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Y Drindod Dewi Sant
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Trinity Saint David

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

Learner name: _____

Learner's University Registration Number:

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.*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1250
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1750
Task 3	Maintaining Professional Standards Leadership and Team-working	1750
Task 4	Policing the roads Information and intelligence Conducting investigations	1750
Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
	Bibliography	

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:

After almost a full year of having independent patrol status and working as a response officer I have been exposed to a wide range of incidents and scenes that as a civilian, I never expected to witness, let alone deal with. Along with this came additional stress that my previous role I did not have and as a result, found new ways to build resilience and deal with stress. In this essay I will reflect on the effects of organisational culture and strategies I have developed over the past year to help cope and build resilience with the stresses that comes with response policing. In order to do this, I will be using Gibbs model of reflection (The university of Edinburgh, 2020).

During the course of my research, I have found there to be a vast amount of research conducted on stress within policing and the contributing factors. In a survey conducted in 2019, 79 per cent of officers stated that they had suffered with stress or anxiety within the previous 12-month period (Mind, 2019). Whereas previously I had been exposed to the stresses of training school and being in a new job, over the past year I have now been exposed to the stresses of a response officers and those of my colleagues which I found to be far more draining than the stress I had been exposed to in my life prior to becoming a police officer. As part of learning the role of a response officer, I also needed to learn how to manage these new stressors and build up my resilience towards them. Resilience can be described as the ability of someone exposed to death, violence or a life-threatening event to sustain a healthy body and mind (Bonanno, 2004).

As part of becoming a police officer and part of a team, I was exposed to the organisational culture found within a police service. Organisational culture can be described as a series of beliefs, principles, norms and ways of behaving that put together gives that organisation its distinctive characteristics (Willcoxson & Millett, 2000). One of these organisational characteristics that I have found to be most beneficial and have relied on most during my first year has been "The police family". In research conducted serving officers were interviewed within 6 groups surrounding police culture, the police family was identified as the most prevalent. This can be described as fellow police officers understanding each other due to their shared

experiences while carrying out the role (Brough et al., 2016). During my first year, I have dealt with several sudden deaths and suicides of young people. I have found that the most challenging aspect of these jobs is dealing with the family. Witnessing the pain of the deceased's parents, partners or children are going through and on occasions being the person who delivered the most horrific of news. I have found this to be the most emotional and stressful tasks. I have also found them to lead to feelings of guilt because of destructive news being delivered.

After returning to the station following calls like these, I find it helpful to discuss what I have experienced with colleagues and my supervisor. This helps me to relax and de-stress as well as discuss the part that I have found most distressing. Research into communication as a coping strategy haven't shown any benefit to this method to overcome feelings, however, it was shown that those that participated in the research found the perceived benefits highly effective in managing emotion (Zech & Rimé, 2005).

As I have discussed, while in work I manage my stress by talking any worries or issues over with colleagues or supervisors. However, when outside of work this cannot be the case. When at home I often find myself thinking of my workload. As part of my training and the first three years as a probationary police officer I am also required to complete a full-time degree (College of Policing, 2020). Being in full time employment, completing university work and attending courses required as part of my employment is causing difficulties maintaining a work life balance. This is a common theme amongst student officers, a group who spoke with the Police Federation stated that they struggled to juggle study with a healthy work life balance (Police Federation, 2019).

To try and overcome this and find a new way to build resilience to the stresses of work and study I have recently taken my motorcycle driving exam and started to ride a motorcycle to commute and socialise with friends. Motorcycle riders have frequently stated that riding a motorcycle reduces their feeling of stress. Based on this comment, research was conducted into the effects of riding a motorcycle on the body and if it truly does reduce stress. 77 participants took part in the experiment, it was found that following a ride, there was an increase in the riders' hormones, specifically adrenaline, as well as an increase heart rate. It was stated that riding a motorcycle is comparable to participating in moderate exercise and the findings confirmed that riding does reduce the effects of stress (Vaughn et al., 2021). By comparing motorcycle riding to moderate exercise, it has been shown that this releases endorphins which act as the body's "pain killer" and upon being released create a feeling of well-being (Harvard Health Publishing, Harvard Medical School, 2021). I concur with these findings as while I'm riding, I forget about work and study and upon returning from a ride, find that I have a clearer mind to then continue with study or work. As I can commute via motorcycle, it also enables me to include this as part of my daily routine meaning that I do not need additional time away from work or study to take part in this activity.

