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BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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:

Sinclair (1993) Defines organisational culture on a broad scale as a 'determinant' of how people behave within an organisation, their overall ethics and shared missions that is often an amalgamation of multifaceted subcultures within. In a policing context, organisational culture is said to have a direct impact on how officers behave on a daily basis, how they interact with each other and members of the public. In recent years, police forces have faced several transformations, bringing change to how forces operate, increased scrutiny and adoption of new police models, affectively changing police organisational culture to an extent (Brough, Chataway and Biggs, 2016a). In wake of achieving independent patrol status and nearing a year and half in my role as a police constable, I will reflect on the impacts of organisational culture on my personal wellbeing and resilience. I will also consider the risks of conforming to police organisational culture and illustrate how I maintain my wellbeing and resilience using out of work activities.

Police culture is widely and historically known by outsiders to possess negative connotations such as, cynicism, discrimination, prejudice, and sexism (Charman, 2017a). Despite this condemnation, Waddington (1999) offers an alternative and more appreciative conception, whereby it is stated that 'canteen- subculture' is a means of coping with the daily stress of the job.

Reflecting on my own personal experience as a police officer, the police culture to date has had a mostly positive impact on my wellbeing and resilience. Ultimately, I view the police culture as a survival technique. Police culture has been acknowledged for its positive outcomes, whereby it acts as a coping mechanism for dealing with the 'dirty-work' and dangers police routinely face (Terpstra and Schaap, 2013). Factors such as increased scrutiny in the job has previously left me unable to 'switch-off' when returning home from work, on occasions affecting my wellbeing. Charman (2017b) suggests that comradeship is one of multiple characteristics of police officers that plays a substantial role in police culture. Reflecting upon this, I have found that such levels of comradeship in policing has allowed me to confide in colleagues who deal with the same stresses. In turn this has successfully counteracted the negative notions, helped me overcome the issue and increase my resilience. Skolnick (2011) states that police often have similar outlooks about their role due to being exposed to near enough the same problems, stresses, and situations. Furthermore, I believe it is important to have a support network in such a highly demanding and stressful job and I will continue to engage in the positive aspects of organisational culture to maintain my wellbeing and resilience. Albeit, I have recognised that some colleagues and even teams as a collective have a negative outlook on policing. On reflection, encounters with these officers have had a negative impact on wellbeing on occasions, leaving me feeling deflated. Due to this, I ensure I avoid such encounters where possible and attempt to offer a more positive perspective. Weiss (2002) suggests that job satisfaction stems from one's attitude and negative emotions result in lower job satisfaction.

There are risks to conforming to the police culture in the wrong ways, such as mis-placed loyalties and complying to orders from higher ranks that aren't necessarily agreeable. For example, Chan (1996) suggests officers can be subject to making unethical decisions as the culture commonly accepts and supports officers placing loyalty prior to integrity. One of the most powerful aspects of police culture is solidarity, though when misused creates a "blue wall of silence" to protect rogue officers (Kingshott, Bailey and Wolfe, 2004). This of course goes against what is outlined in the Police Code of Ethics. It is however important to recognise solidarity and loyalty in policing for its positive attributes, whereby officers can rely on their colleagues to protect and support them in dangerous and traumatic incidents (Brough, Chataway and Biggs, 2016b). Like most attributes of police culture, research shows

that solidarity and loyalty in the job have both positive and negative qualities. It is ultimately an officer's choice to whether they do wrong, or do right, regardless of the circumstances and perceived 'norms'.

A further risk of conforming to police culture is desensitisation. Police are often expected to be and aim to be emotionally detached from the incidents they deal with (Loftus, 2009). In policing, some may consider desensitisation as being un-empathetic, whereby a person has a 'hardened' attitude (Powell et al., 2014). However, it is noted that police often use 'dark humour' to cope with distressing events and seeking mental health support was uncommon. (Brough, Chataway and Biggs, 2016c). From personal experience, I have found that I have become un-emotional to situations that I would have previously found upsetting prior to being a police officer. Due to this fact, it is noted that these attitudes have the potential to seep into personal lives, leaving officers completely detached over-all. It can be questioned whether officers detach in a healthy way, or in a way that is suppressive.

