

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 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:

Having achieved Independent Patrol Status, I have experienced the impact of organisational culture upon my wellbeing and resilience. Within this essay, I will consider the risks of conforming to organisational culture. I will reflect upon the impact to my wellbeing and resilience, and the variety of strategies I have employed in order to counteract this. I have used Borton's reflective tool to structure my reflection throughout. (Borton, 1970).

Organisational culture can be defined as a "deeper level of assumptions and beliefs that are shared by members of an organisation, that operates and projects unconsciously an organisation's view of itself and environment." (Grieve, Harfield and Mac Vean, 2007). However, police, unlike other organisations, have the power of law enforcement and consequently, their decision making can have a wider impact. Police also have discretionary powers, the ability to make the best appropriate choice for a situation. The choices available to officers, and the thought processes behind those choices, are liable to be strongly influenced by the police organisational culture. (Grieve, Harfield and Mac Vean, 2007). Inevitably, all large organisations base their actions on priorities for the organisation, with little consideration for the impact upon individuals. I found organisational priorities had a significant impact upon me, when to meet organisational demands for staffing levels I was moved from C shift to B shift. Consequently, I was working with a completely new team, with a new sergeant, and in addition moved to a new station, covering a new area. Having just come out of tutorship, I also no longer had my tutor to rely upon. I found I felt quite anxious, keen to make a good impression on new colleagues, and be seen as competent and independent, while inevitably needing to ask questions and seek advice given the newness of my position and unfamiliarity with the station and locality. I felt quite out of place initially, and missed the work relationships I had built up over 3 months with my last team. Obviously, having strong working relationships as part of team is crucial in the police – increasing safety, communication, boosting morale and improving effectiveness. We have common goals and objectives and can support each other to achieve them.

The strategies I used to address this included general social skills of being polite, helpful, open and enthusiastic. I ensured that I took the time to find out about my new colleagues and show an interest in them as individuals. I showed appreciation for any help or support I received. I also ensured my attitude was positive, and I did not express negativity about the shift move. I remained professional in my approach and insured I did not gossip about my previous shift. I was also aware that *potentially* in any new working situation there is a need to balance the desire to fit in, with the need to retain personal values and uphold the principles of the Code of Ethics. (COP, 2014). I am aware of the risks of not speaking out in order to “fit in” and the consequences of behaviour contrary to that expected by the Code of Ethics.

Changes in working practice can be challenging, and highlighted the importance of resilience to me, transforming theory into practice. Resilience can be defined as “the capacity to withstand or to recover quickly from difficulties” (Oxford Dictionary, 2023). My resilience was challenged by operational requirements of the police force. In a period of 9 months on B relief I had 3 different sergeants. Due to the operational culture of the police, the need for custody sergeants supersedes the need for operational sergeants, with custody sergeants having specific experience and training requirements. The implications for myself were a constant change in expectations and priorities, and a difference in preferred methods of running a shift. For example, one sergeant believed in State 8 Days, where time was given to manage your own personal paperwork and workload, whereas the successive sergeant did not. This meant I needed to adjust my method of managing my personal workload when that time was no longer available.

Indeed, the personal management of my workload was a substantial challenge having achieved Independent Patrol Status. While in tutorship my tutor supported me in managing my personal workload, helping me prioritise, organise and progress cases. Without a tutor, I found I needed to manage my personal workload carefully. I discovered that I became anxious if my caseload grew beyond ten crimes. Some of my colleagues have caseloads of over thirty crimes but I found it was better for me personally to keep my workload under control. I achieved this by being constantly organised and keeping priorities in mind, while taking every opportunity to complete paperwork during quiet periods during shifts. I have a proactive attitude and I find this increases my wellbeing, as managing my caseload reduces potential anxiety about case management.

The risks of organisational cultures generally also apply to the police. Identified risks include conformity risk (this applies particularly in the police with its hierarchical structure); fragmentation risk (where team subcultures cause friction); scaling risk (where staff numbers affect team efficiency); attrition risk (where disenchanted team members leave, forming gaps in the team); and stagnation risk (where long serving team members resist innovation). (Culture Amp, 2023). When joining my new shift, I saw aspects of all of these within the team. Numbers were low, which increased the workload for everyone – scaling. This then resulted in a negative attitude amongst the shift which contributed to staff leaving (attrition) which again negatively impacted upon scaling. A newly appointed sergeant was challenged by the attitude of long serving staff (stagnation) causing friction in the team (fragmentation). The new sergeant was also reluctant to raise concerns with their management (conformity). These factors were ameliorated with an increase in staffing, and redeployment of

certain team members. I maintained my own wellbeing by expressing my frustration to family members, so I was not overly negative in work, and maintaining a proactive attitude in work to ensure personal organisation compensated for low staffing numbers.

