

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

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

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

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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 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 and how this relates to my wellbeing and resilience. I will be considering what the risks are of conforming to organisation culture and will also illustrate what strategies I have used to maintain my wellbeing and resilience.

I will be using Gibbs' Reflective Cycle (The University of Edinburgh, 2020) to help me reflect on the above.

The Chartered Management Institute (2015) defines organisational culture as the way things are done within a company, the unspoken guidelines that shape individual and group attitudes and behaviour. There are also a number of factors that can have an impact on organisational culture. They are; organisational structure, work systems and processes, employee conduct and attitudes, organisational values and traditions, and management and leadership ideas.

Since achieving Independent Patrol Status I have moved stations and this has allowed me to see the positive and negative sides of organisation culture and the effects it has had on my wellbeing and resilience. When I started I was at a station where there was a distinct lack of leadership from the Sergeant. My sergeant was very distant and negative about his experiences as a police officer for over twenty years and anything that he said to me was said in a way that would bring down the police force and would portray the force in a negative light. There was no desire in him to assist me in developing in my skillset, whether it was practical ways or increasing my legislation knowledge and what processes to use in different scenarios. This began to negatively affect my experiences as I began struggling with my development and I began to question whether this was the right career for me. This impacted my wellbeing as I was feeling down and struggling to stay motivated. As part of the organisational structure, we have review meetings with the training sergeant during the initial three year probation period. During my first meeting with the training sergeant since becoming independent, I advised him of the issues I was having with my shift sergeant and he told me he would look into getting me moved to another station to help with my development. After a short while I was granted a move to another station with a sergeant who had an excellent reputation with helping young officers. His enthusiasm

and positivity instantly changed my whole perspective on the job and instantly increased my well-being.

A big issue within the police force I work for over the past 12 months has been a number of significant changes at Chief Officer Level. The Deputy Chief Constable has left to join another force and their replacement came in from another force so was unknown in terms of their character, personality and expectations. As well as this, the Temporary Assistant Chief Constable position was taken up by a number of different senior officers so there hasn't been any level of stability. This has often made it feel like there is a clear lack of direction and commitment from the top level officers, which in turn has made it harder to buy into the organisational culture as I feel there is no clear structure or expectations.

Another big impact on my wellbeing has been the public scandal and scrutiny due to media stories being released about former officers, which led to accusations that the force was corrupt, misogynistic and racist within one of the UK's biggest newspapers and online news websites. (The Times, 2022). Although when I stop and think about it, I can argue that this happened before my time in the force and could also see that a lot of work has been done in recent years to improve the culture of accountability and integrity to combat institutional racism and misogyny, yet this still has an impact on my daily policing duties. Not a shift goes by when members of the public don't hurl abuse at myself and my colleagues, and we are constantly called corrupt and 'bent coppers.' After myself that although previous incidents may have occurred before my time, I still have to show to the public that I am not like my predecessors but I'm actively looking to put the community first and prove on a daily basis that all my actions are fair, accountable and are done for the right reasons and to achieve the best results. I do this by making sure I am always polite when interacting with the public, as well as always turning on my body worn camera so that if complaints are made I have evidence to prove that every decision I make is legal and justifiable.

The College of Policing (2018) wrote that in 2017 a police workforce study showed that there were 2,358 police officers on long term sick, a further 4,426 on recuperative duties and 4,111 on restricted duties.

Because of the above statistics, I have been extra careful when considering my wellbeing since achieving independent patrol status as I am conscious of the high chances of stress and the demands of the job resulting in me going off on long term sick.

Within Gwent Police, if you attend a particularly stressful call or respond to a sudden death or suicide, you get a TRIM referral. TRIM stands for Trauma Risk Incident Management and it is a peer-led, non-medical support system created to assist police officers and personnel in coping with traumatic incidents they may experience while performing their daily duties (Northumbria Police Federation, 2022). When I have attended stressful calls and have been referred, I have taken up these opportunities and have spoken to colleagues who are specially trained mentors who have helped me talk through the incident and helped me develop it. This has allowed me not to dwell on incidents in my own mind but have been able to talk about them and process them, which has helped me long term not to carry any extended trauma from the jobs. Another strategy I have continued to use is to watch and listen to podcasts and YouTube videos that ex-police officers have made, such as Ben Pearson who is famous for being on the TV show, Police Interceptors. His YouTube channel talks

about his experiences in the police as well as issues he struggled with such as his mental health and how he coped and dealt with this. I have been able to relate to a lot of his struggles and have used the techniques he has used in my own policing career which I believe has helped me deal with stressful incidents.

