

## **BSc (Hons) Professional Police Practice**

### **LEVEL 5 - 40 Credits**

#### **Workbook title: Competency Based Workbook 2 (PCDA)**

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

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## **FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME**

***Module title: Professional Police Practice 2 (PCDA) BMPP5000D***

## **Workbook Guidance**

Please read these notes carefully; they provide essential information.

### **What is the workbook for?**

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

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

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

### **How should the workbook be presented?**

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

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

([https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter\\_07\\_Assessment-Taught\\_Programmes\\_Pages\\_72-79-UPDATED-05-11-2019.pdf](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.

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| 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>     |
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## Task 1

### Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Having achieved Independent Patrol Status, **reflect** on the impact of organisation culture within policing on your wellbeing and resilience (organisation change, retaining personal values in a wider organisational culture).

**Consider** the risks of conforming to organisational culture.

**Illustrate** your strategies for maintaining wellbeing and resilience.

*1250 words (+/- 10%: include your actual word count at the end of each section)*

### ANSWER:

Achieving Independent Patrol Status (IPS) as a student police officer marks a significant milestone in one's career, signifying the transition from a supervised learning environment to an autonomous role within the policing structure. This juncture is opportune for initiating my own reflection on the impact organisational culture has on my wellbeing and resilience. This essay will outline the risks associated with conforming to organisational culture and it will reflect on my own experience in that regard, which will be structured according to Borton's model of reflection (Borton, 1970). This model can be pithily summarised as "What? So what? Now what?" as a circular framework for reflective practice.

Before seeking to apply it to the circumstances of policing, it is worth defining what organisational culture is in general terms. It is summarised by Farmer (1990) as "what is done, how it is done, and who is doing it". Every unique human organisation creates its own culture, from a small local business to a global organisation spanning an array of cultures and time zones. Each organisational culture is influenced by beliefs and assumptions which comes from the things we hear, observe, and learn (Denison Consulting, 2016), and might be considered a sort of collective "corporate personality" (Flamholtz and Randle, 2012).

Clearly, organisational culture is relevant to policing, if not even more relevant than for lot of other organisations, as there is a huge emphasis in police culture on much of what is encompassed by the term organisational culture. The term covers employees' behaviour even when they are not instructed on what to do, with some

moderation through leadership (Masunka, Kinyua, and Muchemi, 2022). This is analogous to my experience of autonomy with IPS, whereby I am expected to uphold the “personality” of the culture of policing on and off duty and independently of any explicit instructions by superior officers. One could easily argue that organisational culture, as an expected framework of behaviours, permeates a police officer’s life to a greater extent than any other profession, and is enshrined in the Code of Ethics (College of Policing, 2014) and other more localised frameworks such as Gwent Police’s values (Gwent Police, 2023).

The impact of a strong, far-reaching, and deeply entrenched organisation culture such as that which the policing profession has gives rise to many positive outcomes, such as higher performance due to the unity and common vision of its workforce (Cameron and Quinn, 1999). Evidence shows, however, that senior officers show a stronger preference for such homogeneity than more junior ranks, which could indicate a somewhat reduced benefit from, or acceptance of, organisation culture on those who have aspirations of promotion (Whiting, 2014).

The homogeneity of corporate personality, also tends to engender an intolerance of differences or deviation from the norm. It lends itself particularly to intolerance of whistleblowers or people who speak out against the behaviours of colleagues (Muir, 2022). While efforts are continuously being made to mitigate this effect by organisational change, it inevitably is a direct challenge to the established unity of the workforce and thus efforts to encourage whistleblowing and general accountability are directly at odds with organisational culture as *status quo*.

Another negative implication of the police’s organisational culture is what is referred to as the “cult of masculinity”. This is a well-established phenomenon within the profession. Manning (1978) wrote that the culture of the police was “essentially a masculine culture with an emphasis on virility, toughness, masculinity, and masculine interests such as sexual triumphs, sports, outdoor life, and so forth”. Decades later, Atkinson (2016) still demonstrated its largely unchanged effect, particularly on female police officers, who were universally subordinated and ultimately had to “accept a patriarchal bargain; becoming passive, inactive, dependent and child-like, and thus marginalised to the periphery of police work”.