I feel that the strategies that I have used to manage my stress and build resilience have worked well over the past year. They are both things that have happened naturally without any thought as to whether it would influence my stress level. As my research has shown, riding a motorcycle provides a clear means to manage stress.

On analysis, this method although effective is limited due to several factors, the biggest being the inability to ride during the winter. Although it is something that can be done, the weather conditions as well as day light hours make it difficult and, in some ways, unsafe meaning the benefits of riding do not outweigh the increased risk.

In conclusion I feel that both the means of stress relief that I have discussed each have their own benefits. Riding a motorcycle, I find is the most effective however talking to colleagues provides an immediate relief. Although the research does not prove the benefits of communication, the immediate relief I find when talking through incidents help.

While I continue my studies and working career, I will attempt to find other means of stress reduction to help fill in the gaps during the winter when weather conditions do not allow me out on a motorbike and when I am unable to speak with a college or supervisor when out of work.

1195 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:

A large majority of the emergencies that I attend within the Torfaen area of Gwent is domestic violence related. Due to the unpredictable nature of these calls and officers not knowing all of the details before arrival, officers need to gather a large amount of information all in one go and then make a decision on how best to deal with and act upon it. For this reason, as student officers we are taught to use the national decision model otherwise known as the NDM. I will be reflecting upon a domestic incident in which I used the NDM to achieve a positive outcome, explaining my thought process through key parts and why I came to the decisions that I did. To assist me with this I will be using Gibbs model of reflection to break down key discussions within the incident (Mindtools, 2016).

Domestic abuse can be defined as, “any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality” (Mankind Initiative, 2022). Domestic abuse is one of the most prevalent and common crimes recorded by police. In figures released by the office of national statistics, 18 per cent of all crimes recorded between March 2020 to March 2021 were domestic abuse offences. In total between that period, over 845,000 individual offences were reported which has increased year on year (Office of National Statistics, 2021).

The domestic incident that I will be discussing is one between a heterosexual couple who were well known to police for previous domestic incidents. Initially, police received a 999 call from a female stating that she had been dragged out of a flat by her boyfriend and that she didn't have any of her property. A few moments later and prior to officers' arrival, the male made a counter 999 call stating that he had been

hit by the female and that she was refusing to leave his flat. Upon officer arriving the female had left the flats and the male was in a neighbour flat. With the initial reporting person nowhere to be found and a counter complaint being made, I now needed to decide what to do regarding the situation.

As I have mentioned, to assist in decision making officers are taught to use the NDM. The NDM is a thought cycle that officers use to make structured, and risk assessed decision. At the centre of the NDM is the code of ethics with 9 principals that officers must abide by including fairness, honesty, and integrity. The cycle starts off with gathering information and intelligence, this started when the call was first received via call handlers, officers were told that the couple had history, and both had been victims in the past, this was information that would help with decision making (College of Policing, 2013). As both parties had now called 999 and made a complaint, I needed to remain fair and not decide who the victim was prior to speaking to both parties. An important factor to mention at this stage is that both parties were known as being victims against one another. A common misconception is that Woman are the victims in domestic violence, but men are also victims. It is however more common for woman to be the victim as well as more likely to be a repeat victim (Woman's Aid, 2022). I felt that going into this situation I kept an open mind when speaking to male involved in this, I listened to his account of what had happened and took this in consideration when taking an account from the female. Upon locating the female who had left the flat and was located walking back to her address, she disclosed to officers that her and her boyfriend were having a verbal argument, this led to the male pushing and gripping hold of her arms before strangling her resulting in a loss of consciousness. Upon regaining consciousness, the female stated that she was dragged out of the flat and this was when she called the police. With an account taken from both parties I now needed to decide on what action I would take in dealing with the allegations, this again required use of the NDM. Now focusing on the assessment stage, I next needed to assess the threat, risk, and harm of both the male and female in this case.

