



**Prifysgol Cymru**  
Y Drindod Dewi Sant  
**University of Wales**  
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)**

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**Learner's University Registration Number:  
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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](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](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<br>Vulnerability and Risk<br>Public Protection   | 1750            |
| Task 3   | Maintaining Professional Standards<br>Leadership and Team-working               | 1750            |
| Task 4   | Policing the roads<br>Information and intelligence<br>Conducting investigations | 1750            |
| Task 5   | Individual Learning Plan                                                        | 1500 equivalent |
|          | <b>Total</b>                                                                    | <b>8000</b>     |
|          | <b>Bibliography</b>                                                             |                 |

## 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:

Within this essay, the topics of wellbeing, resilience and organisational culture will be explored, including how I maintained my wellbeing and resilience and how organisational culture has impacted that. Upon reflection, having achieved independent patrol status and being more involved in policing, it has somewhat had a negative impact on my wellbeing and resilience.

Cherry (2023) defines resilience as “the ability to cope with and recover from setbacks”. Resilience is key to being a police officer as we experience challenging scenarios and often enter people’s lives at the most difficult time for them. When attending any call, there is always a chance that officers could get injured. This ranges from travelling to the call in a vehicle to being assaulted by members of the public. Officers working on response also attend a variety of incidents during each shift which requires different actions to be completed.

Wellbeing is defined by Davis (2019) as “the experience of health, happiness, and prosperity”. Being happy both inside and outside of work has always been key for me to look forward to coming into work every day in order to perform at my best and therefore be proud of the work that I do to help members of the public.

Within South Wales Police, all staff and officers are encouraged to embrace a culture of being proud, professional, and positive in every action that is carried out (South Wales Police, 2023). Due to this message being broadcast across the force, to those who have been involved in the organisation for many years, and then as well as new recruits, it is clear what senior officers expect of staff and that a positive culture it to be embraced.

A few months after reaching independent patrol status, I had a change in immediate supervisory. My new supervisor embraced a different organisational culture to that of my previous supervisor. The College of Policing (2022) state that Chief Constables should promote a culture that “recognises the role that supervisors play in demonstrating and delivering a visible commitment to diversity and to treating staff fairly” and that supervisors supporting staff wellbeing is not universally understood or delivered consistently in policing. I experienced this with my first

supervisor due to my lack of service where there appeared to be favouritism towards more experienced members that the supervisor had known for longer. This in turn prevented me from developing professionally as I was held back from attending courses to gain more skills, attachments with different departments and other developmental opportunities which other supervisors would have allowed. This has been my own personal experience however the College of Policing (2022) state that there are still aspects of existing culture that requires change such as resistance to change and belief in a traditional hierarchical traditional leadership that needs to change to promote happiness and prosperity in those younger in service. If I were to experience this again, I would speak with another supervisor sooner to reduce the negative impact that this incident had on my emotional wellbeing and job satisfaction.

I have previously witnessed a cultural belief on response that those who are younger in service are given the less favourable tasks to complete and are in charge of making cups of tea / cleaning up after the team. Whilst to some extent this could help the younger officers feel as part of the team, this could be degrading over time and the officer's job satisfaction will decrease, causing resentment to grow. By conforming to this culture there is a risk that newer officers in service will feel how I have felt previously which could lead to them leaving the job role and the service altogether (Willis, 2023). I have been made aware by colleagues that South Wales Police are in the process of making changes to this culture. They are doing this by placing newly promoted or officers looking for promotion on a leadership course that will help mould a more inclusive supervisor which in turn will create a better and multi-faceted culture within the police service, If the leaders within the police can provide an equal and fair culture, then this is likely to pass onto new officers within the service (College of Policing, 2022). The organisation will grow from the front line and spread a better culture once officers leave response to other departments.

During my first year of being independent, I have utilised a number of strategies to maintain my wellbeing and resilience. The first strategy has been to go to the gym as often as I can. The National Health Service (2023) outline how when we exercise, our body releases endorphins which improve mood and energy. It also helps to reduce anxiety and stress which is key after working in a stressful environment for prolonged periods of time. Due to the physical nature of policing, it is key that I also maintain a standard of physical fitness as per the standards of professional behaviour (College of Policing, 2014a). Whilst being on shift, I have found value in eating a balanced diet in keeping with my physical training.