A couple of months ago I sustained an injury while on duty while trying to restrain a prisoner. I was referred to Occupational Health and was able to begin physio sessions. By using this, my recovery time greatly increased which meant I was able to get back to full duties quicker. This helped with my mental and physical wellbeing as I recovered physically a lot quicker as well as being able to return to performing my duties as a response police officer which has been good for my mental health rather than being on limited duties.

In conclusion, as I reflect on the issues discussed above within the police force I work for, at times I have felt like I need to shut out a lot of the noise and focus on my own conduct and personal convictions. I have tried to remind myself that as long as I concentrate on personally performing to the best of my abilities, by reminding myself daily of the code of ethics and in particular honesty and integrity, that is all I can do to remain a good police officer and to do my bit to establish myself within the bigger force. I will continue to improve my wellbeing and resilience by utilising the methods listed above, in particular the TRIM referral system, to ensure I am mentally at my strongest so that there is no long-term effect on my policing abilities that could potentially harm myself or members of the public via poor decisions made due to lack of mental focus or awareness.

Word Count: 1,364

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 this essay I am going to talk about an incident I have attended as a response police officer and I will reflect on the decisions I made using dynamic risk assessment and how using the dynamic risk assessment impacted the end result.

The incident I am going to talk about happened in the summer when I was policing in Newport. I was asked by control room to attend an emergency call where there had been a 999 call where screaming could be heard in the background before the call was ended.

Before explaining the incident further, I'm going to define what a dynamic risk assessment is and also what the National Decision Model is as this plays an important part in my actions from this point forward. Martinelli (2019) states that an ongoing process of monitoring and analysing risks and hazards in a dynamic or high-risk environment is known as a dynamic risk assessment. As a result, employees can immediately detect and eliminate new threats.

The model that the police use to incorporate dynamic risk assessments is called the National Decision Model. College Of Policing (2014) explains that all police officers should utilise the national decision model (NDM), which is appropriate for all decisions. It can be used in scenarios that are both operational and non-operational, whether they are unplanned incidents or planned operations, carried out by a single person or a group of individuals. College Of Policing (2014) goes on to break down the six parts of the NDM. They are the following: Code of Ethics, gather information and intelligence, assess threat and risk and develop a working strategy, consider powers and policy, identify options and contingencies and take action and review what happened.

In relation to the incident in question, after considering the code of ethics, the first thing I did was to confirm to the control room that I would be going before asking what the details of the call were as well as asking to run an address check to see what previous incidents there had been as well as who lived there and what warning markers they may have or not have. Control room confirmed that all they knew was an unknown female had called 999 asking for help before a scream was heard and the call was ended. Control room then advised that there had been a few previous domestic violence (DV) related calls to the address where police had had to attend before confirming that a male and female lived at the address with their young child. The male had a warning marker for being a DV aggressor and the female had a warning marker for being a DV victim. It is also worth noting that both parties had Pakistani names. As I drove the short distance to the address I began thinking in my head about how I would deal with this call. Due to gathering the relevant information and then beginning to assess any threats that would be in front of me, I decided that the best working strategy would be to arrive, separate both parties and find out what had gone on. The reason for this would be to ensure the female could give me an accurate account of events without the other party listening or intimidating her not to talk. I had also reminded myself that due to them being Pakistani, it may be hard to understand them if their English was broken and checked in my phone that I had Language Line's number in case I needed to call a translator when I was in the address. I arrived at the address and knocked the door. Straight away I was greeted by four adults, two males and two females. Both of the males began talking to me in raised voices in English that was broken but clear enough to understand. I immediately stopped them and told them I needed to enter the property to establish what was going on as we had received a 999 call where screaming was heard. All the two males were telling me, in an aggressive manner, was that there had been a mistake and there was nothing to worry about. This immediately aroused my suspicions, but I carried on into the house, forcefully telling the males that I needed to speak to the two females separately to them. I ushered the females into the front room before instructing the males to go into the lounge and I then shut the door so they couldn't hear the conversation. Before beginning the conversation, I used the NDM to assess the threat and risk to me and the females. I called over the air asking for another unit to back me up as the males' aggressive nature made me believe there could be a problem in a short amount of time and I was isolated on my own. There was a female in her early twenties and a female in her thirties. The older female started talking in good English and told me that it was her younger sister, the victim, who had called police but her English wasn't great. Rather than calling language line to get a translator, I asked the older sister if she would be happy to translate as I thought the victim would feel more comfortable doing this and she obliged. It was disclosed to me that the victim and her husband had got into a verbal argument over the way they were raising their young child, who was upstairs sleeping at this point. The victim told me through her sister that her husband had begun shouting at her over the way she had put their child to bed before he slapped her. The victim then left to go and get her phone to call the police and as she called, her husband grabbed her around the throat before taking her phone off her and ending the call. The victim advised that this was a regular occurrence and her husband would often hit her when he was angry or not happy with what the victim was doing. The victim also advised that the husband would also limit her interactions with friends and family and would only let her on her mobile phone if he was watching what she was doing on it.

