

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 4	Policing the roads Information and intelligence Conducting investigations	1750
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:

My role as a Police Officer has sometimes led me to feeling socially isolated due to working a variable shift pattern, upholding a moral and ethical existence, confidential community knowledge and animosity from some friends and family. It's a relatable aspect, that many colleagues can sympathise with which provides a feeling of solidarity and unity within policing.

Having joined the police service later in life, it is easy to see how the need to feel part of the team and the want of 'sense of belonging' encourages the conformity of organisational culture, especially in younger and more impressionable officers. Notably, organisational culture has previously been defined as;

The collection of relatively uniform and enduring values, beliefs, customs, traditions and practices that are shared by an organisation's members, learned by new recruits and transmitted from one generation of employees to the next (Buchanan & Huczynski, 2007).

Many of us joined the police service because we share the same values and beliefs. Unfortunately, due to the nature of the role and the incidents that we are exposed to, it can sometimes leave us feeling undervalued with little job satisfaction. "The police deal with some very inhuman aspects of life. This leads them to develop a cynical interpretation of their immediate surroundings and the criminals that they police" (Reiner, 2000).

Complacency in a cynical mindset can have a detrimental effect to the way we police because we lose the ability to assess incidents objectively and instead judge them subjectively which can lead to implicit bias in policing.

Implicit bias describes the automatic association people make between groups of people and stereotypes about those groups. Under certain conditions, those automatic associations can influence behaviour—making people respond in biased ways even when they are not explicitly prejudiced (National Initiative for Building Community Trust and Justice, n.d.).

“The most powerful influence on human behaviour, and specifically police behaviour, is primary group peer pressure; the effects of the subtle but pervasive pressure may be either good or bad” (Garner, 1977). In my view, conforming to organisational culture can jeopardise personal values and impact character resulting in a loss of compassion and pessimistic development. This can be particularly challenging when organisation change needs to be implemented.

It has been conceived that culture is “the way we do things around here” (Deal & Kennedy, 1982) and that the “phrase encapsulates the paradigm within the Police Service, amongst officers that have had long service with the Constabulary” (Hesketh, 2011). I personally feel that the ethos is actively existent, contributing and actively promoting a resistance to change within the workforce. For example, there is currently a requirement for all officers to start utilising an updated version of an operation system. All new recruits have received extensive training of the new system but many have neglected to implement it due to reluctance and active resistance from more experienced officers on team. In consequence of this, the idleness of not using the knowledge has resulted in many now requiring reskilling.

I believe that if I allowed myself to be absorbed within the organisational culture of the police, I would risk losing myself and the values that I stand for causing a negative effect to my wellbeing. It would be dishonest of me to state that organisational culture has not impacted and influenced my mindset at times as there have been occasions where I have unintentionally allowed a pessimistic outlook to be stimulated by the empathy and understanding of my colleagues. However, I cannot undervalue or ignore the positives that organisational culture also has to offer.

I pride myself on being an authentic individual with a strong moral compass and believe that by setting an example and treating others as I would expect to be treated, that I can stay true and passionate to my personal values and potentially contribute to a positive impact to the organisational culture that I work within.

Working within a diverse team with various levels of experience has provided me alternative perspectives which have offered me an insight and knowledge that have contributed to the development of my personal values.

One thing that I am particularly mindful of is that due to the unrelenting stress of the profession and the repeat exposure to trauma, it can significantly impair cognitive function and it is not uncommon for police officers to develop trauma-related mental health disorders such as Post-Traumatic Stress Disorder (PTSD) or Complex Post-Traumatic Stress Disorder.

According to research, “91% of police have experienced stress and poor mental health at work” (Mind - Blue Light Programme, 2015), “emergency services staff and volunteers are more likely to experience a mental health problem than the general workforce” (Mind - Blue

Light Programme, 2015) and “more police officers took their own lives between 2011 and 2019 than who died on duty” (Office for National Statistics, 2019).

“Research shows that having a good support network can help to build resilience and make stress easier to manage” (Mind, 2022). Connecting with empathetic and understanding people can remind you that you're not alone in the midst of difficulties. The experiences that we share as an organisation form a bond that offers a network of support, understanding and mutual respect for one another which can contribute to the preservation and development of resilience.