Outside of the working environment, I have several strategies to maintain my wellbeing and resilience. I ensure that I continue attending yoga classes as it relieves stress and allows me to relax and remain mindful. Practicing yoga increases mindfulness and facilitates positive embodiment (Cox and Tylka, 2020). Mindfulness is closely related to resilience and lack of either or is associated with burn-out (Montero-Marin et al., 2015). I find yoga practically useful after a long or stressful shift as it provides the opportunity to 'switch-off' and recharge. I have also began journaling in recent months to reflect upon and process my thoughts and it has proven beneficial to my wellbeing. Burton and King (2004) suggest that extensive research supports the act of journaling as being particularly beneficial for long-term maintenance of emotional wellbeing.

In conclusion, police organisational culture possesses both positive and negative qualities much like any other organisation. It can be said that opinions on police culture will differ between members of the public and officers themselves. Overall, from immersing myself into the positive attributes of police culture, I have been able to effectively manage my wellbeing and resilience. As previously mentioned, I utilise police culture as a healthy survival tactic to combat stresses of such a highly demanding role on response. Despite the

positives, there are several risks to conforming to police culture, however it is important to note these risks can be minimised and abolished by personal actions of officers. Every officer has a choice in how they behave, where they place their loyalties and what characteristics they choose to possess to cope with the demands of the job. Solidarity in policing culture can act as reassurance, however when mis-used becomes dark. The police culture also brings desensitisation, despite my personal experience with this, there is no research to suggest it has negative effects on personal life. Via the use of yoga and journaling outside of work I can further maintain my wellbeing and resilience. Personal experience and research prove these methods to be effective.

Word count - 1167

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:

As a police officer I deal with a vast dynamic of people daily, majority of which I consider to be vulnerable. When attending mental health calls concerning members of the public, the police often deal with very unpredictable, difficult, and complex situations (Booth et al., 2017). As a police officer I use the National decision-making model (NDM); a multifaceted dynamic risk assessment tool in policing, to assist in making ethical and rational decisions when faced with uncertainty and rapidly evolving circumstances. The NDM places knowledge and information at the forefront of decision making to achieve accurate and rapid decision making (Hine et al., 2018a). Throughout this essay I will discuss my attendance at a mental health incident. I will use a step-by-step approach to refer to the key decisions made and the use of NDM as a dynamic risk assessment tool. I will reflect on and evaluate the decisions made, explaining my rationale and considerations for recording details post incident. I will outline the consequences of my decisions and consider my ethical approach to my decisions throughout.

I attended an incident whereby a female already known to police was suffering significantly with her mental health. The female contacted a social worker stating she was having a nervous breakdown and was going to harm herself with a knife. This information was then passed to police. Deterioration in the public's Mental Health has consistently increased over recent years, in particular post Covid-19 pandemic (Daly, Sutin and Robinson, 2020). Further to this, UK Police attend a significant and increasing volume of mental health calls per year (Kane, Cattell and Wire, 2021).

On route to the incident, I utilised the first stage of the NDM by using police information systems to gather further details on the female. Doing so allowed me to better understand what myself and colleague might have faced to make informed decisions. Alpert, Macdonald and Dunham (2005) support this, stating that police officers can lawfully form suspicions or professional opinions based on legitimate information received via investigation or observation. In contrast, I have noted that having a large volume of information can sometimes lead to sub-standard decision making due to having a pre-conception. Early information influences decision making and choices prior to the matter, in turn affecting later decisions (Hine et al., 2018b). On reflection, I found this to be true as I made the pre-judgement of the female and her possible actions. However, I remained vigilant and maintained the heightened awareness needed. From this I learnt that I must remain mindful that every incident is different, regardless of who it may involve.