I then checked the victim's face and neck for injuries, and I could see swelling on the face and redness around the neck. At this point I went back to the NDM and considered what powers and policies were available to me. I had identified that a Section 39 Common Assault had taken place under the Criminal Justice Act 1988 (Legislation.gov.uk, 2018). I therefore had grounds to arrest the victim's husband. I advised the females that I would be arresting the victim's husband for common assault and controlling and coercive behaviour. I then went out into the hallway and opened the front door for my colleague before telling him what had taken place and what I was thinking about doing and why. Whilst assessing the NDM and again re-evaluating the threat, risk and harm to my colleague and I, I considered the potential violence that we could encounter when we entered the dining room to speak to the two men and arrest the husband of the victim. In terms of identifying options and contingencies, I asked my colleague who was a taser carrier, to enter the room behind me and discreetly have his taser ready behind his back in case the husband became aggressive towards me when I went to arrest him as I did not know if he was armed or what he had in his possession. We then entered the dining room and I calmly spoke to the victim's husband and advised him what the allegations were before telling him that he was under arrest on suspicion of common assault and controlling and coercive behaviour and proceeded to caution him. The husband immediately began shouting and arguing with me but I advised him loudly that my decision was final before approaching him and placing him in handcuffs to the rear. There was a slight bit of resistance but it lasted a second or two. I then turned to my colleague and advised him the taser was no longer needed and asked if he could pop upstairs and check the child who was sleeping to ensure they were safe and did not have any injuries while I put the husband in the back of the police van. When the husband was placed in the back of the van, I went back in and spoke to the victim and her sister and advised her of the action I had taken and what my colleague was upstairs doing. I also consulted the NDM about any further action I could take based on the disclosures given to me. I asked the victim if she would like to complete a DASH form (Domestic Abuse Stalking and Harassment) which is offered to every victim. The victim declined saying she did not think it would be right to do it due to her Muslim religion. Again I had to consider the cultural side of this incident and sensitively told her that while I respected her religion and beliefs, what she had disclosed about her husband's behaviour was illegal in the UK and the police force would be able to help her moving forward. The victim told me she wanted to think about it overnight and so again considering the NDM, I decided not to press and reassured her she would be able to let me know the following day whether she wanted to complete the DASH form with me. I did let her know that I had to complete a PPN form in relation to their child who was present at the time. A PPN is a Public Protection Notice form that can be completed for adults or children and gets sent from police to partner agencies such as social services for their attention and for them to action if necessary.

In conclusion, I believe I did utilise the NDM well as there were a few stages of the incident I described where I had to re-evaluate decisions I would need to make following on from victim's disclosure as well as the subject's behaviour when I opened the door. I feel that I handled the incident well and adapted to different difficulties and challenges that arose during the incident such as the revelation of injuries and the controlling behaviour and acted upon that new information legally and correctly. I considered all of the involved parties' wellbeing including the young child who was

sleeping at the time and made sure I sent off the referrals to give the victim as much support as possible.

Word Count: 1,797

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:

In this essay I am going to evaluate theories of team dynamics as a means of developing team cohesion, I will consider why inter-personal conflict can occur within a team and will outline what strategies can be adopted to enhance individual and team performance and will also consider how team dynamics within the police service can result in failing to comply with professional standards requirements.

Myers (2013) defines team dynamics as the subconscious psychological influences that shape a team's performance and behaviour. It is important to remember that no team is formed perfectly from the start. It often takes a period of time as well as understanding each member's characteristics and their strengths and weaknesses for the team to begin to perform to the required level and to function across the board.