However,

officers are also at risk for developing alcohol abuse and dependency due to repetitive exposure to trauma and socialising with peers, who are also trying to cope with the same issues (Heibutzki, 2018).

Therefore, I have also familiarised myself with the various support networks that are available to me as a police officer should I feel the need for additional support, including; Police Care UK, Oscar Kilo and Mind - Blue Light Programme.

An alternative strategy that I utilise to develop my resilience is knowing when to ask for help. By developing a thorough understanding of things, I can then recognise my own strengths and weaknesses which help me build confidence in my own abilities and identify areas for personal development.

Knowingly, appreciating the importance of my wellbeing, I ensure that I take steps to maintain a healthy work-life balance by managing my time and prioritising my health. I have previously discussed the benefits of exercise and meditation which I continue to practice. By detaching myself from work and taking time out to relax, it helps reduce stress, provides me with focus, aids me to think about the bigger picture and leads to improved mental health.

When considering my challenges, I break them down into small achievable goals and compile a to-do-list. By being organised it reduces stress and helps me sleep better. In addition, it aids with motivation and increases productivity and also provides me with a sense of achievement when I can check things off the list.

1127 words

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:

I was required to attend an incident whereby an ongoing domestic had been reported by a female who had stated that she had been assaulted by her partner. The Public Service Centre (PSC) Operator provided me with all the relevant information which comprised of Niche intelligence and Police National Computer (PNC) information including details of any previous calls received and details relating to the individuals involved. In order to provide a proportionate and appropriate response, this detail was a vital part of my dynamic risk assessment. A dynamic risk assessment can be defined as “the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing circumstances of an operational incident” (The ACT Emergency Service Agency (ESA), n.d.).

My initial considerations consisted of;

- Warning markers – Was Taser authority required? Did additional PPE need to be worn?
- Previous knowledge – Were there persistent DV issues? Was the subject a known DV aggressor?
- Safeguarding – Was the subject still on scene? Were there any children or vulnerable persons present?
- Scene location – Was there a risk to personal safety?
- Victim injuries – Was urgent medical attention required?

The male subject was known to police and had several warning markers and the victim had previously reported a number of similar incidents to police but had never pursued a complaint

against the subject. With this information in mind, I took into consideration not to be cognitive bias with my decision making.

While this tendency to rely on heuristics and biases can serve us well by allowing us to make quick decisions with little cognitive effort, it also has the potential to inadvertently undermine accuracy and thus the fair administration of justice (Meterko & Coope, 2022).

On arrival, the victim presented as extremely upset and shaken and there were visible signs of a disturbance at the property. The victim stated that the subject was under the influence of alcohol and drugs and that they had a verbal altercation resulting in the subject throwing the victim to the ground and kicking her multiple times. The victim had incurred injuries resulting in bruising, grazing and swelling to her arms, legs and torso. The victim stated that on informing the subject that she had called the police that he had fled the address and had not returned since.

My initial actions implemented at scene included;

- First account – Obtained an overview of the incident from the victim and captured it on Body Worn Video.
- Subject – Confirmed the identity of the suspect and circulated a full description.
- Victim injuries – Assessed the victims' injuries for medical attention.
- Children/Vulnerable persons – Established if any other persons were present at the time of the incident.
- Place of safety – Secured the safety of the victim by making alternative accommodation arrangements.

With the National Decision Model (NDM) at the forefront of my mind, I assessed the threat, risk and harm of the situation. My priority at this point was the safeguarding of the victim and locating the subject to prevent the subject causing physical injury to himself or any other person and from committing any further offences.

Taking into consideration my police powers and South Wales Police policies, I acknowledged that the victim had disclosed that she had been assaulted by the subject and recognised the need for the subject to be arrested for the offence of Assault occasioning Actual Bodily Harm (ABH) – Section 47, Offences against the Person Act 1861.

The victim agreed to accompany me to the police station to provide a detailed statement and allow her injuries to be documented and photographed. Being mindful that the victim had previously not pursued a complaint against the subject, I wanted to build a rapport so the victim would cooperate with me and an accurate Public Protection Notification (PPN) be completed to assess the vulnerability and level of risk to the victim.

