful teams were made up of a varied mix of them all. Within this theory there are no good or bad roles. Each role has its own strengths and weaknesses, and each has equal importance. However, not all are required at the same time and so it is important to first look at the team objectives, and work out which tasks need to be undertaken.



The above diagram shows the nine behaviours of Belbins Theory. (Thoncianus, 2021)

It can then be considered that ideally a team should have a healthy balance of all 9 of Belbin's roles. Much like Tuckman's theory it is stated that team roles tend to develop and mature and may change with experience and awareness (Stanwick, 2020). The research that established Belbin Team Role Theory has mainly focused on upper-management level executives in Britain. In Britain in the '70s, when Dr. Meredith Belbin was doing his foundational research, these executives would be middle-class white men. This is not to say that Belbin cannot be applied to other cultures, but the original research focused on a specific demographic (Issac, 2020).

Lastly, the final theory I am going to evaluate is Lencioni's Model. This model was developed by Patrick Lencioni in 2002. According to Lencioni, all teams have the potential to be dysfunctional. It suggests that knowing your dysfunctions within your team can help you establish an effective team as you know what to expect and how to manage it effectively (Lencioni, 2002).



The above diagram shows the 5 levels of Lencioni's theory in pyramid form. (Sheppard, 2013)

The theory advises tackling each dysfunction within the pyramid, starting from the bottom up. Establishing trust is a crucial first step in being able to manage conflict, achieve commitment, create accountability, and finally focussing on results (Lencioni, 2002).

To summaries, the causes of dysfunction are both identifiable and curable. However, they do not die easily. Importantly, making a team functional and cohesive requires high levels of courage and discipline (Chapman, 2018). Due to this requiring people to identify these distinct levels of deficiencies within a team, it may be difficult to improve until each team member accepts and buy's into the theory.

Group leaders and team members can all contribute to a negative group dynamic, which then results in them failing or not functioning to their full potential. Some of the most common reasons why some teams cannot function are, weak leadership, excessive deference to authority, blocking, groupthink, free riding and evaluation apprehension. (MindTools, 2020)

Mind Tools (2020) go on to list six reasons for negative group dynamics;

1. Weak leadership – When a team lacks a strong leader who doesn't delegate or provide direction, they are susceptible to being overthrown by a more dominant member who tries to take charge. This can lead to infighting.
2. Excessive Deference – When members want to be seen to agree with the leader of the team, holding back from expressing their own opinions.
3. Blocking – this happens when team members behave in a way that disrupts the flow of information in the group.
4. Groupthink – when members place a desire for consensus above their desire to reach the right decision. This can prevent individuals exploring alternative solutions.
5. Free Riding – when some group members take it easy and leave other do the work. They contribute very little to the group.
6. Evaluation apprehension - when some team member's perceptions can also create a negative group dynamic. This happens when people feel they are being judged harshly by other group member's and hold back their opinion as a result.

The police service is given the task of protecting and serving the public, and enforcing laws in relation to, and to maintain public safety (Metropolitan Police, 2021). While it is important that every individual police officer needs to improve their own skills and embrace continuous training, the police service also rely on teamwork, involving other team members, in different department to be able to serve effectively. The police service academies use teamwork in their training programs to ensure that graduates work together in real-world scenarios. During training (Hartman, 2011). Healthy competition between teams and individuals can increase motivation and helps to prepare new police officers for their roles (Kratcoski & Edelbacher, 2015).

Individuals that are involved in a cohesive group identify with other team members to reach the same overall goal, are more likely to identify and to feel mutually accountable for the outcomes of the team goal. (Belbin, 2010) However, team cohesion needs to be managed carefully. Too strong, it can make groups impenetrable, making it difficult for new members to fit in (Tuckman & Jensen, 1977). An personal example of this is when leaving police training and joining the response shift for the first time. This was very difficult as the previous six months had been spent working with colleagues of similar shared and police experiences. This is contrasted to then moving into a team with colleagues seemingly much more experienced and already on shift. It was very difficult to feel accepted as part of the team due to their pre-existing routines and shared bonds developed over many years.