I also would spend time with my pet spaniel after work and on rest days as The HABRI Benchmark Survey of Us Pet Owners (2021) stated that "76% of pet owners report that their personal health has improved as a result of owning a pet". By walking him I also complete physical exercise without even realising. I also walk the dog with my mum which allows us to spend quality time together and talk about any stresses from work which she may be able to help me with from an outside point of view.

I often speak with colleagues who I have developed a close relationship with, in order to vent my frustrations, ask for advice, and debrief incidents that I have dealt with. This is massively important to me to discuss these topics as I am able to speak with those who understand the strain and processed that I go through during those

incidents. It allows me to open up my thoughts and feelings. Having a strong workplace support system makes challenges more manageable (BioSpace, 2019).

To conclude, since gaining independent patrol status, I have been able to improve my resilience and utilised different strategies to maintain my wellbeing both in and outside of the work environment. I have learnt through different experiences with colleagues and members of the public how I am able to cope with challenges and build my resilience. It is critical in the role of a police officer to be able to cope with challenges and be able to speak with those both inside and outside of the workplace to de-stress and to keep a positive outlook due to the nature of incidents that we often attend. Looking towards continuous development, I will be looking to further my experience within this topic by maintaining a healthy work-life balance, attending the gym, and eating a balanced diet. This in turn, will improve my understanding of this topic area and improve me as a police officer.

Word Count - 1177

## 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 be referring to an incident where I attended with a colleague that occurred in a rural area of the location we police. This call was a result of a 999 call where the caller mentioned that they had been assaulted by their partner – therefore making it domestic related under The Domestic Abuse Act 2021. This is defined as:

*Behaviour of a person (A) towards another person (B) is ‘domestic abuse’ if –*  
*(a) A and B are aged 16 or over and are personally connected to each other,*  
*and*  
*(b) The behaviour is abusive.*  
*(The Domestic Abuse Act 2021)*

During this incident I spoke primarily with the aggrieved to gather information regarding what had happened and to put safeguarding measures in place. They advised me that their partner had strangled them and hit them. Whilst doing this, I was made aware that the suspect was in the vicinity, and I therefore left the victim in the care of neighbours and instructed them to lock the doors. With domestic related incidents, it is often assumed that the perpetrator is male and the victim female. Although this is the case in this incident, I am trained to treat incidents no different if it were the other way round and keep an open mind before arriving on scene.

The National Decision-Making Model (NDM) was implemented by the College of Policing in 2014 and became the standardised model used by police forces in England and Wales in rationalising decision-making. At the centre of the NDM is the Code of Ethics which should “underpin every decision and action across policing”

(College of Policing, 2014a, pg. 4). The Code of Ethics branches into all five aspects of the NDM and guides officers to act in accordance with the code whilst making decisions in all aspects of their job (College of Policing, 2014b). The first aspect is 'Gathering Information and Intelligence'. Information allows officers to start to understand the problem and start to formulate a decision (Aeppli, et al., 2011). The second section is to 'Assess Threat and Risk and Develop a Working Strategy'. This is essential after gathering information and intelligence regarding the incident and persons named initially. This stage involves assessing any specific threat and the risk of harm to me, my colleague and members of the public (College of Policing, 2014b).

The next section is to consider any powers and policies that could be applicable in this instance. During this incident, I considered force policy in relation to domestic abuse incidents, as well as legislation around the arrest and detention of the suspect. I considered the use of Section 17 Police and Criminal Evidence Act 1984 which gives officers the power to force entry to save life and limb (UK Government, 1984) due to the victim's location being unknown prior to arrival at scene. I also considered my powers of arrest under Section 24 Police and Criminal Evidence Act 1984 should the suspect be on scene and when further information was given to me by the victim to see if necessity for their arrest had been met.

The fourth stage is to identify any options and contingencies that can assist in making a "particular decision (or resolve a situation) with the least risk of harm" (College of Policing, 2014b). An example in this case is an Operation New York which is a contingency used in South Wales Police and explained below.

The final stage in of the NDM is to 'Take Action and Review What happened'. This is separated into two steps – action and review. It is important that when taking action to consider whether colleagues should be aware of what you have decided to do (College of Policing, 2014b). Recording rationales for decision making is critical in order for officers to justify their decision making after the incident. This should be done in officer's pocket notebooks and in statements post incident. It is then crucial to be able to quickly monitor the outcome of this decision to ascertain if the desired outcome was achieved. The College of Policing (2014b) states that if the incident is yet to conclude, go through the NDM again as many times as necessary. Upon conclusion of an incident, officers must review all decisions made and see how their decisions affected the outcome and what can be done differently next time a similar incident is attended.