Frontline staff submit a PPN when attending incidents involving victims who are deemed vulnerable. This triggers responses from other internal specialist units such as the PPU, as

well as partnership referrals to health, social services and third sector organisations (Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services, 2015).

A PPN identifies high risk victims and cases that should be referred to a Multi-Agency Risk Assessment Conference (MARAC). A MARAC is a meeting organised to discuss the most high-risk cases of domestic violence, to share information and to develop and coordinate a safety plan to safeguard a victim.

My Safeguarding considerations included;

- Impact factors (mental health, alcohol or drugs) – Did the victim require additional support?
- Children/Vulnerable persons – Did additional safeguarding measures need to be implemented?
- Joint working partnerships – Would the victim benefit from support from Live Fear Free, Women's Aid, Clares Law, South Wales Victim Focus?
- External agencies – What additional support could be offered to help the victim? (i.e., Local authority - Emergency accommodation)

Arrangements were made for a relative to attend the police station to take the victim to hospital to have her injuries medically examined and alternative accommodation arranged for the evening. On leaving the police station the victim informed me that she no longer wanted to receive medical treatment for her injuries and stated that she wanted to return to the address where she and the subject resided. This raised serious safeguarding concerns for the victim due to the whereabouts of the subject being unknown and him evading police. Despite this, the victim insisted on returning to the address.

Taking into account that South Wales Police implement a victim focussed and evidence led policy, I evaluated the situation and distinguished what additional measures I could take to safeguard the victim. Arrangements were made for a friend to stay the night at the address with the victim and a 'treat as urgent' marker was placed on the address to aid an expeditious police response if in the event any further calls were received.

The following day, the victim contacted police to withdraw her complaint and retract her statement. I considered that the victim may have a negative outlook on police and that she maybe more comfortable speaking with third parties or that she may have developed a trauma bond with the subject.

A trauma bond is a connection between an abusive person and the individual they abuse. It typically occurs when the abused person begins to develop sympathy or affection for the abuser (Zoppi, 2020).

According to official statistics, "victims at high risk of serious harm or murder live with domestic abuse for 2-3 years before getting help" (Adult independent domestic violence advisor (Idva) services, 2015) and "85% of victims sought help five times on average from professionals in the year before they got effective help to stop the abuse" (Adult independent domestic violence advisor (Idva) services, 2015).

With this in mind, I continued with my duties and responsibilities as the Officer-in-Charge (OIC) to proceed and fully investigate the incident and provide appropriate support to the victim.

Investigative actions taken;

- Evidence-led prosecution – Gathered all corroborating evidence of the offence.
- First responder statement – Detailed statement including disclosures made by the victim, details of victim's injuries and observations at scene.
- Further investigation – Witnesses, CCTV and house-to-house enquiries.
- Bad character evidence – Perpetrator's history of violence and history of any domestic incidents.
- Arrest enquiries.

Throughout my investigation I continued to utilise the NDM and process each stage to ensure that all my decisions were justified, proportionate, legal, accountable, necessary and ethical (JPLANE). By employing the NDM, I was confident that my actions were accountable, as each stage of the NDM is supported by the Code of Ethics.

In this instance, the victim withdrew her support for criminal proceedings but I am content that safeguarding the victim underpinned the rationale behind my decisions and subconsciously, all the information and intelligence that was gathered throughout each stage of my investigation contributed.

In conclusion, the NDM allows a systematic approach that supports dynamic risk assessments while following a national police standard model. I will continue to utilise the NDM to support my decision-making processes. It is a support tool that can be used repeatedly throughout an incident and thereafter. It permits the user to structure and explain their decisions after the fact in a way that can enlighten a court and show the officer's judgements were lawful and ethical.

I am confident that a comprehensive and thorough investigation was conducted and that the details of the investigation were recorded appropriately which would have supported an evidence-led prosecution if the Crown Prosecution Service (CPS) elected to pursue criminal charges. If in the event, the victim requires police intervention again, the particulars of the investigation will be readily available to aid criminal proceedings against the subject.

The safeguarding of the victim was imperative through the entirety of the investigation and measures were taken to support the victim going forward. With the level of service provided to the victim, I can only hope that it will contribute to the victim's faith in the police being improved and that with all the available support she will one day find the courage to continue with criminal proceedings against her abuser.