The first theory of team dynamics I am going to evaluate was by Tuckman (1965). He developed one of the leading and most popular theory when it comes to team dynamics in his article titled Developmental Sequence in Small Groups. Tuckman originally identified four main stages of how a team develops. They are forming, storming, norming and performing. The first stage, forming is where the group establishes ground rules, familiarises itself with the assignment or requirements, and tests the limits of appropriate interpersonal and task behaviour. Additionally, this is the time when group members start to form ties with organisational standards, leaders, and one another. The second stage, storming, is a period of intergroup friction. Lack of cohesion and as well as division over interpersonal problems are traits of this stage. Members of the group attempt to keep stability by avoiding entering into unfamiliar territory in interpersonal relationships. Members of the team may experience emotional reactions to the job at this stage, especially if the goals are connected to self-awareness and self-change. This can cause tension amongst group members.

The third stage, norming, is when the group becomes unified. Members of the group discuss their personal viewpoints and embrace one another's flaws. There are established norms and roles developed amongst the group. Neuman and Wright (1999) described this as a phase of creating mutually understood mental models and learning the best methods to cooperate and interact with each other. According to Tuckman (1965), at this phase, members begin to feel an attachment to the group and work to maintain and preserve it. Conflicts between responsibilities and jobs are avoided in an effort to maintain harmony. The final stage of the theory is performing. The group acts as a "problem-solving tool" by adapting and taking on roles that will improve the task activities. Task performance is supported by structure. Roles become functional and adaptable, and group effort is directed toward the end goal.

There are a few limitations to this model however. One limitation was identified by Rickards and Moger (2000). Their journal article acknowledged that Tuckman's model lacks a thorough analysis of how groups evolve over time. Additionally, they discovered two important issues with task performance. The first is that the approach ignores how team development affects problem-solving creativity. The second issue is that the model does not address either the inability to accomplish a task successfully or the capacity to exhibit exceptional performance. They raise two crucial issues: first, what if the storm stage never ends? And second, what is required to achieve above expectations?

According to Espevik et al (2021), the Big Five team dynamic theory has five aspects of teamwork that must be present for a team to be effective in challenging circumstances. Salas, Sims and Burke (2005) state that team leadership, reciprocal performance monitoring, backup behaviour, adaptability, and team orientation are among the fundamental elements of collaboration.

Stewart and Manz (1995) state that team leadership deserves to be one of the "Big Five" because the team leader's inability to direct and organise team activities in a way that encourages coordinated, adaptive behaviour can be a major contributor to poor team performance. In general, it is accepted that a leader who is in charge of independent workers should identify problems, come up with potential solutions, and then put the best one into action (Fleishman et al., 1991).

Reciprocal performance monitoring is one of the "Big Five" dimensions that, while it is believed, will enhance team performance throughout a work, it will become more crucial to team performance under stressful circumstances. Lanzetta and Roby (1957) found that team members who are overworked are more prone to make mistakes. Salas, Sims and Burke (2005) write that effective reciprocal performance monitoring has two requirements. First, a clear understanding of the task and team duties is necessary for effective mutual performance monitoring (i.e., shared mental model). A shared mental model gives team members an awareness of what other team members are expected to be doing, which is crucial for reciprocal performance monitoring. Therefore, a shared understanding is not only necessary for performance monitoring to take place but also serves as the basis for both performance monitoring and feedback efficacy. Performance monitoring becomes useless and any potential feedback supplied becomes irrelevant if the team does not have a common understanding and vision of how the team should be doing.

The third stage of the model is backup behaviour. Porter (2005) defines backup behaviour as "the discretionary provision of resources and task-related effort to another member of one's team that is intended to help that team member obtain the goals as defined by his or her role when it is apparent that the team member is failing

to reach those goals.” Backup behaviour, which essentially involves assisting other team members with their responsibilities, is crucial to the social and task performance components of teams. Backup behaviours include covering for team members who are unable to complete a task (e.g., inexperienced, unable, overworked, about to make the wrong decision), assisting others in correcting their errors, or allocating work to an underutilised team member.

The next stage of the model is adaptability. Adaptability can be defined as the capacity to detect deviations from expected behaviour and change course if necessary (Priest et al., 2002). Although some theorists argue that adaptability is best understood as a team process that advances the team more efficiently toward its goals, adaptability is typically thought of as a team outcome for which the team aspires (Burke et al., 2006). A team must have a broad understanding of the work at hand, an understanding of how changes may affect the roles that team members play within the task, and the capacity to recognise when changes are taking place in order to maintain an adaptable culture. As previously stated in relation to backup behaviours and performance monitoring, team members must be aware of other team member's actions to see mistakes, determine whether further information or support is required, and decide whether the team as a whole needs to modify their planned actions.