While I am not a female officer, I am a gay male officer which comes with its own incongruences at odds with the cult of masculinity. Circumstances for LGB officers have improved since the days of Burke (1994), who described LGB officers as being perceived as deviants and a contamination and a threat to the integrity of British policing in the minds of their heterosexual colleagues. Despite improvements in diversity, tolerance, and attitudes, there are still residual effects of organisational culture which continue to be a hindrance to LGB officers. Jones (2014) wrote that some of the main resistances felt by LGB officers today were the dominant sub-cultural mindset of “police machismo”.

A large proportion of LGB officers make an active decision not to come out at work for the first twelve months of their service (Jones, 2014), and this was exactly my experience as well. The organisational culture of machismo, masculine interests, and conformity were a significant source of anxiety for me in my first year as an independent officer. It is never entirely predictable how one’s sexuality might be received and it is not particularly easy to shoehorn it into conversation without feeling forced. I was therefore avoiding conversation about partners, or I used gender neutral language for a long time before being confident that my colleagues held liberal views on sexuality and would be accepting of me.

While, to me, organisational culture has its advantages in fostering a sense of belonging to a homogenous unit with a unity of values, there are risks to blindly conforming to it. Firstly, there is a risk of perpetuating, even if inadvertently, the negative consequences of organisational culture such as an aversion to change or diversity of views. If I were to blindly conform, I might restrict myself to only forming meaningful relationships with people who act like me, think like me, and have the same values as me, which in itself might prevent me from ever second-guessing my own behaviours.

Secondly, there is a risk that I would never feel comfortable speaking out against any unethical behaviour of my peers. It is therefore imperative to stay abreast of organisational change, particularly in areas of ethics and whistleblowing, rather than lagging behind progress.

Thirdly, the cult of masculinity can have profound impacts on mental health. As already discussed, I felt significant anxiety about being seen as non-conforming due

to my sexuality, but the effects are wider than this. Officers are expected to suppress their emotions and appear tough. This stigma is a commonly reported reason why many officers avoid seeking help regarding mental health, which can be disastrous to mental wellbeing (Corrigan et al., 2014).

In order to be resilient to the negative impacts of organisational culture, I have adopted some personal behaviours designed to mitigate the known risks. In joining the LGBT committee, not only have I protected my mental wellbeing by surrounding myself with tolerant LGBT-friendly individuals, but it also helps to chip away at the cult of masculinity by promoting non-masculine behaviours as equally valid. These are personal values which I am passionate about retaining and instilling in others.

I have also engaged with the Wellbeing Department within Gwent Police who are there to support officers' wellbeing. They give tips and advice which I listen to and try to absorb into my daily life, in particular they signposted me to mindfulness resources which I find useful at combatting work stress.

Outside of work, I try to maintain behaviours that are conducive to being resilient mentally and physically. I go to the gym and exercise which I find has twofold effects of improving physical resilience as well as improving mental wellbeing.

Going forward, I intend to stay vigilant to the negative effects of organisational culture. I want to maintain a delicate balance between being in solidarity with the positive values and behaviours of the police culture, while ensuring my own wellbeing is not compromised. I will also make an effort to be a part of progressive change in police culture, towards a more inclusive and less masculine-focused environment through my work with the LGBT committee, and supporting any other marginalised officers, and destigmatising discussion of mental health with my colleagues.

**1326 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:

Effective and rational decision making is a key principle of policing. Even in time-sensitive and high-pressure situations, officers are expected to keep the overarching mission in mind if it is not possible to fully segregate their thinking (College of Policing, 2014). The overarching mission is weaved into the Code of Ethics, which in itself binds together all the components of the National Decision Model (NDM). This essay seeks to outline a domestic related incident I encountered which was under somewhat complex and unpredictable circumstances, and required nuanced decision making on my part. I will reflect on my experience using Borton's model of reflection (Borton, 1970). This model can be summarised as "What? So what? Now what?" as a circular framework for reflective practice.

In the course of my duties as a response officer, I encountered a compelling incident that unfolded during a handover at the beginning of a morning shift. Assigned to follow up on a domestic violence call, initiated by the previous night's shift, I found myself stepping into a situation where an arrest had been made but further investigative actions were pending.

The arresting officer briefed me on the details of the incident, involving a young and visibly distressed female who had been taken into custody for allegedly assaulting

her partner the night before. This officer, constrained by time, had not been able to complete essential follow-up tasks, leaving me with the responsibility to transport the apprehended individual to the custody suite and interview her.