1513 words

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 cohesion is “a dynamic process that is reflected in the tendency of a team to stick together and remain united in pursuit of its goals and objectives despite difficulties and set-backs” (Kent, 2006). Within policing, team cohesion is instrumental in working effectively, safely and in the public's best interests. Several fundamentals including, leadership styles and interpersonal conflict can have an influence on team dynamics, which can either increase or degrade a team's efficiency and trust in one another. Tight-knit teams with solid working relationships maybe more likely to fail to meet the professional standard requirements because their allegiance may make it more difficult to challenge or report improper behaviour or conduct of their colleagues.

In 1965, a psychologist by the name of Dr Bruce Tuckman conducted research into the stages of team development and theorised that there were four stages of group progress; forming, storming, norming and performing. In addition to this, in 1977 Tuckman and doctoral student Mary Ann Jensen added a fifth stage; adjourning. The theory examined how team development changes under different leadership. In response policing, the leader is the shift Sergeant and can often be relocated as can team members resulting in team re-formation on a regular basis.

It is during the forming stage, that group members will familiarise themselves with one another by observing each other, establishing the extent of their peer's knowledgebase and determining how they may individually fit into the group.

Each member of the team focuses on the leader, accepting only the leader's guidance and authority and maintaining a polite but distant relationship with the others. During this stage the leader must be seen to be open with information and ready to answer the many

questions that will come her or his way; boundaries, strengths and weaknesses will be tested, including those of the leader (Wilson, n.d.).

This is a stage in which the members of the group are typically overly polite to one another and are inclined to avoid upsetting other members of the group. If there are established relationships already within the group, this stage is likely to be extremely brief.

In the storming stage, “team members openly share ideas and use this as an opportunity to stand out and be accepted by their peers” (Scully, 2020). More concerned with the need to be respected and struggling with thoughts of inadequacy, individuals will focus on proving their worth and seeking their leader’s approval. This can often cause conflict between team members when true personalities are exposed and preferred working methods are employed. In addition, it can have a detrimental and stressful effect on the team and members may start to push the boundaries and challenge authority.

The next of Tuckman’s stages is the norming phase. At this point, team members will start to resolve their differences, recognise one another’s strengths and weaknesses and increasingly respect the authority of the leader. The team will start to work more effectively as individuals start to feel more comfortable sharing their input and valuing constructive feedback from others. Roles and relationships are now established and bonds start to form and members of the team may start to socialise outside of work. This potentially could lead to individuals finding it more difficult to adhere to the police service’s ‘Principles and Standards of Professional Behaviour’. As police officers, we have a duty to “report, challenge or take action against the conduct, of colleagues which has fallen below the standards of professional behaviour” (College of Policing, 2014).

The performing stage is the most beneficial and productive stage for a team to be in. With a prominent level of cohesion and trust between team members the team will operate at optimal efficiency with less supervision required from the team leader. Within the police service, this would imply that a response policing team would be proactive policing and fulfilling their workloads while they had free time between calls without being reminded by the Sergeant.

The final stage of Tuckman’s theory is the adjourning stage. This stage normally occurs when the team disbands or members are redeployed and it is the melancholiest of all the stages of team development. Team members frequently find it difficult to depart from those with whom they’ve developed deep professional connections. In fact, this phase is often known as the ‘mourning phase’ since team members frequently suffer a sense of loss when the group is disbanded.

It is not uncommon for police response teams to experience multiple stages of Tuckman’s theory at once. Due to a number of reasons team members will regularly change, including; staff resourcing, new recruits joining, promotions or team members moving into specialising roles.

Whilst Tuckman's theory is a useful model for leaders to determine what stage their team is in; it does not account for the possibility of replacing team members during the same period and therefore makes it difficult to apply inside the police service. Furthermore, this approach does not account if a team does not bond with one another or with leadership, thus does not provide any resolutions.

On the other hand, the Goals, Roles, Procedures and Interactions (GRPI) model, that was developed by organisational theorist Dick Beckhard in 1972, places a lot less emphasis on team relationships when it comes to having a successful team. The model was formulated to examine all aspects of group members teamwork.