On way to the call, information was passed to me regarding the subject and the reporting person, where the incident occurred and what had been said by the caller. I assessed this information and identified that the subject in this incident posed a serious risk to the safety of me, my colleague and the victim in this case due to previous violent incidents involving them for which they had been arrested, as well as this incident. Following this, I considered the legal powers I could utilise to secure the victim to safeguard them upon arrival at scene.

Upon arrival at scene I activated my police issued body worn video to capture the initial account of the victim and their demeanour as this would provide an exact record of the immediate emotional impact on them (NPCC, 2022). This also captured the victim's first account of the incident and to ascertain if they knew the location of the suspect. When speaking with the victim, they advised that the suspect could potentially still be within the address. After gathering this information, I informed my colleague who then advised our sergeant of the information obtained

so far. The victim provided me with permission to enter the property where they believed the subject to be. I told the victim to stay inside their vehicle so that they could not be reached so me and my colleague could search the property in a safe and systematic manner. I decided that this was immediate action that needed to be taken due to the distressed manner of the victim and the nature of the offences disclosed to me.

Within South Wales Police, officers sometimes utilise an 'Operation New York' (Op New York). This can be called by any officer at a variety of incidents. When an Op New York is called, officers who are not dealing with emergency calls are encouraged to attend the locality in where it was called as it assists with flooding the area of resources. For example, if there is potential for large scale disorder, a high priority suspect has made off or a missing child, Op New Yorks are called. In this incident, whilst I was speaking with the victim, the neighbour had spotted the suspect running from the adjoining property. Due to only me and one other colleague being in the area and it being a rural location, I called an Op New York and therefore colleagues from adjoining sectors attended the area to search for the suspect. Whilst awaiting further officers, I stood at the front of the property whilst my colleague stood at the rear to prevent the suspect leaving the property. Upon reflection, I should have called for further officers to attend the location soon after being given the information regarding the suspect due to the seriousness and violent nature they have had towards police previously and in hindsight knowing that they do run from police willingly.

I video and audio recorded the initial account from the victim on my force issued Body Worn Video however I also noted key points onto the incident log. This allowed for supervisors in the public service centre and my sergeant to be aware of the information gained as efficiently as possible. This then assists in their decision making should any further policies such as taser or firearms be required. After the incident, I recorded all the information onto police systems in order for other officers to be aware of the circumstances when the suspect was arrested.

Within South Wales Police, it is policy that at all domestic related incidents, that a Public Protection Notification is completed with the victim, answering the 29 Domestic Abuse Stalking and Harassment questions on the form. This allows officers to complete an up-to-date risk assessment which gets shared with Partner Agencies – either with consent of the victim, or if there is a lawful reason to do so (South Wales Police, 2023). During this form, I stated concerns me and my colleague had for the safety of the victim as the suspect had yet to be arrested and what further support from partner agencies they could benefit from during and after the investigation. I also referred the victim to Live Fear Free as per the violence against women and girls joint strategy (Michael, et al., 2019) which puts emphasis on positive action being taken at domestic violence incidents involving women.

The suspect in this case was arrested by officers a couple of weeks later and bailed from court with conditions against the victim. When the suspect was bailed from court, the victim withdrew their support from the investigation. The Crown Prosecution Service decided not to proceed with the case on a victimless prosecution even though body worn video from initial attendance showing the emotion and immediate impact of the incident upon the victim.

To conclude, I believe that the decision I made to safeguard the victim first before going into the address was the correct decision due to their vulnerability and the importance of obtaining more information regarding the incident. I decided that it was important for me to obtain a statement from the victim due to concerns regarding a withdrawal of complaint. As a consequence of my decision making, the victim was safeguarded away from the area where the suspect was last seen, and a detailed statement had been obtained from them. However, due to the timeframe between initial attendance and arrest, the victim withdrew their support from the investigation and the case was dropped by the Crown Prosecution Service.

Word Count - 1645

### Task 3

#### Relevant areas of the National Policing Curriculum: Maintaining Professional Standards, Leadership and Team-working

**Evaluate** theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion).

**Consider** why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance.

**Consider** how team dynamics within the police service can result in failing to comply with professional standards requirements (Code of Ethics, policies, procedures, protocols or legislation).