The final stage of this model is team orientation. Team orientation is an attitude, as opposed to the previous "Big Five" model stages that are behavioural in nature. Driskell and Salas (1992) write that along with a predisposition for collaboration, team orientation also refers to a tendency to improve individual performance by coordinating, assessing, and utilising task contributions from other participants while working on group projects. The Big Five's team orientation factor is crucial since it has been shown to enhance not only individual effort and performance within a team and individual satisfaction, but also overall team performance. Additionally, team orientation has been shown to promote communication, coordination, and collaboration among team members. This may help teams perform better by increasing task involvement, information sharing, planning, and goal-setting.

TenBoer (2017) writes that team cohesion occurs when members of a group remain together while working toward a common objective. As mentioned in the analysis of Tuckman's model above, one stage is the storming phase. This is often the phase when inter-personal conflict occurs within a team and where team cohesion can begin to suffer. When teams begin to suffer from cohesion issues, there are a few methods that can be utilised to improve it. TenBoer (2017) goes on to explain that by establishing clear objectives, establishing structure and creating open spaces for team members and team leaders to express themselves, the cohesion amongst teams can be greatly improved. Within police forces, clear objectives are established through Police Commissioners writing their Police and Crime Plans for their forces. This can include specific and clear objectives such as improving response call times, keeping neighbourhoods safer and support victims and vulnerable people. By clear objectives being established, management and teams know what is expected of them and what they are expected to focus and work on. Establishing structure is helpful when it comes to having a clear leadership team who are expected to enforce objectives and behaviours. By having this structure in place, teams know who is in charge and who they can go to in management positions to ask for assistance or to clear up role requirements and expectations.

Moberly (2021) writes that conflict within a team or at work occurs when interpersonal relationships deteriorate. There are a few main causes of why interpersonal conflict can occur. When team members disagree on how to best achieve a certain objective, for instance between work departments, interpersonal conflict can arise.

As a means of strategies that enhance performance, according to studies, allowing for flexibility in how tasks are accomplished improves the effectiveness of teams (Campion et al., 1993). As workload can frequently operate as a stressor, the team's ability to decrease work overload is a crucial component of team effectiveness. Teams that were able to make up for one another during times of extreme stress made fewer mistakes, according to Johnston and Briggs (1968). The ability of the team to identify stresses within one or more team members and the team's ability to redistribute that workload leads to adaptation to the changing environment, even though each team member had particular tasks for which they were accountable. Teams may have failed owing to issues including inadequate planning, the creators' lack of support, or a breakdown in internal team procedures (e.g., communication) (Salas, Sims and Burke, 2005). M.S. Pam (2013) defines professional standards as standards that demand the calibre of work necessary for a certain position. A certain level of ability, expertise, or education is often expected and must be proven. Typically, this takes the form of an exam or credential. Additionally, a code of conduct and ethical principles must be followed.

In conclusion, team dynamics play a vital part in insuring optimum team performance. Through monitoring different stages of cohesion amongst teams that are created to analysing different aspects of teamwork, it is important that teams communicate well with each other and also work together to support and develop those who may be newer to the role and less experienced in order for teams to function as effectively as possible.

Word Count: 1816

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

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

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

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

ANSWER:

In this essay I am going to explain how effective policing of the roads uses information and intelligence to disrupt prevalent criminal activity and I will also outline how ANPR can be used as an investigative resource when disrupting said criminal activity.

It is important to first explain the link between the road network in the UK and criminal activity and how and why they use the network. The Department For Transport (2020) explained in their Roads Policing Review that criminals will take advantage of county lines by using the road network to smuggle and steal cargo, commit violent crimes, enable burglaries, and more.

National Crime Agency (2018) defines county lines as the practise of moving illegal substances across police and local authority lines, frequently using minors or other vulnerable individuals who have been forced into it by gangs.

County lines is a technique Organised Crime Group's (OCG) use to distribute their product and make significant amounts of money.

Crown Prosecution Service (2022) define OCG as a group of three or more individuals who have decided to work together to further a criminal activity as one of their major purposes.