Noel Tichy's 1998 study of team conflicts based on the GRPI framework observed a ratio of 80:20 per cent of conflicts.

Tichy concluded;

- 80% of conflicts in teams are attributed to unclear goals.
- From the remaining 20%, 80% are assigned to unclear roles.
- From the remainder there is again 80% to be found in the field of unclear processes.
- Finally, only 1% of the conflicts in teams can be attributed to interpersonal relationships (Tichy, 1998).

"The police have core operational duties which include: protecting life and property, preserving order, preventing the commission of offences and bringing offenders to justice" (College of Policing, 2013). These objectives are the cornerstones of policing and are at the centre of what each team is trying to achieve. However, the goals within response policing can become distorted amongst the agendas of multiple leaders. A Local Policing Inspector (LPI) may have different objectives from a Bronze Inspector and this can lead to officers feeling conflicted on how best to prioritise their workloads and manage their time. Sergeants are frequently stuck in the middle with no clear direction causing further perplexity on team. Some Sergeants attempt to manage all of these competing expectations, overburdening their teams with work and with no clear strategic direction. Furthermore, with the soaring mental health crisis, the role of a response officer has diversified even further. Response policing has never been as productive as other specialised departments within the police since the function of a response police officer has always been a 'jack-of-all-trades'. As a response officer, it is vital that you have a diverse and varied knowledge due to the multiplicity of the incidents you are required to attend. Unlike specialist departments whose work is primarily focused which contributes to increased productivity.

Policing is structured with multiple processes to ensure that individuals and teams meet the high standards expected of them. Nevertheless, officers can employ discretion, which permits them to deviate from protocol on occasion. Discretion is often only utilised in response or neighbourhood policing since it is used in lower-level crime when the perpetrator may have no or a minor criminal record. When officers do exercise their discretion, it can appear less productive even though it may not be necessary to arrest and criminalise a moral person who has made a mistake. Interactions between teams and individuals can develop into passive-aggressive behaviour, resulting in inter-

personal conflict. This can be caused by personal differences or the burdening of individuals or teams. The GRPI Model illustrates the necessity of having clear objectives and individual roles within teams to allow it to be effective. It does, however, overlook the importance of interpersonal interactions in a team. I feel that interpersonal conflict can have a significant impact to a team's morale, which in turn will have bearing on the team's effectiveness.

When inter-personal conflict is present within a team, the standards of professional behaviour that police are expected to uphold can begin to fail, specifically 'Orders and Instructions'. "According to this standard police officers must obey any lawful order that is given and must abide by Police Regulations" (College of Policing, 2014). If there are inter-personal conflict issues occurring between the team and their leader, they may not respond appropriately to the tasks and directives given to them, resulting in misconduct and failure to meet professional standards. To prevent this from happening, team members who respect authority and professionalism work together to ensure that the leader's instructions are followed. If there is a persistent struggle, it can become psychologically and physically demanding owing to the increased effort and social pressure, resulting in the wellbeing of that individual being affected.

To summarise, there are defined objectives that must be achieved as part of a police constable's function; nevertheless, if a team is not appropriately led by its leader, it can lead to conflict between individual team members and other teams. The team must have confidence in the concepts and procedures that a leader executes; but, if the leader does not trust its team or care for their wellbeing, it makes for a challenging work environment. If the leader employed the GRPI team dynamic model but placed a stronger importance on inter-personal relations, they could ensure that the team works as effectively as possible and utilise the team interactions to analyse how the procedures compare to other teams. Meetings should be held as team members change to ensure that the new members understand the objectives and responsibilities and are introduced to the established members of the team so that the 'Forming' stage can commence.

1650 words

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:

The way in which police information is collected is in one of three ways; routine collection, volunteered information or tasked information. Routine collection consists of information gathered through everyday policing activities for example: responding to incidents, stop and search, suspect arrests and targeted patrols. "Much of it is relevant only for the specific policing purpose for which it was collected, but some will prove to be relevant to an entirely different policing purpose" (College of Policing, 2013). Volunteered information is information that has usually been provided by members of the public, community groups, voluntary organisations or partner agencies.