When myself and my colleague arrived at the home address, the female could be heard screaming from inside and she refused to open the door. She could be seen inside the address brandishing a bladed article towards her own throat and was threatening to harm herself and anyone that was to enter. It was at this point unclear if the female was intoxicated through drink or drugs. Bierie (2015) notes that offenders under the influence of alcohol or other substances pose a higher risk of assault on police. Further to this, people with mental health illnesses are often perceived as dangerous and particular subgroups, including those suffering with acute psychosis present an increased risk of violence (O'Brien and Thom, 2014a).

By continuously utilising the NDM I assessed the new information, threats, and risks at hand to conduct a swift dynamic risk assessment. I made the decision to request urgent assistance from a taser trained officer and ordered my college to obtain Method of Entry (MOE) tools from the police vehicle. The relevant legislation was taken into consideration as I am aware actions must be recorded transparently post incident. As an officer I must have a reasonable justification for my actions. Under Section 17 of the Police and Criminal Evidence Act 1984, an officer may enter a premises without warrant to 'protect life or limb' (*Police and Criminal Evidence Act 1984*). In relation to the use of taser during mental health incidents, there is limited research on its affects during the overall incident, however it is noted that that officer safety and perceptions of safety are significantly increased (O'Brien and Thom, 2014b). I believe my decision was rational and necessary as we needed to enter the property quickly to protect the vulnerable female while maintaining officer safety. Reflecting on this decision and evaluation, I would make a similar, if not the same decision again.

In conjunction with the previously mentioned decision, I remained by the window to sight the female and used tactical communication from a safe space. I believe that it was important that the female remained under observation and use of tactical communication was implemented to build rapport. In this instance, increased officer presence and use of tactical communication proved effective as the female became compliant. Through continued use of the NDM and tactical communications from a safe distance behind taser officers, the female placed the knife on the floor and stepped back as instructed. (Kestic, Thomas and Ogloff (2013) emphasises that verbal communication, when executed correctly can be an effective de-escalation tactic when managing a person having a mental health episode, ultimately decreasing the need to use force. However, from personal experience this decision may not work as well in a different circumstance. There are times where total urgency and use of force may be required. Persons in possession of a weapon who are behaving aggressively and resisting police are often subject to police use of force (Johnson, 2011).

Regardless of the female now being compliant, I made the decision to place the female in handcuffs for her own safety, and to maintain officer safety. My rationale was that the female was in a highly emotional state and could be unpredictable and become volatile. Further to this, the house was in disarray and there were several other objects present that she could have used to harm herself or officers. I took into consideration the relevant legislation, that states 'a police officer may use reasonable force, if necessary' (*Police and Criminal Evidence Act 1984*). Furthermore, the Common Law Act 1967 states that a person may use reasonable force to prevent harm (*Common Law Act 1967*). I believe my action was justifiable and proportionate and it significantly reduced the risk of harm to all persons present at the time. The female was able to understand why she was being detained and did not resist. However, if she was not acting in this manner, this choice could have inflamed the situation. Depending on circumstances, my decision to do this would differ on an individual basis.

Upon conversing with the female, it was clear she was suffering significantly. Under the Mental Health 1983 - Section 135 (1) officers have the power to detain a person and convey them to a place of safety under a warrant issued by an Approved Mental Health Professional (AMHP) (*Mental Health Act 1983*). Despite this, I considered an ethical approach to the situation and took the time to converse at length with the female. I believed it was important that the female, given her mental state felt she was in control of her own choices. Further to this, she was aware of her condition and was of a sound mind to make the decision herself. An emerging issue with mental health is the trust, choice, and empowerment of patients, whereby they are less likely to engage if they do not feel there is a trusted relationship between themselves and the provider (Laugharne and Priebe, 2006). Following this evaluation, I believe that as a police officer dealing with the initial stages of the incident, an ethical approach is imperative to the ongoing trust between emergency services and those with mental health. The decision proved effective, and the female was conveyed to hospital with a family member. Under different circumstances, whereby a person was not capable of making the decision themselves I would consider taking a different approach in line with relevant legislation.