OCG's use the road network due to the brilliant infrastructure and ease to travel long distances in an attempt to escape detection from the police. In the UK, there were 40.8 million licenced vehicles by the end of September 2022 and 297.6 billion vehicle miles (bvm) were driven on UK roads in 2021. (RAC Foundation, 2022). These stats alone show that it is very easy to go undetected while using the roads and it is extremely difficult for police forces to monitor all of the activity that is going on across the UK. National Crime Agency (2019) defines intelligence as information that has been analysed to assess its relevance and reliability. Information and intelligence can be gathered a number of ways including at a local policing level as well as from members of the public. Local police officers who gain information from their day-to-day investigations are able to use police systems to upload this intelligence which will then get distributed to the relevant departments. This is particularly seen when it comes to

tackling organised crime groups (OCG's). Intelligence gathered from neighbourhood policing and response policing teams can often identify key persons as well as vehicles being used. Members of the public will often divulge this information to police if they notice suspicious activity or have been wronged by OCG members. When it comes to names of gang members and vehicles, these names and index numbers of the vehicles can be run through police systems such as NICHE, which is what Gwent Police use for example. If a vehicle has been linked to a gang member, there are options officers can use such as adding warning markers onto the vehicles for things such as drug use or weapons. What happens then is when that vehicle hits an ANPR camera, it will get flagged. This is particularly using when it comes to road policing and the specially trained officers as they have ANPR equipment in their cars and it will automatically flag vehicles. This enables them to have the grounds under legislation such as Section 137 of The Road Traffic Act 1988 and Section 4 Police and Criminal Evidence Act 1984 to stop vehicles, search them as well as drivers and any other passengers and to deal with any offences that may arise in the subsequent investigation.

One way the police have access to enough information, and more importantly credible and accurate information, is through the National Intelligence Model (NIM).

Maguire and John (2006) write that the NIM incorporates the type of "strategic, future-oriented, and targeted" approach to crime control that was previously described in traditional policing, doing so within the framework of a reasonable process that prioritises and plans the use of resources in light of objective analysis and risk assessment.

Hall (2005) explains that NIM increases the possibilities for intelligence sharing across forces and agencies as well as between local and national levels of policing. Other organisations, such as the Serious and Organized Crime Agency (SOCA), have implemented NIM in their processes and investigations to great effect. NIM functions on three different levels: Level 1 Area Command, which deals with localised issues and crime, Level 2 Force (or inter-force) level, which deals with cross-border crime and criminals, and Level 3 National & International, which deals with major and organised crime. By providing standardised procedures and procedures to foster a collaborative working environment, the NIM reduces barriers to effectiveness.

College of Policing (2015) explain that the 3x5x2 model is widely used by police forces and forms part of the National Intelligence Model and can play a key part of deciding what intelligence can be acted upon and what intelligence isn't reliable or enough for police to take action.

The '3' part of the model is related to the source evaluation. The three gradings for the evaluation of the source are Reliable, Untested and Unreliable. Everyone who provides intelligence has a responsibility to make sure information is correct and, when possible, corroborated.

The '5' part of the model consists of the information/intelligence assessment. It can be broken down to known directly to the source, known indirectly to the source but corroborated, known indirectly to the source, not known and suspected to be false. It is crucial to establish how the information has been received and through what source. If the source is reliable and known to the officer or can be easily confirmed, this will make it more probable that the information is accurate which will help with the investigation planning and acting upon the intelligence.

The '2' part of the model consists of whether lawful sharing is permitted or whether there must be conditions when lawfully sharing. The person disseminating should make sure they are aware of the relevant laws, as well as the policies, Codes of practices, and other frameworks of their organisation.

The Serious Organised Crime Agency (SOCA) presently owns the Diamond United Kingdom database, which makes information available to dedicated users in each police force area. It covers information on drug trafficking in the UK as well as transit techniques, routes, packaging, marks, and concealment strategies. Depending on the traffickers' access to garages or industrial facilities, several hiding techniques may be employed. This information can be disseminated to roads policing teams to allow them to monitor how OCG's transport their drugs using roads as well as what to look for when it comes to packaging and concealment strategies. It is one thing to identify vehicles and perform

Innes and Sheptycki (2004) write that the likelihood that the police will successfully identify a prime suspect increases if they have access to enough information. Without this information, the police's ability to locate and build a case against a suspect is severely limited.

ACPO NPJA (2007) found in their report on Policing the Roads that criminals and terrorists use the road system to carry out their crime, getting to or from their locations, as well as other times. The road system is utilised by almost all types of criminals, either as a means of transportation or when committing crimes. By removing their means of transportation, this unlawful behaviour can be stopped.