It refers to any information received which has not been obtained by routine or tasked collection. As such, it: may not necessarily relate to a specific tasking or intelligence requirement and is usually received because people want something done with the information (College of Policing, 2013).

Last but not least is tasked information. Tasked information "is the prioritised collection of information, for example, information concerned with problems and subjects (suspect or victim) identified in the intelligence requirement" (College of Policing, 2013). Methods implemented can include; surveillance, communications data, covert human intelligence sources (CHIS) and automatic number plate recognition (ANPR) systems. The use of these methods must be justified, proportionate and necessary.

Article 8 of the Human Rights Act 1998 "protects your right to respect for your private life, your family life, your home and your correspondence (letters, telephone calls and emails, for example)" (Equality and Human Rights Commission, 2021). If a person was reported as missing and classified as high-risk, enquiries could be carried out into the individuals mobile phone activity or financial data of their bank accounts. Under these circumstances this would be considered a proportionate line of enquiry for police to follow. Due to its intrusive nature, this form of investigation requires authorisation from an officer of at least Superintendent rank or above.

The principles set out in Part 3 of the Data Protection Act 2018 require personal data to be: processed lawfully and fairly, collected for specified, explicit and legitimate law enforcement purposes, and not further processed in a way that is incompatible with those purposes and adequate, relevant and not excessive in relation to the purposes for which it is processed (gov.uk, 2020).

Using the 3x5x2 aspect of the National Intelligence Model (NIM), an Intelligence Report (IR) is then implemented to process information and turn it into actionable intelligence that can be disseminated. The practise of the 3x5x2 grading system provides uniformity to all pieces of intelligence and the “standardisation of reporting provides a shared confidence between law enforcement communities and partner agencies” (National Anti Fraud Network, n.d.). The use of the 3x5x2 grading system consists of source evaluation, information/intelligence assessment and handling codes and conditions.

Firstly, the source evaluation is carried out by the individual who is submitting the information to grade how credible the source is and to determine the reliability of the information. The gradings are; Reliable, Untested and Not Reliable.

Secondly, the information is graded based on how it became known to the source; Known directly to the source, known indirectly to the source but corroborated, known indirectly to the source, not known and suspected to be false.

Thirdly, the information is then allocated a handling code to determine how it will be shared; Lawful sharing permitted or lawful sharing permitted with conditions.

Once the 3x5x2 process has been implemented and the intelligence graded, it can then be circulated to the appropriate teams and departments who can then utilise the intelligence accordingly to prevent and detect criminal activity, a key example of this is the Roads Policing Unit (RPU).

Whether it is the illegal trafficking of people, drugs or other contraband, the road network will be used by criminals in the furtherance of their socially damaging enterprises. Offenders will use the road network to facilitate the commission of crimes including smuggling and cargo theft, county lines exploitation, facilitating burglary and crimes of violence (Department for Transport, 2020).

The RPU can use the intelligence to police strategically and tackle crime, specifically by utilising Automatic Number Plate Recognition (ANPR) and effecting targeted patrols. ANPR was first introduced in the UK in the 1980's and has since become a staple in detecting and deterring crime. According to the Surveillance Camera Commissioner in 2015 “ANPR grabs 35 to 40 million ‘reads’ a day – 30 billion a year” (Porter, 2016). This can contribute immensely to disrupting criminality by targeting organised criminals who utilise the roads network to operate their business.

The Association of Chief Police Officers (ACPO) states that three of the principal benefits to the police of ANPR are to:

- Increase the information and intelligence available to identify criminals.
- Enable the police to deploy resources to respond to vehicles of interest in real time.
- Improve investigations after crimes have been committed (ANPR Working Group, 2012).

Police forces throughout England, Wales, Scotland and Northern Ireland will closely collaborate and share ANPR intelligence. It provides the RPU lines of enquiry and evidence in the investigation of crime and aids the detection, deterrent and disruption of criminal activity at a local, regional and national level. Intelligence is shared between police forces via Intelligence Bulletins to “assist in both reactive and proactive investigations, to support witness and suspect strategies and to identify vehicles and potential persons of interest” (College of Policing, 2013). This works particularly well when initiating effective responses to identify, track and apprehend potential county lines suspects and vulnerable people more efficiently. “County Lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries” (National Crime Agency, n.d.).