It was later noted that the female was admitted to hospital and made a significant recovery in later weeks. She also stated that her once shattered faith in police had been restored. By adopting practices and procedures that are deemed fair by the public during significant encounters often lead to a positive perception of police (Hinds, 2009).

In conclusion, the NDM is a highly effective tool for conducting dynamic risk assessments whilst dealing with fast paced and unpredictable circumstances. By utilising the NDM on route to the incident and throughout my attendance I was able to make informed and rational decisions to effectively deal with the matter in hand. I believe all actions were of an ethical nature and justifiable given the very limited options officers had to ensure the female and the public's safety. Through increased police presence and tactical communication, the female became compliant, and the situation was successfully managed without the use of taser, however it was noted that the option to deploy taser acts as a safety barrier for officers when dealing with unpredictable and complex mental health incidents. Although force was used to place the female in handcuffs, it was not excessive and simply used for safety of all involved. Furthermore, the vulnerable female attended hospital and was provided with the relevant support to recover. Although this incident could have been dealt with in several different ways, the way in which it was dealt with led to a positive interaction. It is proven through research that fair actions towards the public promotes trust and confidence in police, which is particularly important when dealing with vulnerable persons. Overall, the decision-making process throughout was largely successful and no persons were injured, and the female had the support she required. Through evaluation and reflection of my actions, it is noted that although my actions had positive consequences in this incident, the actions and decisions would inevitably differ in another situation. Not one singular police incident is the same, therefore cannot be dealt with in the same ways and must be dealt with on an individual basis. This pays tribute to the importance of the NDM and the decision-making process.

Word count - 1697

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:

Team dynamics is described as a set of interpersonal behaviours, relationships, and perceptions within in a team that are built over time and shaped due to the working environment and the personalities within. These inner dynamics differ between teams, are innate and intellectual, strongly governing the way in which a team operate (Forsyth, 2018, p.18). There are five key dynamics that are crucial to building a successful team: team membership, team relationship, problem solving, leadership and team success LaFasto and Larson (2001).

Extensive research has been carried out on team dynamics in a variety of environments and organisations, whereby it is noted that team dynamics directly impact on team cohesion. However, it is important to recognise that cohesion is a trait rather than a function or set of behaviours (Carron and Brawley, 2000). Team cohesion is the strength and unity which a team possess that positively motivates members to forge bonds and achieve their goals and objective as a collective. In addition, cohesion can be viewed as the desire one or all members have to remain part of a team, working to a shared mission. (Casey-Campbell and Martens, 2009).

This essay will aim to evaluate theories of team dynamics as means of developing and improving team cohesion. Furthermore, consideration will be made to why conflict arises in teams, outlining strategies for adopting and enhancing performance. Team dynamics in a policing work environment will be discussed, specifically relating to how such dynamics can cause failure to comply with professional standards and the Code of Ethics.

The widely known Tuckman's Linear Model of Group Development was created by Bruce W. Tuckman in 1965 and was later revised in 1977 by himself and Mary Ann Conover Jensen. The model exhibits five stages of group development: forming; a team is established from a group of individuals, storming; members begin communication and collaboration, norming; members feel like part of a team and realise potential, performing; the team works together and builds trust, adjourning; reflection on actions completed and team evaluation (Tuckman, 1965).

Cohesion is notably gained in the third 'norming' phase of the model, through which members become confident in sharing ideas, opinions and expected standards. In light of this, the team begins to form a structure and a group ethos, beginning to work as one (Bonebright, 2010). This implies that cohesion is either not present or at a low in the initial and prior stages. Hyldegård (2009) supports this by alluding to the fact that in the second 'storming' phase of the model members are frustrated and argumentative before discovering the benefits of each personality and working together and forming cohesion. Despite this, Staggers, Garcia and Nagelhout (2008) states that although Tuckman's model is a complex theory, it does prove to be effective in the sense that it allows members to build relationships and understanding that can ultimately lead to "intense loyalty" and pronounced team cohesion in the final stages, should they make it there.