At the assessment stage, officers are taught to ask themselves several questions that will help lead to a well thought out decision. These can include, Do I need to take immediate action? What is the risk of harm? and how serious will the harm be? (Level of injury or risk to life) (Avon and Somerset Police, No date). There were several factors from this case to take into consideration, mainly the level of injuries sustained, and the serious nature of the offences being committed. For this case, there were two offences that had been committed by the male, the first being a section 47 assault occasioning actual bodily harm (ABH), this was due to bruising that was caused when the male was gripping onto her (CPS, 2022). The final and more substantial offence of non-fatal strangulation was also present, this was a new offence that had just been introduced at the time of this incident taking place (legislation.gov.uk, 2021). This offence was introduced due to offenders of similar crimes avoiding punishment often only being charged with ABH or a lesser offence (Gov.uk, 2022). Research has shown that victims of strangulation within a domestic setting are far more likely to become victims of domestic homicide (Glass et al., 2008).

With these offences disclosed the seriousness of the incident became clear and this escalated the importance to take immediate action to safeguard the female and get

the best possible criminal outcome for the victim. Another element of the NDM cycle is to consider powers and policies, the offence of ABH is an either way offence meaning it can be heard in either a magistrate's court or crown court (PNLD, 2022). The offence of non-fatal strangulation is also an either way offence and each offence are arrestable without warrant (Legislation.gov.uk, 2021). With the power to now arrest the male, I also needed to ensure that I had necessity. For a lawful arrest under the police and criminal evidence act 1984 (PNLD, 2022) there are several necessity's for arresting someone and you cannot simply arrest someone because an offence has been committed. For this case there were three necessities for the male's arrest, the first being for a "Prompt and effective investigation" this is used when it is suspected that if the arrest was not made, the subject may interfere with the investigation by speaking with the victim or destroy or damage property. The second necessity was to "Protect a vulnerable person" in this incident the female was being treated as vulnerable due to repeated incidents of DV. The final and most important necessity was to "causing physical injury to themselves or others", due to violence already being used against the female, there was a risk that the male would cause further harm without police removing him (PNLD, 2022).

With grounds now met to arrest the male, the NDM cycle could now be completed by "Taking action and reviewing the outcome" (College of Policing, 2013). I feel that at this stage of the incident I made the best decisions that I could have with the information given to me and to not only further the investigation, but to also protect the victim from further harm. As police, our role is not merely to investigate offences and bring offenders to justice, it is also to offer support to victims and safeguard them to help prevent similar incidents from reoccurring. All victims of crime have set rights laid out in the victim's code of practice. Right 4 of the victim's code states that a victim has the right to be "referred to services that support victims and have services and support tailored to your needs" (Ministry of Justice, 2020).

One of the methods used to provide support to victims and risk assess them is called the domestic abuse stalking and harassment tool or "DASH" for short. This is offered to all victims of crime that has a domestic element to it. In short, it is a risk assessment which asks 24 questions that give officers an understanding of the risks the victim is being exposed to. As the victim in this case agreed to carry out a DASH with officers and gave over 14 answers which indicates a high risk, this case was then escalated for a MARAC to take place (Norfolk County Council, 2022). A MARAC or Multi-agency Risk Assessment Conference is where agency's including police, social services and the NHS meet to discuss high risk incidents of domestic nature. The aim of a MARAC is for agencies to build a strategy which will maximise the safety of the victim and help prevent future incidents. This can include moving the victim away from the area or provide additional support (Domestic Abuse Support services in Kent and Medway, 2022).

In this case, the use of the NDM to assist in make decisions enabled me to carry out all the actions that I have discussed in a matter of hours. All parties were spoken to, information from all agencies were gathered and ultimately the correct decision was made in a fast paced and dynamic situation in a matter of minutes. I feel that the victim was given a high standard of care from myself resulting in relevant support being offered and all the possible safeguarding being put in place. The offender was dealt with swiftly resulting in less anxiety for the victim and giving police a better

chance of a positive outcome. Ultimately, all of this resulted in the male being found guilty of the offences and he is now serving a two-year prison sentence and from my understanding, the victim has now moved on with her life and is now in a new and happier relationship.