Upon checking the prisoner before departure, I observed dark bruises on her arms and noted a slight swelling on her face, amplifying the gravity of the situation. Despite these circumstances, my role was to fulfil the necessary procedures and ensure the safe conveyance of the prisoner, all while contemplating the complexities surrounding domestic violence and the decisions made by law enforcement in such scenarios. After arriving at the custody suite, the female explained, during the booking process at the custody suite, that she had thrown a cup in self-defence to prevent further harm from her partner.

The issue I found was that all the evidence suggested that this appeared to be consistent with her story, and that it was actually the victim of the domestic violence who had been arrested by the previous shift. As she had already been accepted into custody, there was no option but to follow the necessary procedures of interviewing her for the offence and determining a suitable disposal (for instance “no further action”, charge, bail, and so on). Subsequent enquiries also suggested that she was a victim and not the offender.

A short while later, after preparing to interview the female, she was released with no further action.

The custody suite was about a 40-minute drive from the female’s home address, and feeling it was our responsibility to get her home safely, I drove her back myself. I took the opportunity, now that she was no longer under caution, to discuss the events of the previous evening.

Although she disclosed that she had been assaulted by her partner, she refused to make any formal complaint and did not want to cause any issues for him. Despite my attempts to explain the benefits of providing a statement and making a complaint, she declined. She did however, begin to open up about the abuse she had suffered not just on this occasion, but on previous occasions as well. She also described how her partner’s assault the previous evening included him strangling her.

It was clear that the female did not want police action taken against him, but I was compelled to act on the information I had received. Through my encouragement, the victim was convinced to provide a notebook entry that stated she did not want to pursue a complaint against him, but included an account of what had happened the previous evening. I also convinced her to allow me to take photographs of the bruising she had suffered. I then proceeded to write my own statement detailing the account that the female had disclosed to me.

The male was subsequently arrested that night and although he was released from custody the following day, largely due to the lack of complaint, the arrest made it possible to obtain a Domestic Violence Protection Notice (DVPN) and Domestic Violence Protection Order (DVPO). This prevented the male from contacting the victim or attending her address for 28 days, which would hopefully give her time and space away from him to think and prepare to leave him properly or at the very least, give her some respite from his abuse.

I will now evaluate the decisions I made during and following this incident, and how those decisions were informed and rationalised by the NDM. The NDM is underpinned by six key elements:

1. Code of Ethics (College of Policing, 2014) which incorporates the key policing principles of: accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect, and selflessness.
2. Information gathering and intelligence.
3. Assessment of threat and development of a working strategy.
4. Consideration of powers and policy.
5. Identifying options and contingencies.
6. Taking action and reviewing what happened.

When the victim was conveyed for custody or release, I was initially not aware of the full circumstances surrounding the incident. This was another officer's arrest and

such it was not my right to de-arrest in consideration of my powers and general policy.

I made it a priority to gather more information about what had happened whilst on the way to custody. After noticing the bruising, I asked her if she was medically fit, but as she was under caution I could not probe too far into what had happened as it could have been construed as a contemporaneous interview, as governed by Code E of the *Police and Criminal Evidence Act 1984*.

Even though on the face of it, she did not want to make a complaint, she was visibly upset by the incident and expressed fear of repeated assaults. By ignoring the offences that had been disclosed I would have been acting without integrity. Despite not wanting to make a formal complaint, I identified the option available to me which was to produce a report of what I had been told and write a statement confirming it. This was acting in line with the policy of positive action.

In terms of facilitating the arrest of the male offender, I had felt the gravity of the offence, being an assault which left bruising, non-fatal strangulation, and so on. Also, the fact that this was reportedly not the first instance of violence was enough to arrest the male in order to prevent further harm and to protect the vulnerable victim. I showed leadership in this instance by taking action following consideration of the vulnerability of the victim. The arrest also meant that conditions could be applied for, and certain things sought such as a DVPN.

I had actually already rationalised and formulated the decision to arrest the male while the disclosure was being made to me by the female, however I was on my own while transporting the female back to her home address, where the male was also likely to be. From the disclosure of the female and also an initial look at the male's history, I knew that he had a propensity for violence. I had to consider, with the NDM in mind, what I would do if he was at the address when I returned the female. I considered whether I should attempt to arrest him immediately or if it would require additional assistance. This would all play a part in my dynamic risk assessment.

The dynamic risk assessment in this incident was not just bearing my own safety in mind but that of the female too, particularly if the male was not there on arrival. I had to consider whether she would be safe until he was apprehended, when he might return, and whether there were others at risk of his violence as well.