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

#### ANSWER:

In this essay, theories of team dynamic will be evaluated as a means of developing team cohesion. Consideration will be given as to why inter-personal conflict can occur within a team and how team dynamics within the police service causes non-compliance with the standards of professional behaviour. Different strategies that can be adopted to enhance individual and team performance will also be considered. Last (2023) discusses different models used for understanding team dynamics. These are: The Tuckman Model (Tuckman, 1965), DISC Model (Marston, 1928), GRPI Model (Beckhard, 1972), and the Thomas-Kilmann Conflict Mode Model (Thomas and Kilmann, 1974).

Within response policing, individuals often move to different departments and others join the shift with a varying degree of experience. It is important that those joining a team are open to embracing the team's dynamic (Golledge, 2020). It is crucial for those joining the team to involve themselves in team activities and with other members of the team to start forming positive relationships. Tuckman's 1965 theory is based on four stages of group development: forming, storming, norming and performing. The forming stage allows group members to see what behaviours are acceptable in the group by the reaction of the group (Tuckman, 1965). The 'storming' or 'intra-group conflict' stage is where friction within the group increases as persons become more comfortable in challenging the behaviour of those in the group, rules are broken, and people become more anxious due to this (Tuckman, 1965). When new people join a team it is imperative that they feel able to challenge the behaviour of those more senior in rank or those of the same rank in order to abide by the standards of professional behaviour. The 'norming' phase of this model is when those who remain in the group start to develop a common goal/purpose and develop group cohesion instead of conflict. The final phase in this model is the 'performing' phase. This is described by Tuckman (1965) as "a stage of mutual task interaction with a minimum of emotional interference" which is possible due to the group having

“developed to the point where it can support rather than hinder task processes through the use of function-orientated roles” (Tuckman, 1964, pp. 390). If teams are unable to pass the ‘storming’ phase as outlined by Tuckman, then they will not be able to function as a coherent unit due to continuous conflict. Within policing, this is a continuous circle due to the continuous change in personnel on shift.

Marston (1928) developed a model for conflict management known as the Dominance, Inducement, Submission and Compliance model. This model explores how individual’s personality traits can assist in conflict resolution and how these individuals work together in a team environment. It explains the characteristics of each personality trait, including their likely strengths and weaknesses (Last, 2023). Those with a more dominant characteristic are more likely to be a risk-taker and greater problem-solver in comparison to those who are more compliant/conscientious who are more realistic and logical. It is important to balance different personality types within a team as persons with too much dominance may cause those who are more influential to follow their direction in fear of becoming exiled within the team.

Beckhard’s 1972 model of teamwork dynamics looks at the interrelated components of effective teamwork: goals, roles, interpersonal and processes. Last (2023) outlined that everyone must understand and be committed to the goals of the team and all team members know what their part is in the team and what is expected of them. Within this model, communication and collaboration is also required alongside flexibility and sensitivity when dealing with conflict. It is also essential to have a defined system for how decisions are made and how the team addresses conflict and problem solves. Within policing, we must be able to work effectively as a team and this is impacted by team dynamics being balanced correctly.

The Thomas-Kilmann 1974 Conflict Mode Model looks at five approaches for managing team conflict; these are competing, accommodating, compromising, avoiding and collaborating. In this model, they are used on a matrix and marked against two scales: assertiveness and cooperativeness (Last, 2023). By having members on the team at different ends of these scales, can – if managed well by a supervisor – cause team members to compete constructively and innovative solutions can occur as a result. In the middle of the scale is compromising which can lead to dissatisfaction although is sometimes necessary to defuse an incident. The model states that collaborating is the best way to resolve conflict in a manner that benefits the whole team and builds respect (Last, 2023).

All of the above-mentioned models show how by having too many people working on the same team with the same personality can sometimes be detrimental to team cohesion and productivity. However, if managed by a supervisor as well as the individuals in the team themselves,

Inter-personal conflict is defined as a “disagreement between two interdependent people who perceive that they have incompatible goals” (Leung, 2007, pg. 167). Inter-personal conflict can occur within a team for numerous reasons, when we think about modern policing there are barriers which we face from external pressures such as the media which are more prevalent than they were previously. This can cause some form of conflict within the team when there is a difference of opinion and

values. Resolving this conflict in a constructive manner is a highly critical skill to be utilised, especially in a response policing environment (Leung, 2007).