ANPR technology identifies vehicle registration numbers (VRN) by using an infrared camera and captures images of vehicle number plates. It will check them against the database for predetermined intelligence and if the vehicle is highlighted as a vehicle of interest (VOI), the relevant authority will be notified. In appropriate circumstances the data captured by ANPR can be accessed for investigative purposes, providing lines of enquiry and evidence in the investigation of crime. In addition to this, mobile ANPR cameras will instantly notify mobile patrol police officers of VOI, vehicles with an ACT marker or uninsured vehicles, allowing them to utilise Section 163 and Section 165 of the Road Traffic Act 1988.

With the ability to track and trace criminal movement across ANPR locations, ANPR offers considerable benefits to the police by gathering information and intelligence to identify and intercept criminal activity. In addition, ANPR enables police to respond more quickly and efficiently during live incidents. If a search is conducted for a VRN, data from ANPR cameras can identify the vehicles direction of travel, speed, and anticipated routes, allowing police to strategically deploy resources to ensure the vehicle is stopped safely.

Furthermore, ANPR data can be utilised as an investigative tool to help in any investigation where a vehicle has possibly been involved. The data can help to:

- Locate lost or stolen vehicles.
- Identify the movements of a vehicle(s) involved in a crime and information associated with vehicle(s).
- Research the movements of the victim’s vehicle to assist with victimology
- Research alibis.
- Identify the vehicle(s) in a particular location during particular time periods to assist in identifying a suspect, potential victims, or potential witnesses, for example, linking crimes or identifying witnesses to an incident.
- ANPR data can also be cross-referenced and integrated with data from other sources, to enhance information and intelligence (College of Policing, 2013).

To conclude, by utilising all available information and intelligence provided by the ANPR national database, it enables police forces to combat regional crime and to also work effectively with other forces to tackle nationwide crime activity too.

The use of ANPR cameras allows the RPU team to target a vehicle and to build patterns of behaviour for specific criminal offences such as drug trafficking, human trafficking and counter-terrorism

activity. It can highlight specific vehicles that are used to commit these offences and determine/eliminate vehicles that are being used as part of a convoy or as a decoy vehicle.

ANPR is significantly beneficial to the RPU as it provides them with a wealth of knowledge which they can use to tackle crime and provides them with the opportunity to be deployed and intercept vehicles in real time, which can lead to the early arrest of suspects, subsequently disrupting that avenue to crime. In addition, ANPR can provide vital evidence that can prove to be highly advantageous in supporting the prosecution of offenders.

1412 words

Task 5

Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 5000D) asks that you create an individual learning plan to meet your identified needs through reflection upon your continuing practice. This shows confidence in your ability to manage your own learning in response to evolving circumstances in the workplace.

This task differs from the PDPs that you have completed in your previous workbooks in that this learning plan allows you to assess what level you believe you are in key knowledge, skills and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

1500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 8000 words expected from this module.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I am have become more confident in dealing with the more common offences that I deal with on a daily basis (Harassment, DV Assault and Criminal Damage), but over the next 12 months I would like to expand my knowledge base by exposing myself to more complex offences. I have recently dealt with a Rape case which I found beneficial for personal development as I had not dealt with one before.

SKILLS	Low 1-4	Med 5-7 7	High 8-10	Low 1-4	Med 5-7 6	High 8-10	I have recently successfully completed my Response Driving course and I have Taser, Method of Entry and Intoxilyzer courses booked for later on in the year. In addition, I intend on completing the 'Red Box' training and PNC if there is course availability. I am keen to learn new skills to aid my development but I am also mindful not to become overwhelmed by learning too much, too soon.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10 8	Low 1-4	Med 5-7 7	High 8-10	Although I have attended a number of different incidents, I am very mindful that I still have a lot to learn. I have recently completed my Sudden Death attachment which I found beneficial and would also like to complete additional attachments (Neighbourhood Policing Team, Public Protection Unit, Roads Policing Unit) to obtain a thorough understanding of other areas. I believe by challenging myself and exposing myself to more complex cases and completing more attachments that I will gain more suitable experience which in turn will improve my confidence.

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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