Another aspect of the police organisation I found challenging was the impact of the working pattern on sleep levels. I have always been someone who requires a good nights' sleep. The change in shift patterns, plus the need to complete university work on my days off, can cause me to feel tired. To counteract this, and ensure my wellbeing, I ensure that I always sleep enough, taking the time to make sure I am well rested. Other strategies I use to ensure my wellbeing include separating my work and home life. To support this, I have a mind-set of always carrying out my duties to the best of my abilities. Additionally, I ensure I actively make time to participate in activities I enjoy with family and friends to create a good work life balance.

In conclusion, the organisational culture within the police has had an impact upon me, in that the priorities of the organisation have taken precedent over my personal preferences, choices and priorities. However, I was able to draw upon a range of strategies to counteract this, so it did not impact negatively upon my wellbeing. I have a positive mind-set and inter-personal skills are an area of strength for me as an individual, therefore, the significant changes in team personnel, management structure and working environment that I experienced, did not over-extend my resilience and capability. Coupled with proactive self-help strategies like effective sleep management, and social relaxation techniques, plus a supportive family network, I have so far successfully navigated the challenges of organisational culture.

Word count: 1261 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:

Within this essay, I will discuss a domestic incident that I attended and reflect upon how I used a dynamic risk assessment in order to make decisions in complex and unpredictable circumstances. The incident involved a male who alleged his female partner was threatening him with a knife and had doused the kitchen in petrol. Throughout the incident I framed my decision making process using the National Decision Model (NDM). (College of Policing, 2014). There were no cultural, ethnicity or language issues in this incident. I have used Borton's reflective tool to structure my reflection throughout. (Borton, 1970).

The National Decision Model is a standardised model that police use to inform decision making. It allows officers to structure a rationale of their decision process in order to inform choices. The model can also be used retrospectively in order to review and evaluate the decisions made and inform further practice. The core principle of the NDM is for officers to act with integrity in order to protect the public. The NDM is a five step process with the Code of Ethics at its heart. (COP, 2014). The purpose of the NDM is to ensure consistency with the principles and standards of behaviour set out in the Code. (COP, 2014.) The Code of Ethics defines the expected standards of behaviour for all police personnel, with nine Policing Principles and ten Standards of Professional Behaviour to adhere to. (COP, 2014.) The NDM is a cyclical not a hierarchical process, with steps including gathering information and intelligence; assess threat and risk and develop a working strategy; consider powers and policy; identify options and contingencies; take action and review what happened.

My colleagues and I were allocated a call from a male stating his female partner had threatened him with a knife and had doused the kitchen with petrol. Firstly, I engaged

the gathering information and intelligence step of the NDM. As outlined in the Competency and Values Framework [CVF] this entailed analysing critically, (COP, 2016, p.15). I asked the control room for any warning markers on the individuals involved or the address, and also for any history of domestic incidents involving the individuals, with any subsequent outcomes, such as bail conditions or court orders. I did this in order to be fully informed of previous history and circumstances, to be best prepared before arriving at the scene. Given the threat of fire at the property due to the petrol discharge, I also requested that the control room notify the Fire Service. In addition, I asked if Police Community Support Officers (PCSOs) could cordon off the street in order to minimise the risk of harm to persons in neighbouring properties. I received information that the male involved had a history of domestic violence with a previous partner but that there was no history of incidents with the current female partner. Furthermore, due to the threat of harm with the knife and petrol, I requested that the control room stay "landline" – constantly connected – to the male caller, in order to offer safety advice if required, while officers travelled to the property. A continual update of potential changing circumstances could then be provided to myself and colleagues during the period of travel to the property.