Team dynamics can be ever changing especially when we discuss my current role within response, team members can be moved around and replaced on almost a monthly basis which then can change the possible conflicts that can come from new personalities. I will discuss the strategies that can be adopted by each team member but also the supervisors of that team in order to enhance the performance of the individual and team. Supervisors of the team need to be action-orientated, have a tolerance for change, and have an interest in the job they are doing in order to build an effective team (Bubshait and Farooq, 1999). Supervisors must be able to discuss matters with their team members. Supervisors should make time within their working week to have a 1-2-1 catch up with each team member. This enables them to establish any new problems and monitor ongoing issues with each individual and to gauge how the team dynamics are that week. Different activities such as team bonding exercises and going out as a team outside of work can develop team cohesion, and subsequently the individual performance of each member. Andrews (2023) states how individual and team performance can be improved by embracing a flexible work environment. This promotes a healthy work-life balance, and subsequently improving morale and productivity.

When we think of the possible outcomes of conflict within the team this can result in work being missed and priorities being neglected as the team are hyper focussed on the conflict rather than the job at hand. This can lead to a negative impact on not only the team but the organisation itself. Hocker and Wilmot (1998) consider that when resources are limited, then incompatibility between team members is more likely to occur due to conflict over distribution of work and rewards. Inter-team conflict can be defined as “incompatible states or confrontational behaviours between teams” (Zeng, et al., 2022, pg. 3). Within policing, it is crucial for different departments such as response, neighbourhood policing, criminal investigations and custody staff, are able to collaborate and work in an ethical manner. Failure to do so could lead to a breach in the standards of professional behaviour and misconduct proceedings.

The Standards of Professional Behaviour are embedded within the Code of Ethics (2014) and reflect the expectations placed on those working within the police service (College of Policing, 2014b). The second standard is ‘Authority, Respect and Courtesy’. It states that officers will “act with self-control and tolerance, treating members of the public and colleagues with respect and courtesy” (College of Policing, 2014b, pg. 9). The tenth standard is ‘Challenging and reporting improper behaviour’. This states that employees of the police service are to challenge and report the behaviour of their peers should it fall below the standards of behaviour (College of Policing, 2014b). An example of not challenging behaviour is shown in the case of the Metropolitan Police and convicted murderer Wayne Cousins and colleagues failed to challenge behaviour on social media group chats. Five serving and one former officer are currently under investigation for the sharing of grossly offensive material (Shearing and Portal, 2021). This could also be a matter of officer safety when dealing with members of the public due to officers feeling that they are unable to trust their colleagues due to their behaviour.

To conclude, there are different strategies that can be utilised by teams in order to enhance performance and a number of tried and tested models are successful in developing team cohesion. Response policing is a dynamic and emotive role which can cause conflict between team members due to the traumatic nature of the role on occasions. It is crucial that officers are able to work through the conflict successfully to avoid falling below the standards of professional behaviour.

Word Count - 1546

#### 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, the use of information and intelligence to disrupt more prevalent criminal activity by effectively policing the roads will be explained, and the use of technology such as ANPR as an investigative resource will be outlined.

In 2021, 645 billion passenger kilometres were travelled in Great Britain with cars, vans and taxis making up 88% of this (Department for Transport, 2022). In addition, 93% of the 757 average trips made across public and private transport in England were made via private vehicles such as cars and vans (Department for Transport, 2022). In 2021, 35.3 million travelled by sea, with most short movements between the United Kingdom and France (Department for Transport, 2022). Organised crime groups that are linked with criminality such as modern-day slavery, county lines and human trafficking, utilise stolen vehicles in order to carry out these activities and fund them (Interpol, 2023). The use of ferries at Dover in the United Kingdom provides a gateway for organised crime groups to access Europe whilst travelling in stolen vehicles.

Information and intelligence are critical to everyday policing, as well as to the disruption of more prevalent criminal activity. Information and intelligence are key principles utilised to effectively police the roads. Innes and Sheptycki (2004, pg. 6) differentiate information and intelligence – "Information consists of bits of data that, when combined and viewed together with relevant background knowledge, may produce intelligence, which informs the actions and decisions of policing organisations". Intelligence-led policing is a collaboration of intelligence officers, police officers and analysts (College of Policing, 2013). Analysts can include those who analyse data from Automatic number plate recognition cameras to make the data readable for officers to action the intelligence in operational settings.