Something that was in my mind throughout this incident and my decision making was the concept of trauma bonding. This consists of the development of strong emotional bonds between two people, without one person being intermittently harassing, beating, threatening, abusing, or intimidating the other (Dutton and Painter, 1993).

In the context of Intimate Partner Violence (IPV), trauma bonding the cycle starts with tension building in the relationship, the offender violently releases tension while blaming the victim, then the offender tries to reconcile making gestures of contrition, and the cycle repeats again. The cycle often leads a victim to believe the violence was partially or completely their fault, fear for their life, and feel as if their abuser is omnipresent. Victims are also often removed from healthy support systems that may otherwise have convinced them that it is not their fault and that there is a way out (Reid et al., 2013). I had to consider the fact that the victim was likely trauma bonded to her abuser and was unlikely to feel in a position to make any active steps against him, so she was a very vulnerable person who needed to be protected from further harm.

Vulnerability-related risk is established where relevant vulnerabilities, in this case trauma bonding from domestic violence, interact with the individual's situation, which in this case was the injury and the option to

Unfortunately, despite police in the UK receiving a domestic abuse related call every 30 seconds, it is estimated that less than 24% of domestic abuse crime is actually reported (Refuge, 2017). As already touched upon, due to trauma bonding women often find it difficult to extricate themselves from the situation, in fact it takes on average 7 attempts to leave before actually leaving for good (Refuge, 2017).

In the context of trauma bonding and its associated vulnerabilities, making a rational and effective decision in the context of a domestic violence incident such as that already set out above was paramount to a good outcome. Using the National Decision Model, in particular consideration of the Code of Ethics and other components, I formulated a decision which was for the benefit of the victim in the circumstances, as well as ensuring the safety of both of us. I think it is clear that if some of the policing principles had not been met, such as integrity and leadership, and if a dynamic risk assessment had not been made through the effective development of a working strategy and consideration of my powers such as I did,

positive action and protection of a vulnerable victim may not have been enacted. Justice may also have been misdirected against the victim rather than the perpetrator without my interference, and the perpetrator allowed to continue the cycle of domestic abuse without any intervention.

**1798 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 play a pivotal role in the effectiveness of police operations, influencing cohesion of the officers, their performance, and their adherence to professional standards. This essay seeks to evaluate theories and models relating to team dynamics while putting them in the wider context of the policing profession. It also seeks to identify why cohesion may be less successful in some circumstances and what strategies may be adopted to enhance performance.

There are several models that have been developed in recent decades which attempt to explain or provide a methodology for the development of team cohesion, and strategies for repairing it when damaged. To understand how to develop team cohesion, it is important to first look at why some teams cannot function successfully. It should be pointed out that team cohesion is not an easy thing to actually measure, and that, while cohesion is indeed critical for team effectiveness, inconsistencies in how exactly cohesion is defined and measured limits the ability to make progress in this area in practice (Salas et al., 2015).

One model which outlines barriers to cohesion is the Lencioni Model, set out by Patrick Lencioni in his influential book *The Five Dysfunctions of a Team* (Lencioni, 2002). These five dysfunctions are:

1. Absence of trust. Team members who lack trust seek to conceal their weaknesses and mistakes and are reluctant to ask for help.
2. Fear of conflict. Due to lack of trust as per (1), team members fear conflict and are therefore often reluctant to discuss controversial topics, or share their ideas. Discussions such as these are necessary to enable decision making or to agree an approach.
3. Lack of commitment. Without such discussions as per (2), team members can feel their input is not valued, may become detached and less willing to support any approach that is taken.
4. Avoidance of accountability. With a sense of detachment from the approach that is taken as per (3), an individual may not feel accountable for the decision. Avoidance of conflict also prevents individuals from holding others to account.
5. Inattention to results. Individuals who are not held accountable as per (4) are more likely to become distracted away from team goals and more towards their own individual goals.

It is quite clear to see how the above dysfunctions (Afle, 2023; Last, 2019) stack neatly together to create a perfect recipe for team dysfunction.

As Lencioni (2022) implies absence of trust to be the foundation from which all other dysfunctions follow, it is surely logical to address this issue first and foremost when seeking to improve team cohesion. While some breakdowns of trust can be major, the majority of such infractions are minor and often subtle. These may seem in the moment as merely innocent and therefore easily swept under the carpet and ignored. Unfortunately, these minor acts will break down relationships if not addressed (Reina and Reina, 2006). Another contributing factor to distrust is having

unreasonably high expectations which undoubtedly lead to disappointment and hurt, and thus distrust in those who are the cause of those feelings.