On attendance both parties were outside the property. For safeguarding purposes, I immediately separated the male and female, and this additionally allowed both parties to be free to disclose information to officers, without fear of the other party overhearing. My objective was to assess threat and risk and develop a working strategy, as my next step in the NDM process. In order to fully assess the risk further information was required from both parties involved. I spoke to the female who advised me that the male was an alcoholic, and she had visited the local shop to purchase alcohol for him, which she had been unable to do, as her card had been declined. On returning to the property and informing him of this fact, he became verbally and physically abusive. She responded by attempting to leave the property, and he in turn threatened her with a knife. When gathering this information, I used a series of open questions to determine her account of the incident, followed by closed questions to ascertain specific points. I ensured I actively listened to pick up key information and that my body language was con-frontational. (Oxburgh, Mykleburst, and Grant, 2010, p.48). I used LEAPS strategies - Listen, Empathise, Ask, Paraphrase, Summarise, to gain further understanding of the situation. (College of Policing, 2020, Conflict Management Skills).

Colleagues spoke to the male who stated that it was the female who was the aggressor. A verbal argument had occurred and then the female had used a knife to cut the lawnmower cable and doused the kitchen in petrol. The male then stated he regretted calling the police, did not want to pursue a complaint against the female, and requested we leave. Given the conflicting accounts of both parties I engaged another step of the NDM. This step considers which powers and policies to employ, and if a multi-agency approach is applicable. Gwent Police's policy on all domestic incidents is to take positive action. (HMIC, 2014). Both parties had disclosed offences potentially leading to arrest, so further consideration needed to be employed before a decision was reached. The CVF gives clear guidelines on taking ownership of the decision process. (COP, 2016, p.9).

My next action in the NDM process was to identify options and contingencies. This involved identifying the threat, and critically analysing all available information and

resources. The option of asking both individuals to remove themselves to alternative accommodation, which would have given time to fully investigate the offence and put a full account to them in interview, was not viable because an assault had taken place and there was higher risk level of further escalation of violence. Alternatively, as both disclosed offences against each other, I could have arrested the female for criminal damage and the male for affray, under the Police and Criminal Evidence Act, Section 24 (PACE, 1984). By arresting both parties I would have been unable to take a Statement from either, potentially resulting in either the incident being categorised as No Further Action [NFA] or both parties being bailed. Another, option would have been to arrest the female only, as the male had disclosed criminal damage. However, he no longer supported police action, meaning he would not have provided a Statement or engaged with police. Alternatively, I could have arrested the male for affray, as the female had made further disclosures. She stated that she had been a victim of domestic abuse over a three-year period; on trying to leave she had been threatened with a knife on multiple occasions including that date; and that she requested help to leave the alleged abusive relationship. Consequently, I moved to another step of the NDM - take action and review what happened – and arrested the male for affray, under the Police and Criminal Evidence Act, Section 24 (PACE, 1984) and he was conveyed to custody by colleagues.

On returning to the station with the female, my next step in the NDM process was to take action and review what happened, while carrying out other aspects of the NDM consecutively, such as further evidence and intelligence gathering, which led to further consideration of powers and policy, assessment of risk and further action. I carried out a Domestic Abuse, Stalking & Harassment, and Honour Based Violence risk assessment [DASH]. This involves asking a series of questions to assess the level of risk to the individual, so that the most appropriate avenue of action can be taken. (Gwent Safeguarding, 2023). The DASH is a scaled assessment, and the higher the score the greater the risk of serious harm to the individual. The female scored within the High Risk category, so consequently I put in a Multi-Agency Risk Assessment Conferences referral (MARAC), after taking a written Statement and a Victim Personal Statement from her (VAWDASV, 2018) The MARAC assessment involves a multi-agency collective approach, where each agency assesses the support it can offer to mitigate the risk to the victim. The Victim Personal Statement is a separate statement which details the impact of the incident upon the victim. This can then be used during court proceedings and potentially have an impact on sentencing. After disclosures made by the female within the DASH and written Statement, I made a decision to further arrest the male for coercive and controlling behaviour and assault. I also completed a Social Services referral for the male's children, so that social services were aware of the incident, as collaborative multi-agency information sharing, as part of the Safeguarding process. (RSPH,2020). In order to support the female's request to leave her partner I facilitated and organised a place in a Women's refuge and organised transport for her to the refuge. As an additional Safeguarding step I provided her with safety advice, such as Silent 55, etc.