The National Intelligence Model (NIM) is "an intelligence-led business model used by UK police forces to gather, evaluate and manage information" (HMICFRS, 2023). The model was devised by the National Crime Intelligence Service, and it uses intelligence to determine priorities for policing (Wood, et al., 2022, pg. 562). Within

British Police forces, the 3 x 5 x 2 system is utilised when submitting and evaluating information which is shown in Figure 1. Prior to this system coming into effect in 2016, there was a 5x5x5 model utilised by the police. Within the model, the first two 5s refer to a scale given to the source of the information – without assessing it – and the circumstances in which the data was collated (Iqbal, 2019). The last five refers to the handling codes. These have not been majorly modified in the new system and contained lawful sharing permitted and lawful sharing permitted with conditions codes. These are crucial in ensuring the intelligence is disseminated correctly.

Figure 1 – Intelligence Report Post 2016

| Government security classifications | Acquisition      |                                       | Exploitation                                 |                         |                          |
|-------------------------------------|------------------|---------------------------------------|----------------------------------------------|-------------------------|--------------------------|
|                                     | Source           | Intelligence                          | Handling                                     | Intelligence unit only  |                          |
| Top Secret                          |                  |                                       |                                              |                         |                          |
| Secret                              | 1 – Reliable     | A – Known directly                    | P – Lawful sharing permitted                 | Action                  | Sanitisation             |
| Official                            | 2 – Untested     | B – Known indirectly but corroborated |                                              |                         |                          |
|                                     | 3 – Not reliable | C – Known indirectly                  | C – Lawful sharing permitted with conditions | A1 – Covert development | S1 – Delegated authority |
|                                     |                  | D – Not known                         |                                              | A2 – Covert use         | S2 – Consult originator  |
|                                     |                  | E – Suspected to be false             |                                              | A3 – Overt use          |                          |

(College of Policing, 2022)

The ‘3’ in this system represents the person providing the information and the evaluation of that person, ‘5’ represents the information and intelligence assessment, and ‘2’ the handling of the data and its dissemination (College of Policing, 2022). This model is to be followed by all those inputting intelligence into police systems so that it can be risk assessed by trained officers before being released or disseminated to outside agencies. This can be crucial when looking at organised crime group mapping as the data “must be shared locally, regionally and nationally within and between partners” (College of Policing, 2015). The Data Protection Act 1998 allows dissemination of personal data outside of the EU if there is substantial public interest which could be applied to serious and organised crime (College of Policing, 2022). This framework, utilised alongside the National Intelligence Model, brings consistency in how forces in England and Wales process information and turn it into actionable intelligence (Kirby and Penna, 2008) This is crucial as the criminal groups operate in diverse geographical locations and therefore requires forces to work together and be as flexible as the individuals being perused (Kirby and Penna, 2008).

As well as information and intelligence dissemination between police forces in England and Wales, the Home Office (2010) outlines the importance of information sharing between relevant authorities which includes the police, and other agencies for community safety. This is crucial for dealing with victims of offences such as human trafficking as well as during the planning of police operations and strategies. Human trafficking “involves the transit of commodities from their origins to

destinations (where their services are required by consumers)” (Pajón and Walsh, 2022, pg. 297). Vehicles utilised in human trafficking ranges from cars to lorries which are also used for the transportation of counterfeit goods.

In 2018, the National Police Chiefs’ Council set out a three-year strategy for ‘Policing Our Roads Together’. Within this strategy it sets out strategic objectives that have been adopting from the Safe System. These are: Safer Roads, Safe Speeds, Safe Vehicles, Safe Road Users and Post-Crash Response (NPCC, 2018). This incorporates the ‘Fatal 4’ offences and allows them to be prioritised. Within the Safe Roads objective it states:

*We will be clearer in identifying high harm routes and will use automatic number plate recognition (ANPR) to detect and disrupt criminals who use the road. We will continue to embrace the use of technology (NPCC, 2018).*

It is clear from the NPCC that the use of automatic number plate recognition is to play a crucial role in policing the roads and gathering intelligence to detect and disrupt criminals who use the network in the United Kingdom. This is continued in the NPCC 2022 – 2025 National Roads Policing Strategy which is shown in Figure 2. The use of a cyclical strategy shows how all elements are integral for policing the road network and that officers must act ethically and follow an evidence-based approach when acting upon intelligence.