An extreme example of when strong team cohesion and loyalty amongst its members can go too far and become an issue in itself. When discussing the sentencing of Wayne Couzens, HM Chief Inspector of Constabulary Sir Tom Winsor said the nickname of "The Rapist", was known by some officers. He went on to say in his role as "Yes, I did know that. And he also had allegedly a reputation in terms of drug abuse, extreme pornography and other offences of this kind." What Couzens' colleagues knew or suspected about him now remains the subject of the IOPC investigation (BBC News, 2021). For Couzens to be known by this nickname or have a reputation for being involved what is essentially criminal acts and not be reported sooner only speaks to the closed circle of colleagues within the police service he must have surrounded himself with. If these officers who are now subject of an IOPC investigation had any concerns regarding Couzens behaviour, not acting in a

professional way by reporting this behaviour is in clear breach of the police Code of Ethics.

Everyone in policing is required to prevent unprofessional conduct by questioning behaviour which falls below expected standards. All staff have a duty to act if they believe the Code of Ethics may be breached (College of Policing, 2014).

The public requires high ethical standards from the police, and to be able to trust them is vital. This is expected from the Chief constable to the most junior police officer. Their honesty, integrity, impartiality, and openness should all be considered and should be beyond reproach (Committee on Standards in Public Life, 2015). Clearly for officers

To conclude, this essay has sought to evaluate the theories of team dynamics as a means of developing team cohesion, reasons as to why teams cannot function and ways to improve team cohesion. It has also considered why inter-personal conflict can occur within a team and what strategies can be adopted to enhance individual and the team performance. Lastly it has considered how team dynamics within the police service can result in failing to comply with professional standard requirements.

Word Count: 1693

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 seek to explain how information and intelligence can be used in the disruption of criminal activities such as drug smuggling, organised crime groups and 'county lines' gangs, by the effective policing of the road network.

The essay will then explore the different sources of information and intelligence, how this is used by the police and the consequences of poor intelligence gathering including any relevant legislation.

Lastly this essay will provide an outline of what Automatic Number Plate Recognition (ANPR) is and how it can be used as investigative resource when disrupting criminal activity. I will do this by providing a brief example of when ANPR was used effectively.

Police forces in the UK face increased challenges when trying to effectively police the road network. The road network and vehicle ownership in the UK is increasing. This is resulting in cities, towns and rural areas linking together and making travel to any part of the UK easier and more accessible (Department of Transport, 2016). An efficient road network is essential to a thriving economy. Nearly 80% of domestic freight in the UK is transported by road. Unfortunately, what works for commerce also works for criminals. Whether it is the illegal trafficking of people, drugs or other contraband, the road network will be used by criminals. Offenders will use the road network to facilitate the commission of crimes including smuggling and

cargo theft, county lines exploitation, facilitating burglary and crimes of violence. (Gov.uk, 2020)

Austerity measures introduced by the UK government since 2008 has also provided police forces with added pressures and challenges. Between March 2010 and March 2018, police forces in England and Wales lost 21,732 officers - a drop of 15% (BBC News - Reality Check, 2019). Traffic officers who are responsible for policing the UK major road network, make up just 4% of the entire police force, in England and Wales (Brake.org, 2020). This may have affected the government's decision to begin a review into roads policing looking specifically at available technologies that could inform the future shape of road traffic enforcement by police and other agencies in addition to evidence or examples that road traffic enforcement can disrupt or detect other (non-motoring) criminality. evidence or examples that road traffic enforcement can disrupt or detect other (non-motoring) criminality (Gov.uk, 2020).

Due to limited resources, an effective way for police to deal with crime is through the use of an Intelligence-led policing model. Intelligence led Policing was first introduced in the UK in the 1990's. It is a policing model used to incorporate data analysis and criminal intelligence into a strategy that coordinates strategic risk management of threats, with a focus to target prolific and serious offenders (Bryant & Bryant, 2020).