Throughout this incident I ensured that I followed the approach laid out in the Code of Ethics. I gave equal weight to both parties' account of the incident, ensuring I was not biased, but instead following the Policing Principles of "Fairness" and "Objectivity". I was "Respectful" to both parties when interacting with them, using "Openness" and being clear throughout the incident. I followed all the correct

procedures and policies, with timely paperwork ensuring my "Accountability". I acted with "Honesty" and "Integrity" throughout the incident, and took "Leadership" in my decision to arrest the male. (COP, 2014.) The consequences of my decision making were the arrest of the male and the safeguarding of the female, and her removal from alleged high risk domestic abuse.

In conclusion, I used the cyclical NDM process to structure my decision making in a complex and unpredictable high risk domestic incident. I carried out an appropriate range of actions, with due regard to legislation, Health and Safety, Duty of Care and multi-agency working. The consequences of my decision were the arrest of the male and the safeguarding of the female. If I had arrested the female, and not made a full and unbiased investigation, it could potentially have led to the female being exposed to further harm.

Word Count: 1709 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:

Within this essay, I will evaluate theories of team dynamics as a means of developing team cohesion. The term group or team dynamic originates with social psychologist Kurt Lewin in 1945 and refers to how people's social cognitions and behaviour interact within or between groups. (Kameda & Scott, 2015). I will consider how inter-personal conflict can occur within a team, and what strategies can be utilised to overcome this, to increase the effectiveness of both the team and the individuals within the team. I will reflect upon my personal experience of team dynamics within Gwent police. I will use Borton's reflective tool to structure my reflection throughout. (Borton, 1970). I will also consider the risk of team dynamics leading to a failure to comply with professional standard requirements.

Teams need time to become effective and cohesive as relationships and trust need to be developed. One of the most prominent theories of team dynamics was developed by psychologist Bruce Tuckman in 1965, refined in 1977. He proposed a 5 stage model with stages described as forming, storming, norming, performing and adjourning. (Blue Light, Developing Your Team). During the initial forming stage, the team familiarises itself with the members' personalities and tolerance levels. Roles and responsibilities are developed and team members tend to be formal. The leader needs to develop a directing style in order to foster working relationships and make collective objectives clear. During the subsequent storming phase, the team individuals begin to show their personalities which can result in interpersonal clashes leading to conflict, as team members perceive themselves as individuals rather than a team. Consequently, cliques and sub-groups can form and potentially power struggles emerge. Team members may challenge leadership, openly complaining or disagreeing about responsibilities, collective aims and agendas. During this phase the leader needs to adopt a coaching style to focus the team on priorities, and may consequently be forced to compromise to find common ground. The next stage is the

norming phase when the team achieves a level of harmony that allows it to function more effectively. Team collective goals and individual roles and responsibilities are clear and agreed upon, and the team begins to find cohesion and discusses working practices and processes. The team may also begin to socialise together. The leader's role at this point is that of enabler and facilitator, sharing responsibilities and enabling or devolving group decisions where appropriate. By the performing stage the team is a cohesive unit with a shared vision and collective agenda, where individuals are flexible and work mainly independently without close hierarchical supervision. Due to the highly competent and largely autonomous nature of the team, the leader is able to adopt a delegating style. The adjourning stage is when the task is complete, the team potentially dismantled, the leader possibly forming a new team with existing team members experiencing uncertainty about the future. (Blue Light, Developing Your Team).

I consider Tuckman's model's strength is that it clearly describes stages in a team's development but it is arguably over simplistic in that it overlooks the dynamics of individual influence. Teams are not evolutionary in a direct sequential hierarchy as the model indicates but can be drastically influenced by the personnel within them, or changes in agendas, procedures, policies or working practice. For example, an established team functioning at the performing level may be regressed to any previous stage with the introduction of a new leader, new team members or new policies/ procedures or aims. In any team individuals will have strengths and weaknesses, and in an effective team these roles and responsibilities will be balanced to maximise strengths and minimise weakness. However, the loss of any team individuals can affect that balance, again potentially dramatically changing group dynamics. I have experienced this myself, losing 4 established team members and gaining 6 new members in a period of a few weeks. New team members had different ideas and methods of working, and compromises needed to be reached on daily practice.