Although the theory is linear, it should be praised for its consideration of individual emotions. Druskat and Wolff (2001) suggests that emotional intelligence is paramount to building trust, group value and identity. Evaluating on these findings, Tuckman's model evidently provides value to understanding how cohesion is built through team dynamics. However, Rickards and Moger (2000) states that teams have the potential to revert to

potential stages and Tuckman's model does not display methods of overcoming such barriers or clearly outline what is considered 'outstanding performance'. This suggests a weakness in Tuckman's model, whereby at any stage conflict can arise leading to a back track in progression with minimum understanding on how to move forwards again.

The DISC model of person profiling looks at how human behaviour impacts on team dynamics. The model has been derived from work undertaken by William Moulton Marston, PhD. (1893– 1947). The model consists of four main categories: Dominance, Influence, Stability and Compliance (Duck, 2006). The theory suggests that by examining personal strengths, preferences and attitudes, team members can understand the affects they have on each other. The theory seeks to promote constructive communication and adaption to predict interactions, affectively build rapport and improve teamwork and cohesion (Riley, 2008).

Slowikowski (2005) supports the use of the DISC model, stating that it is an effective tool for creating harmony and a positive working environment. The DISC theory can also be useful for conflict management, whereby understanding where a person is theoretically categorised, conflict can be managed more precisely in accordance with personality styles. Kelagina (2021) offers a similar opinion, suggesting the DISC model is a powerful motivational tool and an exceptional team building tool that assists in productivity, teamwork, and cohesion. On the other hand, it is important to note that this model is solely based on a theoretical 'personality type'. Due to the theoretical nature of the model, team members can be placed in the wrong sections, resulting in implications and morphed expectations. Overall, the model appears to possess a very limited ability to build cohesion.

Belbin's theory of team dynamics (Belbin, 1981) is a widely used model that focuses on how roles within a team are developed and change in due course. Belbin suggests that a functional team would have nine key roles: Resource investigator, team worker, coordinator, plant, monitor evaluator, specialist, shaper, implementer, complete finisher. The theory is that roles would be developed or dictated upon several behavioural characteristics, personal values, motivations, and experience. Belbin argued that for a team to be effective and exhibit good performance it required a balanced variety of roles and that

members would work at their best abilities in the roles suited to them (Buchan and Taylor, 2016).

Belbin's theory allows members of the team to flourish and excel in their designated roles. It is proven that when people are content within their roles, overall job satisfaction and team cohesion is developed. Steinhardt et al., (2003) suggests that job satisfaction of team members minimises stress level and is linked to the influence of interpersonal skills in the workplace. However, this theory limits members to one specific role, providing no opportunity to gain further knowledge or skills in other business areas.

Conflict will always exist as an ordinary part of the working environment as it is an unavoidable part of working as a team and there are several reasons why conflict can arise within teams. Matters can include but are not limited to clashing of personalities, discrimination, Workload pressures, personal stress, poor management, and organisational change. Being subject to continuous conflict or negative behaviours in the workplace has the ability to have a detrimental impact on a person's ability to commit to and remain satisfied with their role (Thakore, 2013). In a policing context, there is an amalgamation of several operational and non-operational departments, teams and partnership agencies all working in conjunction. Conflict often stems from miscommunication, failure to take ownership and differences of perception and opinions. In such a large organisation it is important to ensure conflict is managed professionally and at the earliest opportunity. The Thomas-Kilmann Conflict Mode Instrument (TKI) outlines five main strategies for managing conflict; collaborating, competing, avoiding, accommodation and compromising. The model is used to evaluate personal behaviours to establish the most relevant and successful strategy for dealing with conflict (Thomas and Kilmann, 2008). Owing to this, it is important to recognise that each singular strategy is an effective means of communication and conflict resolution that can be adopted to minimise conflict and enhance team performance.