The use of intelligence led policing aims to put police on the front foot in the effort to catch criminals by working together in partnership with multiple agencies, to share data so that information is acted on and never dismissed.

1% of offenders are responsible for the 63% of crimes (Falk, et al., 2014). Using the intelligence led model it will enable forces to be more proactive against these specific offenders, making police forces more efficient by deploying police resources more effectively. The intelligence led policing model has proved to be successful in disrupting crime (Lecates, 2018).

For the intelligence led policing to work effectively, it is heavily reliant on quality information and intelligence for it to work effectively. Information is knowledge communicated about a particular fact or circumstance or raw data, whereas intelligence is processing that information, determining what it means and then

evaluating it to assess its reliability. Information received by policing is graded using a 3x5x2 grading system to understand the quality of the intelligence (Bryant & Bryant, 2020).

Government Security Classifications	Acquisition		Exploitation		
	Source	Intelligence	Handling	Intelligence Unit Only	
TOP SECRET					
SECRET	1 – Reliable	A – Known directly	P – Lawful sharing permitted	Action	Sanitisation
OFFICIAL	2 – Untested	B – Known indirectly but corroborated			
	3 – Not reliable	C – Known indirectly	C – Lawful sharing permitted with conditions	A1 – Covert development	S1 – Delegated authority
		D – Not known		A2 – Covert use	S2 – Consult originator
		E – Suspected to be false		A3 – Overt use	

The above diagram shows the 3x5x2 grading system, in addition to the security classification and addition codes for the intelligence teams. (College of Policing, 2014)

There are many sources of police intelligence. Intelligence can come from police officers own observations, the public, other organisations or from covert human intelligence sources (CHIS). These can be people close to criminal activity who do not wish to be known and so their identity can be anonymised to ensure their protection and confidence

Due to intelligence only being as good as the information that is used to supply it, poor information and intelligence can lead to poor policing outcomes.

Cambridgeshire police admit that the Soham case involving the murder of Holly Wells and Jessica Chapman in 2003, has highlighted major flaws in the way large investigations are run and the fallout has seen calls for radical reforms for the way the most serious crimes are tackled.

Ian Huntley's behaviour had attracted the suspicions of the police within hours of the disappearance of Holly Wells and Jessica Chapman.

Chief Constable of Cambridgeshire, Tom Lloyd, said "Huntley was doing everything he could to evade capture ... it's easy to look back in hindsight and say things could have been done differently but we know that we could not have saved those two little girls."

But the police admitted that some of the errors arose out of more fundamental problems. One of these was the use of Intelligence systems.

Cambridgeshire detectives say they tried to find out about Huntley's past from their counterparts in Humberside, where he had been accused of several sex crimes.

Because these accusations had not led to convictions the details were not held on the police national computer. However, they may have been expected to have shown up on Humberside's local "intelligence" systems. Cambridgeshire say they were told at least twice that Huntley's record was clean.

The Soham police finally learned of his past thanks to a tip off from the public and he was taken in for questioning.

Humberside police have accepted that they had "weeded out" information about Huntley which would have been of great interest to the Soham team and to officers vetting Huntley before he was cleared to take the caretaker's job.

Humberside's chief constable, David Westwood, claimed this was to comply with data protection rules but admitted: "It is now apparent that this made it much more difficult for us to identify individuals...We will now ensure that we do everything within our power to retain accurate intelligence about those who may pose a threat to others." (The Guardian, 2002).

Criminals have a disregard for traffic regulations and proactive targeting against them is a very useful disruption tactic (Brace, et al., 2009). Section 163 Road Traffic Act 1998 is a very important tool providing officers with a gateway into vehicles and the opportunity to disrupt criminality (Miller, et al., 2000).

One of the most effective is ANPR. This is a database driven technology that utilises a network of cameras along UK roads to store number plates of vehicles which pass the camera. The ANPR cameras can be permanently fixed or in mobile units.

In the UK, there is a network of nearly 13,000 cameras capturing, 55 million ANPR readings on a daily basis (NPCC, 2022). The use of this technology is effective in the detection and prevention of crimes, such as terrorism and organised crime at local, regional and national level. It also provides further lines of enquiry and evidence when investigating crime (NPCC, 2020).