I consider the model indicates the appropriate change of leadership style within each phase of the team development. However, without effective team leadership, and the application of the appropriate style of management at each stage of the team development, the process of cohesion is likely to be hindered or potentially destroyed. The model relies upon the expertise of the leader in enabling different management styles throughout the different stages of the team development. However, I consider the individual leader *may* not possess the knowledge and skills to enable this. A manager whose style is delegation, for example, may attempt to delegate at the forming stage, when team members are formal towards each other and will not object or disagree, but the team will not be developed enough for this strategy to be successful. Or an effective manager at the forming stage, who excels at a directing style, may struggle with a more developed team who perceive this as micro-managing when they desire autonomy in order to be effective. An effective leader needs a high quality skill set, with the ability to communicate effectively, motivate, delegate appropriately, have effective time management, be honest, fair, have integrity and be competent within their role. Without these skills in the leader, the team will be consequently less effective. John Adair, leadership theorist, argues that 50% of motivation comes from an individual and 50% from the environment they are in, including the leadership they experience. (Adair, 1979).

In the Action Centred Leadership Model John Adair stresses the importance of leading a team, not the individuals who make up the team. The leader needs to achieve the task, develop the individual but also build the team. (British Library, 2023). Susan Kogler Hill, 1995 Four Layer Team Leadership Model suggests a 4 strand approach - Monitoring the team; Diagnosing team problems; Taking appropriate action; Restoring the Effectiveness of the team. As previously discussed, this relies upon the skill and effectiveness of the leader to change management styles. In a period of a year, I personally have had four different sergeants, who have all had different personalities, priorities and agendas in addition to different management styles. For example, one's main focus was management of workload, while for another it was officer wellbeing.

Clearly, interpersonal conflict can arise within a team due to a number of factors such as poor leadership, but also disagreement about working practice/ collective aims or based on individual perceptions of others – seeing colleagues as lazy, rude, incompetent etc. Team members with high levels of emotional intelligence will be more effective at dealing with this. Emotional intelligence is a skill which can enable an individual to control their emotions and behaviour, recognise other's emotions and build relationships in a variety of working environments. Theories such as Goleman's Model of Emotional Intelligence identifies this. (Goleman, 2019) Those with greater emotional intelligence tend to experience less stress, have better performance and experience more positive work outcomes. Emotional intelligence is linked with the ability to communicate more effectively and work collaboratively. In an effective team methods exist to resolve conflict – whether informal and based upon mutual respect and a common desire for harmony, or more formal structures such as the CUDSA model to resolve conflict. C – confront the conflict and agree you want to find a resolution; U – actively listen to understand the other person's perspective and they understand yours; D – define the problem and ensure you are both willing to compromise; S – seek a mutually agreed solution; A – agree upon a solution. (Blue Light, 2023) I experienced difficulty working with a particular colleague whose working practice was very different to mine. However, a mutual desire to achieve collective aims, ensured we were both willing to compromise, and once we gained a better understanding of each other, resulted in a productive working relationship. A key factor was our personal motivation to resolve the difficulties.

Motivation is a crucial factor in team cohesion and willingness to overcome interpersonal conflicts. Motivation can be both intrinsic and extrinsic or a combination of both. Various theories of motivation prioritise different factors, for example Sirota recognises 3 values – Equity/Fairness, Achievement and Camaraderie. (Sirota, 2005). Other theories include Maslow's Hierarchy of Need, Herzberg's Two Factor Theory; Vroom's Expectancy Theory. (Blue Light, 2023) Mulluns (2002) argues that team performance is dictated by motivation. Therefore, this requires identifying someone with the correct skill set for the role *and* the motivation to carry out the role. Personally, being moved to a new team and new station, with a high rate of team and sergeant turnover, I made efforts to ensure I was emotionally aware of others. I was welcoming to new team members, took an interest in them as individuals, explained procedures, ensured I participated in social gatherings, was open, approachable and kind. Equally, I ensured I politely but firmly stood my ground when needed.