Figure 2 – National Roads Policing Strategy 2022 - 2025



(National Police Chiefs’ Council 2022)

When discussing ‘Tackling Crime’, Chief Constable Alan Pughsley QPM refers to criminals not recognising force borders and that by working with partner agencies, the roads will be a more hostile place for those using it for criminality (NPCC, 2022). This also refers to the policing the roads ethically and based on evidence. This is in line with the Code of Ethics and Standards of behaviour that all police officers are duty bound to abide by (College of Policing, 2014b). Information and intelligence help officers become environmentally informed which allows them to target specific

locations. Enforcement of road traffic legislation can provide officers with the power to stop vehicles which can allow for the gathering of information/intelligence of those using that specific vehicle, as well as the apprehension of offenders for serious offences such as human trafficking (Sheptycki, 2017).

Advancements in technology provide roads policing officers with investigative resources when disrupting criminal activity. ANPR stands for Automatic Number Plate Recognition. It has been developed as a tool used by the police for gathering information about vehicle movements (Tang, J. et al., 2022, pg. 1). The process consists of “image acquisition, image preprocessing, determination and extraction of region of interest, and interpreting the pixels into numerically readable characters” (A. G, S. Fakhar., et al., 2019). External factors such as weather conditions can have an impact on the capability of the cameras. The data from the cameras must show an accurate representation of the vehicle indexes with “correctly represented EU and Schengen Community number plates” (Home Office, 2022, pg. 14). Those involved in criminality are known to travel on cloned plates or alter the plate with materials such as electric tape in order to avoid detection when travelling on main arterial routes.

Automatic Number Plate recognition should “always be considered where it is known or believed that a vehicle is involved in an investigation or incident” (College of Policing, 2023). Data from ANPR can identify the movements of vehicles and provides any information associated with that vehicle (College of Policing 2023) and helps build an intelligence picture for officers to act upon should they see this vehicle. Automatic Number Plate Recognition cameras also take images of the vehicle when it is driving, therefore capturing the person driving at the time. Traffic officers drive specially adapted vehicles for their role with adaptations made to allow them to pursue criminals utilising the roads. On these vehicles, automatic number plate recognition cameras are installed and allows the monitoring of hits against a list of vehicles of interest to police where an operational response will take place (Home Office, 2022). In 2019, the Home Secretary Priti Patel MP committed £20 million to disrupt the county lines organised crime and this included enhanced data analysis through automatic number plate recognition (UK Government, 2019). This increased the capability of police forces to proactively target suspect vehicles and specific locations. This can act as a deterrent to criminals utilising the road in those areas. With this advancement there must be further training to more officers on the front line who will then be able to link the lower-level crime or missing persons investigations that will inherently be linked to the organised crime groups, modern slavery and county lines investigations.

To conclude, information and intelligence is crucial for disrupting criminality on the roads if utilised by law enforcement agencies effectively. The development of automatic number plate recognition technology and that capability for it to be mobile on police vehicles provides more of a deterrent to those utilising the minor roads on the network.

Word Count - 1555

## 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<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 |                                                                                                                                                   |
| Casefiles        |            | 7          |              |            | 7          |              | To attend hub attachment to gain further insight on how to complete specific documents within a casefile to a high standard that the CPS require. |
| Traffic Offences |            |            | 8            |            |            | 9            | Continuous proactive stops of vehicles with further enquiries conducted on police systems. Exposure to different road traffic                     |

|                                            |            |            |              |            |            |              |                                                                                                                                                                                     |
|--------------------------------------------|------------|------------|--------------|------------|------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |            |            |              |            |            |              | collisions where injuries are involved.                                                                                                                                             |
| <b>SKILLS</b>                              | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 |                                                                                                                                                                                     |
| <b>Sexual Offences<br/>First Responder</b> |            | 6          |              |            |            | 9            | To attend more calls of this nature where attendance is required at a Sexual Assault Referral Centre to gain more experience working with the force medical advisor.                |
| <b>Blue Light Driving</b>                  |            |            | 10           | 4          |            |              | I am currently waiting to book on to a course to obtain this skill however I practice driving skills every time I enter a vehicle both in and outside work that can be transferred. |
| <b>EXPERIENCE</b>                          | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 |                                                                                                                                                                                     |
| <b>Stop Searches</b>                       |            |            | 8            |            | 7          |              | To conduct more proactive patrols and have the confidence that I have the grounds to search individuals for relevant items under that search power.                                 |
| <b>Suspect<br/>Interviewing</b>            |            |            | 8            |            | 7          |              | To interview for more complex investigations such as burglary or sexual offences and develop my interview technique.                                                                |



## Bibliography

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

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