Reina and Reina (2006) outlined a framework for rebuilding trust within the workplace which, in simple terms, can be summarised as: managing expectations and establishing boundaries, honouring agreements or renegotiating broken agreements, encouragement of mutually serving intentions (i.e., operating without hidden agendas), effective and truthful communication, admitting mistakes, maintaining confidentiality, speaking with good purpose (i.e., having a good attitude and understanding the group's purpose), acknowledging people's skills and abilities, seeking the input of others, and challenging others to develop skills.

Minor, or even major, acts which cause distrust are inevitable in any workplace, even with the best of intentions or well-executed behavioural policies. It is therefore equally important to ensure that the effects of distrust are mitigated once they have occurred. Reina and Reina (2006) advise that distrust should be acknowledged and feelings allowed to surface. Employees should be given the necessary support and be defended from unwarranted criticism, and the experience should then be reframed so that it can be made into a learning opportunity.

An organisation such as the police depend highly on a huge amount of trust between officers. A sense of brotherhood and sisterhood with fellow officers appears to be universally felt by people in the profession (Click, 2002), but this does not always prevent difficulties with cohesion from arising.

Looking back to the five dysfunctions of a team (Lencioni, 2002), when applied to the policing profession a lot of the risks are quite successfully mitigated by values that are instilled in all officers during training and beyond, particularly framed by the Code of Ethics (College of Policing, 2014; 2022). The type of dysfunction that seems to be most relevant to policing is (3), or "lack of commitment". This is because of the hierarchical nature of the decision making within police forces, where a lot of strategic decisions are made by senior officers. The day-to-day police work can also be affected and changed at regular intervals by the vicissitudes of Westminster lawmakers or devolved powers in the Welsh Assembly (or other devolved

administrations). This means that police officers often have to enforce laws or carry out new strategies and processes which they do not agree with.

A recent example of something which may cause a serving police officer to struggle with a new approach, and therefore lack commitment or be detached from the decision-making behind it, is the changes in Wales making residential and built-up areas 20mph by default (Welsh Government, 2023). This policy was, and remains, deeply unpopular with the public in Wales, with a strong majority against it, including a majority of Labour voters (the incumbent party) (Redfield and Wilton, 2023), and nearly 500,000 Welsh citizens voting to rescind the law (Senedd Cymru, 2023) which is currently awaiting an assembly debate. Many Welsh officers will inevitably fall down on the side of the majority of public opinion, but are expected to enforce the law all the same. As nothing can be done to change the law, and the law must be upheld despite it being unpopular, the best strategy for maintaining team cohesion in respect of commitment will be to remind oneself of the responsibilities of the job and making an effort to separate personal feelings with the duties of an attested constable. It may also be some comfort to lean into the cohesion of the team and remind oneself that there will be many colleagues in the same position.

While there tends to be a lot of trust and amicability between police officers, there are inevitably some occasions of inter-personal conflict as happens within any professional workplace. One model that deals with the handling of team conflict is the Thomas-Kilmann Conflict Mode Instrument (TKI) (Thomas and Kilmann, 1977). It is designed to measure a person's behaviour in conflict situations, described along two dimensions of assertiveness (the extent to which an individual attempts to satisfy his or her own concerns), and cooperativeness (the extent to which an individual attempts to satisfy the other person's concerns). An individual will then adopt one of five negotiating "styles": competitive, avoidant, accommodating, compromising, or collaborative. This has been updated and extended in recent years by some practitioners who consider relationship symmetry (or lack of) a relevant variable, and also that it is important to "separate the person from the behaviour". Such conflicts can be resolved by encouraging each individual to open their eyes to another perspective and accept their contribution to the problem (Trippe and Baumoele, 2015).

It stands to reason that certain factors of team dynamics under the aforementioned models will be detrimental to the carrying out of police work under the Code of Ethics (College of Policing, 2014). A “competing” mode under the TKI may give rise to the sense of needing to win at all costs which shows an absence of the policing principles of fairness and integrity. An “accommodating” or “avoidant” mode may be non-aggressive, but can lead to resentment due to overly appeasing others, and shows a lack of the policing principles of leadership and assertiveness. A “compromising” or “collaborative” mode is the most successful at upholding policing principles and producing a good outcome.