The requirement to fit into a team can also run risks failure to comply with the Code of Ethics and Professional Standards. One of the key professional standards is “challenging and reporting improper conduct”. (COP, 2014) However, this can be difficult if there is an inappropriate ingrained culture within established teams and it becomes “the norm”. New team members can be intimidated to speak out and challenge unprofessional behaviour and attitudes, and existing team members may be unduly influenced by the presiding culture of the team. As teams function on interrelationships, individuals can also feel a sense of loyalty towards team members, and feel reluctant to take action which may ultimately harm the team. (BBC, 2019) The dangers range from corruption to misconduct, including a toxic working environment, harassment and bullying. The consequences can be extremely damaging to public confidence in the police, which needs to adhere to the Code of Ethics and Professional Standards in order to maintain public support to police by the principle of consent. (Low & Jackson, 2022). In 2022 Gwent Police came under scrutiny due to allegations of “misogyny, abuse, racism, corruption” by certain disgraced officers. (BBC NEWS, 2022). I personally am aware of the dangers and ensure that my behaviour and actions at all times reflect the professional standards expected of me as a police officer.

In conclusion, teamwork is an essential requirement of police work. Team dynamics, and interpersonal interactions, coupled with the influence of the individual have a significant impact upon the effectiveness of a team. The ideal team, as proposed by Tuckman’s “performing” model, requires a delicate balance, and effective leadership, where motivation is high, coupled with individuals with high levels of emotional intelligence and commitment to a collective aim. Theories of team dynamics, while generally accurate in describing a team’s current status, are limited due to underestimating the enormous influence that one individual can have, for better or worse, upon a team. Effective teams are teams where individuals are motivated and have a clearly defined role and responsibility; autonomous, yet make collective decisions; where there is a shared vision of a collective aim and a willingness to problem solve to achieve that aim. Team members may well have a concern for other member’s wellbeing, and a collective identity and consequent loyalty. It is important that loyalty to the larger organisation remains predominant, with principles of policing stated in the Code of Ethics at the core of all actions and behaviours. The risk of rogue officers influencing teams undesirably is a real threat and should not be underestimated. The pursuit of being an effective member of my team is a goal I strive towards continually, as a member of the wider team of Gwent Police.

Word Count: words 1923.

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:

Within this essay, I will explain how information and intelligence can be used in the disruption of more prevalent criminal activity by effective policing of the roads. I will outline how Automatic Number Plate Recognition (ANPR) cameras can be used as an investigative resource to disrupt criminal activity. I will reflect upon my experience as a police officer and consider how these factors interplayed within my own personal experience on attachment to the Roads Policing Specialist Operations (RPSO) in Gwent Police Force. I will use Borton's reflective tool to structure my reflection throughout. (Borton, 1970).

Policing the roads is a vital aspect of disrupting criminality as all forms of more prevalent criminal activity such as county line drugs, human trafficking, drug smuggling, child sexual exploitation and counterfeit drugs will use the road network during their activities. Disruption has been identified as an effective tool to tackle serious and organised crime. (COP, 2020) The policing of the road is carried out by the Roads Policing Unit (RPU), or RPSO in Gwent Police Force, who have a mandate to keep the roads safe, including preventing criminality. (Blue Light Roads Policing). The Strategic Road Network (SRN) is a major conduit connecting all parts of the UK. (Dept. Transport, 2014). A key aspect of the role of a RPU officer is to carry out proactive patrols using intelligence and search individuals and vehicles to facilitate the gathering and sharing of information. A further important aspect of the role of a traffic officer is to provide a visible presence on the road. This both disrupts crime and reassures the public, reducing the fear of crime (COP, 2023).

Technology assists in the gathering of intelligence and information. This includes ANPR, CCTV, vehicle tracking, Smartwater, Roadside fingerprinting, facial recognition, average speed cameras and the FIND database (Facial Images National Database). (Blue Light). The ANPR is a particularly proactive tool for identifying vehicles involved in criminality. ANPR are various types of cameras that are linked to a reading device or NRD which collects data and stores it on the NAS database. In *What Works* the disruption of routine journeys, bespoke vehicle targets,