1696 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 dynamics are formed as part of a team's job, the environment in and around their work, the relationship between the team members and the individual members understanding of their roles. They play a role in every team without knowing it, acting as unconscious psychological force which determines how well a team works together (OptamistMind, 2022). Team Dynamics has been studied for over 100 years and originated in 1895 Le Bon who wrote the book "The crowd: A study of the popular mind". The book discussed crowd psychology and how an idea can unite individuals and push them towards one common goal (Academy of Ideas, 2013). Kurt Lewin was acknowledged as the founder of social psychology and is credited with forming the term "Group Dynamics" (Fairley, D, et al 2020). Through my research I have found there to be several theories of team dynamics and countless studies attempting to prove or disprove these. Within this essay I will evaluate three of the main theories of team dynamics and how they develop cohesion within a team. I will focus on the effects of conflict within a team and how team dynamics can affect teams within the police service.

The word team can be defined as "A group of people organised to work together" (Collins Dictionary, 2022) in addition, dynamics can be defined as "The forces that produce change in any field or system" (Collins Dictionary, 2022) put together and this suggest the dynamics are forces that motivate and change the way a team works. One of the most quoted theories of team dynamics that I found during my research was Tuckman's model. Developed in 1965 by Bruce Tuckman as part of his paper "Developmental sequence of small groups". Tuckman's original theory comprised of 4 elements, "Forming", "Storming", "Norming" and "Performing". The forming stage is self-explanatory, it comprises of forming a team with the aim that they will eventually work together as an efficient team. The "storming" stage is where the formed team get to know each other and how as a team, they work. This element

might comprise of conflict between team members as they disagree with how tasks or goal should be achieved. This is when leadership is needed to refocus the group and iron out issues between team members. The “norming” is where a team have come to understand how each other work, they have gotten into a rhythm and are now working collaboratively towards a joint goal. The final stage of Tuckman’s theory is “performing”, this stage is where very one has a good understanding of the role and the teamwork effective with little guidance (Wallbridge, A, 2021). Following a review by Tuckman around 13 years later, he adapted his theory to include a fifth element which following a review of research conducted on his theory which suggested there was a “Adjourning” element in which ones a group has reach the performance stage and achieved their goal, the team then dispend, or members leave (Tuckman, 2010)

As part of a trail into whether Tuckman’s theory held up, a group of seven scientists who were conducting experiments in the arctic took part in a trial. The group had never worked together before but had common interests. At the conclusion of the trail, it was concluded that only 2 of the four elements were present and not in the sequence Tuckman suggested. The norming element came first with the team focused on the task at hand and the storming element came after with the team building a relationship towards the end of the experiment. It was noted that when this theory was put into practice in a real life only two elements were present and when tested in a classroom / training environment when only Tuckman’s hypothesis was being tested, all four elements were present (Smith, 1966).

Elements of Tuckman’s theory can be incorporated into other team dynamic theories. Belbin’s theory of team dynamics consists of 9 clusters of behaviour that contribute to teamwork and are also present in Tuckman’s theory. Research conducted by Dr Meredith Belbin showed that for a team to be most effective, it needs to be made up of “a diverse mix of behaviours”. These behaviours are split into 3 categories which are the “Social Roles”, the “Thinking Role” and the “Action or Task Roles” (Belbin, 2022). A key element and something that allows the team to overcome any weaknesses within a structured group built around Belbin’s theory is that each of the 9 elements includes weaknesses that someone with that skill may have. These weaknesses might not necessarily be down to a person’s personality but could be down to their skill being weaker in other areas of their work. Knowing this allows the team to adapt to overcome this and enables a leader to manage any issues brought on by this. As time progresses within a team, a factor that cannot be stopped is team members learning new skills or adapting their skills based off other team members. By gaining these additional skills, individual members might start to act outside of their remit. From the start of a team coming together, it is important that each member knows what their role is, and it is openly spoken about. This is a benefit of Belbin’s theory as it set out clearly the pros and cons of each skill and gives each team member a clear understanding of each other’s skills (University of Cambridge, 2022).