It is also possible that an attempt to improve team cohesion through mitigation of the Lencioni (2002) dysfunctions will directly conflict with policing principles. As already touched upon, one of the biggest dysfunction risks in the police is “lack of commitment” to the decision-making process, due to policing’s hierarchical nature and the absolute duty to uphold the laws of the land. If an officer were to try to mitigate the dysfunction of lack of commitment by ensuring that their input is heard, and trying to become an active participant (or even a spearhead) of decision-making, there is a danger of over-politicisation, oversharing of opinion, relationship asymmetry, and an absence of selflessness (another policing principle) due to acting in their own interests rather than those of the public.

Clearly, team cohesion plays a pivotal role in policing and, as a rule, it is something that police officers do very well. Many of the dysfunctions outlined by Lencioni (2002) are low-risk to police officers (such as absence of trust and accountability) due to the nature of the job and the policies and behavioural frameworks that are well-established in the profession and are a good safety net against the risks of dysfunction. When team cohesion or inter-personal relationships do inevitably break down, police officers would be well advised to follow advice such as that of Reina and Reina (2006) who provide a recipe for success when it comes to both establishing trust and healing it when trust is broken. Both individual and team performance are likely to be most successful where team dynamics are such that cohesion is maintained in line with the Code of Ethics and any other relevant policies and protocols, rather than in conflict with it.

**1648 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:

While policing of the roads may be seen by many as simply enforcing the rules of the road, it is much more wide-reaching and multi-faceted than this. It plays a crucial role in the overall effort to prevent and disrupt crime. The roads network is involved in a variety of criminal endeavours in the UK, notably crimes that involve the transportation of illegal substances, stolen items, and people. Effective policing of the roads is a major factor in the disruption of such crimes. This essay will seek to provide an overview of the impact of effective policing of the roads on the disruption of certain criminal activities, and highlight impactful investigative resources such as Automated Number Plate Recognition (ANPR) technology.

There are many sources of information at the disposal of a road policing officer. One type is routine information, which is generated from policing activities that may come from responding to incidents, arrests, targeted patrol, stop and account, and stop and search. Another type is tasked information, which is the prioritised collection of information, for example information concerned with problems and subjects (suspect or victim). Tasked information may be gathered from many sources including internal and external databases, CCTV systems, covert human intelligence sources (CHIS), and ANPR. Volunteered information is another type which is usually collected from the general public, community contact, and partners. It refers to any information received which has not been obtained by routine or tasked collection (College of Policing, 2023).

All of these types of information will come under the umbrella of the National Intelligence Model (NIM), which is a business framework which provides structure in a police investigation to process information (Keningale, 2020). The information can then become actionable intelligence under the NIM once it has been recorded, graded, and evaluated (Wood et al., 2022).

In the past, the NIM was considered more in the province of detectives and intelligence officers (Maguire and John, 2006), but in more recent times it is an essential component of all police work and has helped to consolidate intelligence-led policing principles in general (Osborn, 2012).

One notable source of information is ANPR, which is technology which reads vehicle registration plates to create location data. This data is captured by scanners or cameras and then cross-referenced for a range of traffic and policing purposes (RAC, 2020). The information collected is used at a local, force, regional, and national level to help detect, deter, and disrupt criminal activity. Data is stored relating to all vehicles passing one of these cameras, not just for those vehicles known to be of interest at the time. On average, around 60 million ANPR 'read' records are submitted to ANPR systems on a daily basis, which is then stored for one year (Police.UK, 2023).

One of the powers of a police constable which is an effective tool in road policing is the power of Stop and Search. This is a range of statutory powers which, particular to this essay, includes the power to stop motor vehicles under section 163 of the *Road Traffic Act 1988*. The power to search a vehicle would then be granted by legislation such as section 1 of *Police and Criminal Evidence Act 1984* and section 23 of the *Misuse of Drugs Act 1971*, among others. An officer must have reasonable and unbiased grounds for using the powers and do no more than is necessary to achieve the lawful aim, while ensuring proper processes are followed in the carrying out of these powers (College of Policing, 2016).