through the use of ANPR is highlighted as effective. The ANPR reads Vehicle Registration Marks (VRMs) and matches these against flags or markers in the database records. Information and intelligence can be obtained from a variety of sources. Information may be directly observed by officers, or generated in the course of enquiries, and consequently entered into the NICHE database. Alternatively, information may be provided by a Covert Human Intelligence Source (CHIS) also entered into NICHE (but with restricted access). The entered intelligence activates alerts in the ANPR system which puts markers onto vehicles. The marker on the car will specify why the marker is in place, with different colours and noises on the system indicating different offences. Traffic officers are then able to react to the intelligence as appropriate. The sensitivity of the information, reflects how widely the information is disseminated. For example, markers on an OCG being investigated as a long term investigation, would not be released to general traffic officers to stop the vehicle, in the way that information on vehicles without road tax would be, unless there was a specific request from the operations team to stop that vehicle. ANPR intelligence provides a tactical option to disrupt, prevent or detect criminal activity. It also provides a means to identify a vehicle of interest, which may lead to further information and intelligence gathering, and feed into a wider investigation of disruption of criminal activity. (Blue Light). An intelligence led partnership approach between RPU's and police forces countrywide is an approach to tackling serious criminality. In the 3-year strategy the identified objectives for Safe, Secure and Efficient roads, includes as strand 1 "Safe Roads, free from harm" where high harm routes are identified and ANPR is used to detect and disrupt criminal activity. (NPCC, 2018).

Collaborative working is a vital aspect of reducing criminality through road policing, as road networks cross force boundaries. For example, during my attachment to the RPSO the ANPR system alerted us to a vehicle from the London area, marked by the Metropolitan Police as stolen, and consequently we pursued and stopped the vehicle. The National Roads Policing Intelligence Forum (NRPIF) consists of a framework to facilitate collaborative working between police forces throughout the UK and other key agencies, both to reduce road casualties and disrupt criminality. The Roads Policing aspect focuses on a multi-agency approach to intelligence sharing and joint planning. The PIER (Prevent, Intelligence, Enforce and Reassure) includes a commitment to reduce the ability of criminals to use the roads when committing crime. (NPCC, 2018). Denying criminals use of the roads is an important aspect of the RPU approach, and is supportive of other police and government strategies such as the Serious and Organised Crime Strategy. For example, effective policing of the motorways would disrupt county lines drug operations. (HMICFRS, 2020, p.38) Through targeting through ANPR cameras, patterns can be identified which can build a bigger picture to enable further action. ANPR can also be backdated. On attachment to RPSO I experienced this, when officers asked for backdated details on vehicles of interest, to see if they could build a pattern. For example, if a targeted vehicle for drugs trafficking is shown to be travelling on a particular stretch of road between 5am and 8am on certain dates, then a warrant can be timed to coincide with the period in which the drugs are most likely to be present at the address to which the vehicle is travelling. The ANPR information on dates and times will increase the effectiveness of the police response to the identified criminality.

Research has shown a link between criminality and offending on the roads. (Blue Light). Frequently, the stopping and searching of a vehicle that is committing road traffic violations, will lead to the discovery of evidence indicating further criminal activity. Police have various powers to stop vehicles under Section 163, Road Traffic Act, 1988; Section 4, Police and Criminal Evidence Act, 1984; Section 43-45, Terrorism Act, 2000; Section 60, Criminal Justice and Public Order Act, 1994. (Blue Light). This in turn can feed into further information and intelligence gathering, which may build into evidence for a larger picture. Different teams within police forces, such as the Serious Organised Crime (SOC) team will use the information differently, for example, to target drug dealing in county line drugs operations.