In policing all teams possess different dynamics and characteristics that typically stem from the working environment, ranking, and perceptions of the job. There is a possibility that certain teams can have what could be considered negative traits, resulting in poor behaviours and decisions. For example, teams with an 'Us versus them mentality' may be subject to having negative and unfair interactions with members of the public. Additionally, other team dynamics such as fearless loyalty to colleagues and high levels of comradeship can result in secrecy when something has gone wrong (Brough, Chataway and Biggs, 2016). Similarly, Porter and Warrender (2009a) indicates that team dynamics that include peer pressure and rogue management may be another reason for officers failing to comply with professional standards. This implies that there are several dynamics that can result in failing to remain in line with the Police Code of Ethics. Also, that team dynamics do in fact play a distinctive role when considering police misconduct. Porter and Warrender (2009b) by suggesting that some officers are naturally or easily corrupt and others commit as they have given into "peer pressure and the desire to conform".

To conclude, team dynamics and cohesion is a complex topic that has been extensively researched. Every team is unique therefore dynamics will differ throughout and are subject to change when teams and organisations are altered. Upon evaluation of several theories used to understand and manage team dynamics, it is evident that no singular model is flawless or suited to every team. Different teams and individuals have different requirements and need to be treated accordingly. Tuckman's model is largely recognised and has been utilised over many years. The theory is predominantly linear but takes into consideration more personal aspects of team members and how a team forms, develops, and inevitably fails or succeeds. Weaknesses in the model were noted whereby teams face the risk of back tracking or being upheld in one place with no guidance I'm hoping to move forward again. The DISC model largely theoretical and focuses solely on team members perceived personality traits. It appears that this model is successful in team building however on a broader scale lacks substance to develop proper team cohesion. Belbin's theory places team members in specific roles and dictates jobs based on practical characteristics such as experience. Though there are clear positives to possessing a variety of fixed job roles in a team, this theory limits members and disables growth or change.

There are multitude of reasons why conflict arises in the workplace. Issues can range from minor disputes within small teams to friction throughout an entire organisation. The importance too effectively manage conflict to promote cohesion was noted and strategies were outlined via the Thomas-kilmann model. In a policing context, negative team dynamics can heavily influence officers' decision making. Evidence shows that misconduct can stem from peer pressure and the comradery of protecting yourself and your team. In addition to this, the 'Us-Verses them' attitude places officers at risk of breaking the code of ethics, whether it be intentional or not.

Word count - 1752

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:

Most police forces in England in Wales operate an 'intelligence-led' approach, whereby a number of practices and proactive working strategies have been formed to effectively detect and prevent crime. Overall, police officers on a whole are well informed and make quality use of intelligence-led approaches when dealing with crime. Above all, these strategies are ever more prominent in the investigation and management of prevalent and organised crime (Maguire, 2000).

'County lines' is a term widely used to describe organised crime groups in the UK. These groups are known to be affiliated with large scale operations consisting of prevalent crimes such as, but not limited to drug smuggling, human trafficking, modern day slavery, child sexual exploitation and shifting of counterfeit goods (Glover Williams and Finlay, 2018). Furthermore, Blakeburn and Smith (2020) explains that a common factor in relation to such crimes is the need to use public road networks to conduct business. For example, activities include the transportation of goods from one area to another or supplier to handler.

The Roads Policing Unit (RPU) is a specialist area within the force that plays an essential part in the disruption of prevalent crime. The role of traffic officer has progressed over the years, whereby demand and concern has shifted to effectively targeting criminals utilising the road networks for illegal activity as well as enforcing daily traffic laws and legislations. A large

population of the public use the roads on a daily basis, therefore effective policing of the roads is crucial to deterring and tackling prevalent crime (HMICFRS, 2020). This essay will explain how road policing teams make use of information and intelligence to disturb and intercept organised crime. Further to this, the use of ANPR when investigating criminal activity will be outlined.

The National Crime Agency (NCA) provides a good source of intelligence where by information on movements, roots, transportation methods, concealing tactics and specific markings used to conduct criminal activity in relation to drug supply are shared with police. In conjunction with this, the Police National Computer (PNC) is a data base which generates action (ACT) and reaction (REACT) reports about vehicles that have come to the attention of police. These reports will contain detailed information and intelligence on the vehicle and provides guidance on what actions officers should take if they sight the vehicle (College of Policing, 2013). For example, if the vehicle has been flagged as stolen or is known to be concerned in the supply of drugs or other criminal activity, this information will be to hand for officers to consider appropriate action. Organised crime groups are often linked to trade of stolen vehicles and high value car thefts. Furthermore, the use of stolen vehicles and car rentals is commonly used to deter police attention and remain 'under the radar' (Bruinsma and Bernasco, 2004).