One of the major aims of road policing is to deny criminals the use of the roads. Some studies have highlighted the correlation between those guilty of more minor crimes on the road with being at much higher risk of other more serious criminal activity. Rose (2000) found, for instance, that those convicted of drink-driving were twice as likely as the general population to have a criminal record for mainstream

offences. Another study (Chenery et al., 1999) showed that there was a high tendency for those who were parked illegally to be of interest to or wanted by the police. While only 2% of legally parked cars were owned by people of interest, 20% of those illegally parked were of interest. One in three of those illegal parkers also had a criminal record, where only 2% of those legally parked had a criminal record. Another study by Broughton (2007) sampled over 52,000 drivers and found that an individual with a record of motoring offences increased the likelihood of that individual committing many more motoring offences than those who did not have a record of motoring offences. It concluded that men who committed between four and eight non-motoring offences committed 21 times as many serious motoring offences than those without any. It can easily be deduced that use of intelligence-led interventions of motoring offenders, particularly through the use of ANPR, would have a much wider benefit to the prevention of crime than just a reduction of motoring offences being committed.

The roads are used as a means of transportation by a variety of criminals and for a variety of purposes. Organised crime groups (OCGs) may use the roads for the transport of illegal substances, illegal or stolen items, or for the trafficking of people. The College of Policing (2022) highlighted the Central Police Motorway Group (CMPG) as a good example of efforts to deny OCGs the use of the roads network for criminal gain. The CMPG provides 24-hour policing response to the motorways within the force boundaries of West Midlands, Staffordshire and West Mercia. One case study (College of Policing, 2022) detailed how surveillance was conducted around individuals after an exchange of cash was witnessed. CMPG cars stopped the recipient of the cash and the money was recovered following arrest.

The College of Policing (2022) have also given two case studies in the efficacy of ANPR on prevention of crime. In the first incident, a series of armed robberies was committed using a particular vehicle using a number of different false registration plates. ANPR data had identified a common vehicle travelling in convoy with other vehicles involved in the series of robberies. This common vehicle was owned by an OCG member who was involved in co-ordinating the crimes. He was arrested and convicted. ANPR was deemed to have been instrumental in his conviction.

In the second case study (College of Policing, 2022), a vehicle was used by an OCG member to attempt to export stolen plant machinery. Following an ANPR activation, this was stopped at the port of Dover and two stolen tractors were recovered and the driver arrested and prosecuted.

Intelligence gathering on the activity of OCG members can form a useful part of the disruption of their activities on the road. For instance, there is a tendency of OCG members to use taxis to travel with anonymity. One case study (College of Policing, 2022) showed it was clear that a particular OCG were using a specific hire driver when transporting class A drugs. The next booking made by the OCG led to the arrest of the passenger and recovery of controlled substances.

Not only is ANPR useful as an intelligence gathering tool, but it has proven to be a deterrent as well. In one study (College of Policing, 2022), an ANPR camera was erected on a bridge in a rural area located near to a criminal safe haven. The presence of the ANPR camera caused the OCG to change their route to one through a more populated area which was also routinely policed. This led to an increase in vehicle stops and a greater bank of knowledge of the activities and associations within the OCG.

Aside from ANPR, there are other technological tools available to a road policing officer which assist in the disruption of criminal activity. For example, CCTV (such as traffic monitoring cameras or dashcams) provide remote monitoring of sections of the road and they can also record road users and incidents. As of 2014, there were reportedly 26 million images captured on Britain's roads by CCTV every day (Hopkins, 2014). Vehicle tracking by GPS is also an effective tool which enables officers to track the movements of suspects or stolen vehicles (Banks, 2023). Officers are also testing for the presence of SmartWater, which is a chemical residue that creates a unique code which is invisible to the naked eye but is detectable under UV light, and can assist in the recovery of stolen items that may be found in searched vehicles (Hodgson et al., 2018).

In 2006, Project Lantern was commenced on a year-long trial, which involved the use of electronic mobile fingerprint readers to provide the capability to perform real-time mobile identity checks (Whitaker, 2021). It appears that there have been delays in rolling out this biometric strategy, as it was originally intended to commence in

2012 and is still not in place nationwide. There has been some take up of this strategy, however, in West Yorkshire Police where scanners are now universally available to officers (Reynolds, 2018).

Facial recognition is widely used to identify people of interest. Gwent Police, for example, use it in two ways. Firstly, by retrospective facial recognition (RFR) which compares still images of unknown faces against a reference database. Secondly, by operator initiated facial recognition (OIFR) which is conducted with the person of interest present by taking a photograph of them and running it through the same database of custody photographs, of which Gwent Police, in partnership with South Wales Police, has in excess of 600,000 (Gwent Police, 2023).