Interpersonal conflict occurrence when two or more people within a setting such as work have a disagreement. This can include team goals, facts or people not getting along with each due to different interests (Harappa, 2021). Interpersonal conflict is a part of human interaction and is common in the workplace. Individuals have very different personalities, and this leads a person who doesn’t share similar goals or

opinions having conflict. Conflict is not necessarily a negative thing and learning to work through a disagreement is an important skill. This links in with Tuckman's theory where he also states conflict is common and is not necessarily a bad thing. There are six different types of interpersonal conflict that can arise between people and can be caused by very different things, Pseudo conflict can be caused by a misunderstanding which leads to differing opinions, this can lead to people who have similar goals not realising its leading to conflict. "Fact conflict" this is where people disagree with something that is factual. This can be overcome by showing someone evidence of the fact. "Value conflict" this could be where two co-workers have a difference in personal opinion such as religious beliefs. "Policy conflict" This can occur when a co-workers have a difference in ideas regarding how to deal with a project. "Ego Conflict" this type of conflict often occurs alongside another form of conflict and when either party cannot back down from the original conflict. Finally, "Meta Conflict" is when a person has conflict over ongoing conflict (Healthline, 2020) In a book written by Patrick Lencioni titled "The Five Dysfunctions of a Team" he states that all teams have the potential to be dysfunctional and to get over this dysfunction, you are required to understand the level of dysfunction that the team is currently struggling with. To overcome the difficulties, Lencioni developed a model that listed five levels of dysfunctions that must each be overcome to move onto the next level. Some of these level's include "Absence of Trust", "Fear of Conflict" and "Lack of Commitment" (Lencioni, 2005). These elements link into Tuckman's 1965 theory, specifically "Storming and Norming" which comprise of the team getting to know each other. Once teams have gotten to know each other their vulnerabilities will drop due to feeling comfortable around each other. The team will then begin to have conflict against each other enabling them to overcome this.

In a working environment, every team has a different goal to achieve and to do so, have an alternative set of rules to govern their work. With the police services, officers are required to abide by something called standards of professional behaviour, these are set of 10 standers that all officers are expected to always follow (Local Government Association, 2022). Some of these standards include honesty and integrity, discarding conduct and challenging and reporting inappropriate behaviour (Gloucestershire Police Federation, 2019). In a recent scandal involving Gwent police and a retired officer who passed away two years ago, messages from the officers phone showed examples of racism, homophobic comments, and sexism. These messages were all from a group chat of officers within Gwent Police and only came to light once released by the family (Lodge & Chain, 2022). As none of the officers reported any of the behaviour shown by fellow colleagues within this group chat, they have failed to have honesty and integrity, as well as challenging and reporting inappropriate behaviour. This could be down to the officer involved working together over a period of several years and have become comfortable around each other. Tuckman's theory begins with storming where the group first meet and get to know each other. In this case, this would have been done over many years. As this time has passed, the group has then moved through Tuckman's theory where the behaviour of individuals within the group begins to become normal or "Norming" to the point where those involved have bonded together and they are not concerned by what is being said because it is normal.

In this essay I have evaluated some of the fundamental theories of team dynamics, covering how teams can form from a group of strangers to a team who understand

how each other work, working to each other's strength and to one common goal. I have also seen how interpersonal conflict can impact a team dynamic and the importance of overcoming these issues to bring cohesion to the team. As my research has shown, there can be a negative side to team dynamics, this is shown where police officers have developed into a close team over a number of years and have become normalised by each other's behaviour which although is expected from a team, can develop into something that was not originally intended.

1702 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:

In this essay will be discussing the various methods that police have at their disposal to gather information and then develop it into intelligence to tackle criminal activity. I will discuss the use of Covert Human Intelligence Sources (CHIS), information reported to the police from members of the public or through Crimestoppers as well as the use of social media. I will specifically focus on the police's use of Automatic Number Plate Recognition Cameras (ANPR) to gather information on criminals who may use the UK's Road network and help stop criminal activity such as traffic related offences and county lines. Intelligence can be defined as "Intelligence is collected information that has been developed for action." (College of Policing, 2019).