Intelligent lead policing (ILP) is considered a modern approach to policing. It is largely used to manage and counteract serious and organised crime. ILP a process of gathering, evaluating analysing information to direct and improve police strategies. Further to this, it promoted evidenced-based decision making. For the intelligence led policing approach to work effectively the data that is derived, recorded, evaluated, and analysed must be reliable and consistent (College of Policing, 2022).

An amalgamation of intelligence from the systems and partner agencies noted enables officers to police the roads, detect and disrupt crimes proactively and effectively. The abundance of intelligence gives RPU officers the required rational and justification to use their powers under several legislations. For example, section 163 of the Road Traffic Act 1988 outlines officers' powers to stop a vehicle and the requirements of the driver to stop

(Road Traffic Act 1988). Through the proactive use of intelligence and information, the RPU can take justifiable actions to counteract prevalent crime. Due to the large number of road users, minor offences are often committed without realisation. When RPU units are proactive in their approach to their role, it allows them to interact with vehicles and people for lesser offences. In turn, the details they record at incidents will feedback into the intelligence and information pool and will typically become useful to, if not detrimental to an investigation later.

Automatic number plate recognition (ANPR) is widely used by police to assist in a detection and deterrence of criminal activity. The location of ANPR cameras remains confidential and out of the public domain in order to remain undetected by offenders. This technology is used at local force, regional, and national levels to assist in locating and capturing travelling offenders. When a vehicle passed by an ANPR Camera, the registration is logged automatically, and checks can be conducted on police databases such as the PNC to establish if the vehicle is linked to Criminal activity. ANPR data is collected, and locational reports can be obtained in order to provide police with lines of enquiries and grounds to stop and search a vehicle and anyone inside (NPCC, 2020).

As an intelligent source ANPR is a very beneficial tool for the RPU as they are often involved in offences whereby a person has made off from police. Due to the fast functions of ANPR, police can quickly locate travelling offenders and take the appropriate actions to detain them safely. Furthermore, when information is shared effectively from other forces regarding vehicles linked to crimes, ANPR cameras can quickly detect the location of said vehicle throughout the UK. For example, if an organised crime group is linked to a specific vehicle that is captured travelling on the roads, the location can be successfully tracked. This can inevitably result in the successful disruption of crime and appropriation of criminals. Furthermore, the use of CCTV as an intelligence source acts similar to ANPR whereby if it is monitored in real time, sightings of vehicles and persons can be captured. This information can be fed back to police, allowing units such as RPU to effectively negate criminal activities at a swift pace.

Another source of intelligence that has recently been brought into policing is the use of roadside finger printing technologies, also known as 'Project lantern'. The technology aims to provide the police service with the capability to conduct real time identity checks at the

roadside. There have been multiple benefits identified to project lantern such as keeping police safe on the streets, increased arrests due to being able to identify a person in real time and effective RPU arrests. The procedure consists of taking a roadside fingerprint on a mobile device, this fingerprint is then compared against police records and possible matches are returned. This in turn results in efficient roads policing operations when seeking to deter and capture criminals related to prevalent crimes. (Whitaker, n.d.)

In conclusion, UK forces on a whole operate an intelligence led approach to policing the roads. These strategies have been formed to effectively detect and prevent crime. Such strategies are widely recognised by all officers and individual response units. Organised crime groups such as county lines have become more prominent than ever. These crime groups are typically affiliated with serious crimes such as drug smuggling and human traffic. It is noted that such crimes require the use of public roads throughout the UK. Organised crime groups work smartly to conduct their operations and have several tactics in order to remain under the radar and avoid detection and arrest. The proper use of intelligence sharing can enlighten RPU officers to their strategies and ultimately lead to criminals being undermined and caught.