A collaborative approach to the disruption of criminal activity through the roads network has proven to be successful. The National Roads Policing Intelligence Forum (NRPIF) have had some major successes, such as their Operation Trivium which was an operational push to disrupt mobile activity. Detective Superintendent Paul Keasey, head of the NRPIF, said “over the past three years, Operation Trivium has proved highly effective in disrupting criminal networks active in human trafficking, modern slavery, illegal immigration, and a wide range of other crimes” (National Police Chief’s Council, 2016).

Clearly, road policing officers have many information gathering and technological tools at their disposal and road policing does not have as narrow a remit as the general public might expect. They can and do play a major part in the disruption of the most prevalent and serious crimes, which often need to utilise the road networks for the facilitation of those crimes. By the very nature of criminality, in that road and traffic offenders are more likely to undertake non-motoring crimes, road policing is already a disruptive presence. Through the active utilisation of ANPR, or even merely as a deterrent, road policing officers are able to be a significant disruption particularly to the routine activities of organised crime groups. As technology advances, the role of a road policing officer is sure to become an even more important disrupting factor to many types of criminal activity.

**1827 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<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 |                                                                                                                                                                                                                                                                                                          |
| 1. Explaining and identifying the correct necessities while taking a prisoner into custody. (Not just saying 'Prompt & effective' or 'To protect a vulnerable person'.) |            |            | 8            |            | 5          |              | 1. I will familiarise myself with necessities and consider circumstances that fit each criteria by rereading Code G of Police and Criminal Evidence (PACE) Act (1984) and spending time with custody sergeants to obtain their views, opinions and experience. I intend to achieve this within 3 months. |

|                                                                                                                                                                                                                                                   |            |            |              |            |            |              |                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|--------------|------------|------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Roads policing legislation primarily involving drink drive offences.                                                                                                                                                                           |            | 6          |              | 4          |            |              | 2. I will revisit roads policing lessons and revise legislation in self-directed studies. I will request an attachment with Roads Policing department and use this to learn more about policing the roads from specialist officers. I hope to complete this attachment within the next 2 months.                                                                                                         |
| <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 |                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1. Preparing for interviews primarily considering the use of Section 36 and 37 Criminal Justice and Public Order Act (1994) - Special Warnings, and bad character evidence. As well as increasing my confidence in compiling interview questions. |            |            | 8            | 4          |            |              | 1. I will speak with colleagues in relation to interview questions and request to review some of their previous interviews to enable me to identify necessary and relevant questions for different offences. I will request the opportunity to sit with other officers during interviews and contribute where possible to help increase my confidence. Increasing my confidence will be an ongoing goal. |
| 2. Building of Case files                                                                                                                                                                                                                         |            | 6          |              | 4          |            |              | 2. With the introduction of a new department, the requirement for building case files has decreased hugely. As this skill is now becoming lost amongst newer officers, I will begin completing my own case files for more simple and straightforward offences such as 'Drunk and Disorderly'                                                                                                             |

|                                                                                           |                    |                    |                      |                    |                    |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------|--------------------|--------------------|----------------------|--------------------|--------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                           |                    |                    |                      |                    |                    |                      | offences. As the number I complete increase, hopefully will my skill which I can then apply to other case files should I ever need to.                                                                                                                                                                                                                                                                                                                       |
| <b>EXPERIENCE</b>                                                                         | <b>Low<br/>1-4</b> | <b>Med<br/>5-7</b> | <b>High<br/>8-10</b> | <b>Low<br/>1-4</b> | <b>Med<br/>5-7</b> | <b>High<br/>8-10</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1. Conducting Stop and Searches – Identifying eligible persons and conducting the search. |                    | 7                  |                      | 4                  |                    |                      | 1. I will refresh my knowledge of Section 1 of Police and Criminal Evidence (PACE) Act (1984) and Section 23 of Misuse of Drugs Act (1971) that provide the power of stop and search. I will practice the process with colleagues to ensure that while I am not conducting real Stop and Searches, I retain the practical competency.                                                                                                                        |
| 2. Issue Traffic Offence Reports (TOR)                                                    |                    | 7                  |                      | 4                  |                    |                      | 2. Not currently possessing the ability to stop vehicles hinders the experience I have in issuing traffic tickets. I am booked onto a course in the near future and following successful completion, I will be permitted to stop vehicles. This will allow me to issue necessary Traffic Offence Reports (TOR) which will increase my confidence in this area. Course completion should be within one month with increased TOR's being issued shortly after. |



## 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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