Information that is developed into intelligence can be gathered from several sources and can be broken down into three categories of sources. The first category of collection is routine collection, this is information that is gathered as part of routine police work such as responding to emergency incidents, targeted patrols of areas of known drug dealing or burglaries or stop and accounts where you could identify particular people who are interacting with known criminals (College of Policing, 2019). The second source of information is called Tasked Information, this information can come from police resources such as CCTV systems, CHIS or ANPR cameras (College of Policing, 2013). The final source is Volunteered information, this source of Information comes from a wide range of sources such as members of public contacting police directly with information, volunteer groups such as 'Neighbourhood watch', anonymous information from 'Crimestoppers' or from partner agency's such as child line or social services (College of Policing, 2013).

As I have already mentioned, one of the key means of gathering information and an important part of keeping the county safe is the use of covert human intelligence sources (CHIS). CHIS can be used by authorised agency's such as a police officer (UK Parliament, 2021). A CHIS could be any person who has access to private information that volunteers to provide information to the police, this could be a taxi driver or a travel agent (Home Office, 2010). In order for a CHIS to gain information

and gain a relationship with the target of the information, CHIS are allowed to take part in criminal acts to gain trust of the target. Many of the countries failed terrorist plots have been foiled using CHIS and in 2018, the National Crime Agency disrupted over 30 threats to life, arrested numerous serious organised criminals, seized over 3000kg of Class A drugs, safeguard over 200 people, and took almost 60 firearms and 4000 rounds of ammunition off the street thanks to the use of CHIS operatives (Gov.uk, 2021).

Another source of information is the Polices use of Automatic Number Plate Recognition Cameras (ANPR). These cameras help to detect, deter, and disrupt criminal activity at not only local level but also national levels. Cameras can be fitted to police vehicles and fixed locations along the UK road networks including England, Wales, Scotland, and Northern Ireland. The cameras work reading the number plate of vehicles that pass by. The number plates are then compared against a data base of car information which could show if a car is stolen, has no insurance or if the vehicle has a marker for being involved in criminal activity. This then enables officers to stop a vehicle if they suspect an offence might be being committed. Even if no immediate action is needed for a vehicle that passes a camera, the date is stored and can be accessed by staff if there is a police purpose to do so. This could be used to gather information and intelligence for an ongoing criminal investigation or if someone is reported missing and a vehicle is linked to them. A downside to ANPR cameras is that criminals now understand the use of the cameras so avoid roads where cameras are located so that their movements are not known (Police.UK, 2022). An example of the use of ANPR cameras on public roads came in 1997 when London was increasing its security following several terrorist attacks by the IRA. A "Ring of Steel" was set up around the City of London which covered a square mile of London. As part of this, ANPR cameras were introduced which enabled operators to identify vehicles within 4 seconds and ultimately identify any would be terrorists (Coaffee, 2004).

Once this information has been gathered or obtained from the various sources, it then needs to be processed using something called the 3x5x2 model into intelligence. This is a process of recording and grading intelligence based on set of standards. The first section being 'Source Evaluation', there are three gradings at this level and assess how reliable the source of the information is. These consist of "reliable", "untested" and "unreliable". The next requires you to assess how reliable the information is, this is split into five sections "known directly to source", "known indirectly to the source but corroborated", "known indirectly to the source", "not known" and "suspected to be false". The final stage of the model is handling code, this gives two options as to how the developed intelligence is permitted to be shared, this being lawful sharing permitted and the second being lawful sharing permitted with conditions (College of Policing, 2015). An example of where intelligence has been used to its potential is where Essex police used internal intelligence gathered from several car thefts including the modus operandi to locate a car "chop shop". Through the course of 2021, the stolen vehicle intelligence unit recovered 626 stolen vehicles valued at over £14 million pounds and all because of work based of intelligence (Echo, 2022).

One of the most prevalent crimes which is most demanding on the use of ANPR cameras and intelligence gathering is county lines. County lines is where organised