Bartlett (2022) states that ANPR (Automatic Number Plate Recognition) systems use a camera to read licence plates of passing vehicles and extracts location information. It is a centralised data system that contains information on the car and its owner, it records and shares this data with relevant partner agencies such as the police. Technology for automatic number plate recognition has the potential to change how the police deal with crime on the roadways. It has the capacity to direct resources toward important goals. Additionally, it aids in anti-terrorism efforts (ACPO NPJA, 2007).

The College of Policing (2022) explains that ANPR offers useful information for investigations. When exact details regarding the intended vehicle are unknown, it can be valuable. When a vehicle is known to be involved in an investigation or incident, ANPR should always be taken into account and used. ANPR offers a tactical choice to stop, thwart, and uncover illegal activities, and by doing so, contributes to boosting public trust in the police.

HMICFRS (2020) wrote in their report into Roads Policing Inspection that they were informed by West Midlands Police of an innovative way the force were utilising the ANPR database. Additionally, they discussed technologies that plot repeat offenders' usual routes to enable road patrols to intervene. West Midlands Police were able to demonstrate that it had decreased the number of fatalities on its roadways and stopped criminal activities as a result. Technology such as this shows that ANPR can be used in a long term, strategic way to disrupt 'county lines' and drug smuggling as these are often areas where repeat offenders use the same route to run their drugs and stolen goods.

In conclusion, although the above clearly shows that technologies such as ANPR offer a key way of tackling organised crime in its many facets, it cannot be underestimated the importance of actual police officers who are able to patrol the roads and act on the intelligence provided. This has become increasingly difficult to enforce as Byline (2020) reported that there are 20,000 less police officers in the UK in 2020 than compared to in 2010. This has a knock on effect into specialist teams such as roads policing which then creates more of an overreliance on technologies such as ANPR. It is also important when establishing intelligence to go through the correct processes and use the 3x5x2 model to assess the level of confidence on which the intelligence report submitted can be acted upon. If it is high or medium then there is a strong chance relevant divisions and partners will take action.

Word Count: 1639

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	It should go without saying that the force and myself expect the knowledge to be near perfect. However this is impossible to achieve and especially not within the first year of being on division due to the amount of knowledge there is to consume. I feel like I am learning something new every day and whilst I believe I have a good understanding of key legislation such as PACE and the surrounding requirements we need to know in relation to investigations, arrests and custody, I feel

							I can increase my knowledge on a more thorough level. I have recently taken a key interest in the custody and bail section of bail and have been speaking to the custody and bail sergeants about how I can improve my understanding to become a go to person on shift if there are any questions my colleagues have. As well as helping colleagues, the more thorough my knowledge, the better equipped I am to perform my roles and responsibilities to the best of my ability.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I believe all police officers should score very highly in skills. The skills required can be open to interpretation depending on who you speak to once you go outside of the mandatory skills training you receive such as OST. I have been accepted onto a taser course and by passing this course and being to carry a taser during shift, it will allow me to put myself forward for more specialist calls such as responding to violent offenders or self-harmers who have been identified as carrying or using knives and other weapons. This works hand in hand with the experience side, as the more calls I go to using my increased skillset, my experience will increase greatly also making me a bigger asset and it will

							allow me to work towards personal goals of where I want to be in my career down the line. I have also put my application in to do the MOE (method of entry) course and am waiting for a course date. Again similar to taser, this will make me a bigger asset to the force by allowing me to respond to other calls that normally I wouldn't be able to do.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I have marked myself in the Low 1-4 bracket for this due to the fact I have been on independent patrol status for just over 9 months. It would be naïve to think I am any higher than this. Although I have been to a large amount of calls that vary across many different issues and areas, I still have a long way to go. I believe I can increase my experience mainly through time which will take persistence and patience. In the meantime, I have volunteered to work additional shifts over the Christmas period to gain a broader range of experience during arguably the busiest time of the year so I can experience how response policing works when it is under a lot of pressure due to the amount of calls that are coming through. I am also going to volunteer to do additional unpaid days with specialist units such as

						traffic and the dog handling team on my rest days to increase my experience of how other divisions work and how they differ to response policing. By doing this it will give me a more thorough understanding of policing in general and how different teams perform. Whilst giving me experience, it will also increase my skillset.
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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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