Data obtained by ANPR and processed within the National ANPR Service by police forces for law enforcement purposes must be in compliance with Part 3 of the Data Protection Act 2018. This states it must adequate, relevant and not excessive in relation to the purpose for which it is intended. (UK Legislation, 2018)

ANPR can be effective in the detection of county line linked gangs. County lines is a form of crime linked to the supply of illegal drugs across the UK stemming from larger cities to smaller rural towns and villages. Gangs exploit vulnerable people to store and transport drugs and or money through the use of intimidation, violence or coercion. County lines is also linked to other forms of criminality such as child sexual exploitation, people trafficking, gun and knife crime. County lines gangs make use of the UK road network to move from the cities such as Liverpool, Birmingham and London into smaller towns and rural area, providing an opportunity for police to intercept them with the effective use on ANPR technology.

To combat county lines drug gangs, the Metropolitan police and surrounding forces completed Operation Pandilla. ANPR and known intelligence was used to disrupt county lines gang activity targeting the main A roads and motorways of Greater London. Police proactively patrolled with the help of ANPR computers, which allowed them to scan passing vehicles. The operation resulted in 230 arrests for offences such as possession with intent to supply class A and B drugs and possession of offensive weapons. A total of 22 knives, 54 vehicles and 62 separate quantities of drugs were seized (Surrey Police, 2020).

In conclusion, this essay has sought to explain how information and intelligence can be used in the disruption of the more criminal activities such as drug smuggling, organised crime groups and 'county lines' gangs, by the effective policing of the road network.

The essay has also explored the different sources of information and intelligence, how this is used by the police and the consequences of poor intelligence gathering including relevant legislation.

Lastly this essay provided an outline of what Automatic Number Plate Recognition (ANPR) is and how it can be used as investigative resource when disrupting criminal activity. This was done by providing an example of when ANPR was used effectively.

Word Count: 1594

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	
Creation of case files, and a greater understanding of the process once a case progresses to CPS.			X		X		I need development in all areas of case file creation. Due to a police constables role being so varied, this can mean there are long periods of time between examples of cases going to cps for s charging decision. This means there is reduced repetition within my role in this area which is my preferred learning style. I will seek to speak to more experiences officers to get gold standard examples of case files to assist until I am confident and competent in this area.

Traffic and roads policing related incidents			X	X			Having not attended a traffic attachment and this attachment now being removed from the learning plan for SWP student officers, I feel that my knowledge in this area is poor compared to others. I have dealt with very few traffic offences, and I feel less than confident in tackling these types of offences alone or taking any sort of a lead in completing the paperwork. I will seek to speak to experienced colleagues and attempt to shadow a traffic officer closer to the end of my probation in an attempt to improve this area.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I believe that conflict management is one of my strongest points. Being a mature constable I have good life experience and use it to my advantage. I am confident when speaking to people from all backgrounds. There is room for improvement as I find I often take the lead when speaking to people and not allowing other colleagues to take the lead.
Managing conflict			X			X	
Interviewing suspects			X		X		I was confident conducting interviews prior to completing my HIB attachment however since then I have improved my preparation and quality. This has now allowed me to confidently conduct interviews and ensure the best outcomes are achieved. I will continue to conduct interview to improve my skills in the hope of achieving a higher level

							in the future. Currently at PIP level 1 and would like to progress to level 2 as soon as practicable.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Since completing my 12 week tutorship, I have only completed a handful of stop searches in addition to the two I completed for my OCP in tutorship. I do need to utilise this policing power more when the opportunity arises. I will seek to make time available dedicated to this or speak with an experiences colleague who can assist.
Stop Search			X		X		
Intelligence submissions			X	X			Currently I do not have a lot of experience of submitting intel. I would like to be more confident with the process of submitting intelligence. I recognise that Intelligence is integral to policing and combating crime. I will seek to complete a learning package that supports my learning and shadow a colleague who submits one in the future.

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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