The roads policing unit which is a specialist area within the force has changed and become more progressive over a number of years. The use of partnership approaches and informed intelligence allows roads policing units to counteract criminal strategies and make informed decisions to detect and abolish crime. The National Crime Agency (NCA) and a National Police Computer (PNC) are widely used tools that are recognised for its part in effective policing of the roads. It is noted that RPU'S can use a number of powers and legislation in order to stop and search vehicles using appropriate rationales. An abundance of intelligence adds power and substance to said rationales. Through using a proactive policing approach, interactions with vehicles and members of the public for minor discrepancies when using the road can lead to successful information gathering. The information received will then feedback into the intelligence system and typically become useful at a later date.

Automatic Number Plate Recognition (ANPR) is a highly advanced piece of technology and reflections on its use suggests that it is a beneficial to effective policing of the roads and

detecting crime. Through the use of intelligence and automatic number plate recognition roads policing have made a number of significant arrests relating to prevalent crime. CCTV is also a beneficial tool to negate crime through RPU as it acts in a similar manner to ANPR. Furthermore, the use of advanced technologies such as road side finger prints can assist in effective roads policing.

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	
1.CPS/disclosure requirements		7		4			Attend disclosure training course and complete HUB attachment. Research into cases that have failed members of the public due to lack of relevant disclosure (E.g., The Cardiff Five).
2. Wider legislation and policies			9		6		Revisit materials learnt while in initial training and actively keep up to date with current and new force policies and procedures.

3. ASB / dispersal orders and out of court disposals			8	4			Carry out online learning packages and assist team members with investigations requiring these types of outcomes to gain more knowledge of the process. Make use of dispersal orders in relation to ASB and nuisance behaviour, for example when working 'After dark' shifts.
4. Use of Partnership Orientated policing (POPS)		7			5		Where possible liaise with neighbourhood policing teams (NPT) to review reports and ascertain the root cause of problems to implement long term solutions.
5. Police / CPS charging decision and reporting persons for an offence			9		6		Understand when Police charging decisions can be made and the process of charging someone for an offence using the now caution. Understand the process of reporting for an offence and the summons to court procedure.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Use of force / managing physical conflict			10		7		Attend an officer safety refresher course and research into legitimate police tactics. Use of force is not required or practiced daily, therefore attending a self-defence class may also be beneficial to maintain personal safety tactics.

							Attend Taser training in due course.
2. Suspect interviewing / Case file building			8		7		Complete HUB attachment and take on as many cases as practicably possible to build on this skill whilst away from response. Conduct more interviews with appropriate adults (AA) and interpreters when required.
3. Assessing and creating verifiable and detailed intel			8		6		Actively seek opportunities to generate and submit intelligence on quieter shifts where demand allows officers to be pro-active. Seek feedback on submitted intel to understand where improvements can be made.
4. First aid and CPR			8		7		Attend basic first aid refresher course. Attend advanced first aid course and PSU medic course as soon as possible.
5. Identifying 'Golden hour enquires' and achieving best evidence (ABE).			10		8		Continue response actions, initial attendance enquires and seizing relevant materials at earliest convenience. Conduct an ABE interview when necessary.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	

1. Traffic related incidents		6			5	Attend more traffic related incidents and complete an attachment day with traffic units. Complete advanced driving course as soon as possible.
2. Rape and sexual offences		7		4		Network with CID/RASSO officers to gain more knowledge to attend more calls of this nature. Complete sexual offences liaison officer (SOLO) training in due course.
3. Protracted and complex investigations		6		4		Organise and complete CID attachment.
4. Possession with intent to supply offences (PWITS)		6		3		Organise and complete attachment with PPT / Organised crime unit. Actively seek opportunities to conduct stop searches and warrant premises searches based on reliable intelligence.
5. Digital and cyber enabled crime		7			5	Organise and complete attachment with Cyber crime unit. Understand the technical process of phone downloads and charts. Utilise more digital evidence in suspect interviews.

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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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