During my attachment to RPSO I gained a further understanding of the use of ANPR cameras in discussion with officers, where the following was explained. ANPR cameras can also be used as a tool to support covert tactics. Cars can be tracked through the ANPR systems, to establish travel patterns, times of movement, regular areas visited to identify properties connected to the OCG/ criminals. It can also be used to identify vehicles travelling in convey with the target vehicle, by analysis of other vehicles passing through the same cameras at similar times to the target vehicle. ANPR can also be used to identify vehicles that criminals are using by analytical comparison of mobile phone location data, against the location of known ANPR cameras that the vehicle travels through. Analysis can be used to narrow down the likely vehicle used by the OCG by overlaying mobile phone location data against as many cameras as is possible. The more cameras identified with the location data that the vehicle has travelled through, the narrower the field of possible vehicles used by the OCG/ criminals becomes. Once a manageable number of possible vehicles being used by the OCG/ criminals have been identified, then it is possible to check the VRMs against the PNC database, which will identify the owners and addresses of those vehicles, to enable investigation into the possible links with the OCG, to identify the vehicles they are using for criminal purposes. A further way to check if the OCG are using these vehicles, is to physically check the known locations of the OCG to identify the vehicle in the vicinity of the OCG's known addresses. This is particularly useful in use of hired vehicles because when the vehicles are checked on the PNC database it will only show the hire company as the registered keeper. ANPR systems can also offer a support system to find the targeted vehicle, if a surveillance team has a loss of their target vehicle. The ANPR can help relocate the vicinity of the targeted vehicle in another area, which may already have addresses linked to the OCG. ANPR systems are a more cost effective method of tracking the movement of criminal vehicles, when trying to gather intelligence into the areas used by the criminals and their vehicles, before the use of a more expensive tactic such as the deployment of a surveillance team. ANPR data can also be used as evidence in court cases. Most police forces have a dedicated ANPR bureau who can produce the required exhibits and witness statements for presentation of the evidence in court. If ANPR data is required as evidence in any court case, the officer in charge of the investigation (OIC) must make a request to the ANPR force bureau to authorise the use of the data in any prosecution and to ensure that the data is produced for court purposes in the correct format. ANPR force bureaus produce evidence for court in a format that ensures it protects the use of ANPR cameras part of a covert strategy. Further use of ANPR in disrupting and investigating criminal activity such as county line drugs includes using photographs from the system. Enlarged photographs of the vehicle may be

used to potentially identify the driver of the vehicle, and passengers. It can identify if the registration plates on the car are cloned. It can also help identify vehicles if only part of the plate is known, as it is able to search on the car make and colour and narrow down the possibilities. However, the ANPR system is not infallible, as the busyness of the roads with other vehicles obstructing the line of sight to the target vehicle, defects or dirt on the car registration plates and lighting conditions, can impact upon the effectiveness of the system.

In conclusion, effective policing of the roads, assisted by systems and technology such as ANPR, forms an effective strategy to tackle serious and organised criminality. It supports a proactive multi agency approach to intelligence gathering and targeting of criminality. Throughout my attachment to the RPSO I witnessed the system in action, in particular the collaborative aspect, which allows forces countrywide to share intelligence and information to tackle criminality. The ANPR system is a particularly efficient, and cost effective system, which can be used in a variety of ways, by identifying vehicles associated with criminality and placing VRMs upon them, which identify them as vehicles of interest. The ANPR system is effective when used in evidence gathering and tracking of vehicles, and can establish patterns and timelines which can lead to either further intelligence building or more effective targeting of criminality, such as optimal timelines for warrants. It can increase knowledge of criminality by identifying vehicles in convoy, addresses/ locality visited, and drivers of vehicles, which is particularly effective when aiming to investigate organised crime gangs and build evidence for prosecution. It is particularly useful in covert operations against OCGs/ criminals. Disruption of criminal activity can also be further achieved by a significant police presence on the roads, as a deterrent to the free movement of criminality.

Word count: 1925 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	Objective - To develop my knowledge and confidence in completing red remand files. To know all the required elements to create a red remand file correctly. Actions – Observing colleges completing these files to see exactly what is required. Taking opportunities to put myself forward to complete the case files myself. Completing practise files to build confidence. Timescales/ measures – within 3 months confidently and
To confidently and correctly complete red remand files.			x		x		

							independently complete 3 red remand files. Resources – Check availability for attachment to case file team to gain experience.
SKILLS To complete and pass a Taser course.	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Objective - To complete and pass a Taser course. Actions – To apply for and be accepted onto a Taser course. To demonstrate I can deal with conflict confidently, providing 3 examples of conflict management in order to access the course. Timescales/ measures – To complete the application process with examples within the next month. Successful application will be dependent upon availability. Successful completion of the course once accepted. Resources – Speak to Taser trainers to develop my knowledge and indicate my interest.
EXPERIENCE To expand my experience within traffic, specifically when issuing traffic offence reports (TOR's).	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Objective – To expand my knowledge of traffic offences, specifically issuing traffic offence reports – TORs. Actions – To take more proactive patrols to increase opportunities for identifying traffic offences. To liaise with more experienced officers to increase my knowledge. Timescales/ measures – To issue 6 TORs within a 3-month period. Resources – Read up on the latest procedures within the internal database. Apply for an RPO attachment..

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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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