crime groups exploit vulnerable adults and children to sell and distribute drugs as well as transport money across the county (National Crime Agency, 2022). One of the Key methods of distributing drugs and money is the use of the national road networks. This involves the criminal's using private hire cars, vehicles owned by vulnerable people or personal vehicles (National Crime Agency, 2019). In order to gather intelligence on criminals using the road networks in this way and help stop criminals from being able to operate in this way, the Government are investing £145 Million pound worth of funding towards dismantling the distribution networks criminals use. Part of this funding will be invested into the road network and ANPR technology to better identify vehicle being used in this way (HM government, 2021). An issue with this however is that criminals understand that road networks are now being targeted so to work around this, taxis, mini-cabs and private vehicle hire means that tracking criminals who used these methods is impossible and leave an intelligence gap for police and crime agencies. As well as this, criminals use vehicles with cloned number plates to avoid detection (National Crime Agency, 2019). Cloned plates are where a vehicle with the same make, model and colour as the criminal's vehicle is identified and the licence plates are then copied and used on the criminal's vehicle in order to avoid being identified via ANPR cameras and commit crimes (RAC, 2021). This then makes it difficult for police to identify the user of the vehicle and also develop intelligence on its use in crime.

A further example of how ANPR cameras can be used to gather intelligence of a period of time and take down a group of organised criminals took place in 2005, this involved "Convoy Analysis". Six burglaries took place in Kent where car keys were taken from the addresses and the subsequent cars were taken. Upon discovering that the vehicles had been taken through the Dartford crossing and then shipped out of the county, a review of ANPR data found that at the time of the stolen vehicles passing the cameras, a second vehicle also passed the cameras short time later and this vehicle was captured with every stolen vehicle recorded via the ANPR cameras. Upon discovering this, the owner of the vehicle was traced and upon officers attending their address, two stolen vehicles were discovered (National Police Improvement Agency, 2007).

Through my research it is clear the importance of gathering information that can then be developed into usable intelligence to counter criminal activity. There are a number of ways police can acquire information, from anonymous information received from partner agencies to the encounters police officers have with members of public who freely give information on goings on within the community and then to the polices' use of CHIS who can give the most accurate and up to date information possible. I have also covered how the information that is gathered from all the sources and then developed into usable intelligence that can then be acted upon to target and take down criminal organisations and activity. Finally, I have discussed how organised crime groups involved in county lines use vulnerable adults and children to distribute money and drugs via the UK roads network and how police use ANPR cameras to target criminals who use the network in this way. It is clear that ANPR cameras play an integral role in preventing such criminality but there are a number of limitations in the capability of the camaras such as the use of higher cars and taxis.

1577 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	
1. Understanding staged disclosure and when bested to use it.			8		5		Take opportunities to use a staged disclosure during an interview, starting of with a simple disclosure and as experience develops, use in more complex cases. Speak with CID officers for real life situations and guidance of disclosure.
2. Understand the necessity test for arrest and situations where arrest is an option but utilise			10		7		Attend Custody for a shift and develop and understanding of the grounds Custody

the voluntary interview process.							sergeants look for when authorising detention.
3. Understanding drug classifications and quantities of drugs for different levels of offence (position with intent to supply)			9	3			I will look to take part in a detachment with GPV to help with drug related investigations.
4. Understand ASB and its precursors to more serious behaviour and crime involving youths	7			4			Have a detachment with neighbourhood teams and how they use behaviour orders to manage problem children within the community.
5. Understanding police powers of search immediately after arrest and upon receiving authorisation to conduct section 18 searches.			10	5			Review police powers under the police and criminal evidence act and specifically the grounds for conducting the search
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Seizing property for evidential purposes and using the current evidence bags and evidence containers for better forensic results.			10		5		Spend a shift with CSI teams to see why it is so important to use the correct methods of seizure, especially the use of arson bags and evidence continuity.
2. Conducting traffic stops safely and how to deal with traffic related offences,		7		4			Use initiative to stop vehicle and not be worried about issuing TOR's. Have a

especially vehicle seizure							detachment with traffic officers or attend a roads policing operation such as Op utar .
3. Develop confidence with using force against resistive prisoners			10		5		Become more involved with more violent offenders and review police powers of force such as Section 117 of PACE
4. Conducting drink drive procedures in hospital			9		6		Take lead when dealing with suspected drink drive prisoners when in hospital.

some of the most prevalent offenders in my area to conduct proactive searches and vehicle stops.			7		5		Attend neighbourhood team meeting and gain a better understanding of their current priorities and goals.
4. Use of communication with members of public when attending a large scale incident.			9	3			When attending incidents where members of public are inconvenienced by an ongoing incident, try and be more understanding and clear as to why what I am asking them to do is necessary

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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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