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Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6001D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

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
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

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/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

- adhere to guidance in the Candidate Handbook about confidentiality;
- 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.

NOTE

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

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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 Candidate 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.***

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given);
- You should use the pro-forma to insert your text within each section;
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- 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

Component 1 50%	Area of Professional Practice	Word count
Task 1	Maintaining Professional Standards Leadership and Team-working Wellbeing and Resilience	2500
Task 2	Vulnerability and Risk	1500
Task 3	O.C.P	1000 equivalent
Component 2 50%		
Task 4	Policing the roads Conducting investigations.	2500
Task 5	Personal study/learning plan	2500 equivalent
	Bibliography	

Task 1

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

Critically 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) and to what extent group dynamics are shaped by wider organisational cultural norms.

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 demonstrating an understanding of organisational justice in a policing context (Code of Ethics, policies, procedures, protocols or legislation).

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Introduction

The model used to identify the stages of team development was developed by Tuckman in 1965 (UKEssays, 2018). Tuckman identified five stages which are forming, storming, norming, performing and adjourning (UKEssays, 2018). The storming stage is where conflict may arise. Following from this, theories and strategies are discussed of why conflict arises and what can be done to address the conflict.

Bryant and Bryant (2019, p. 103-104) explains the importance of addressing conflict to prevent officers being undermined. They stress the importance of individuals understanding each other's values and skills and to see things in a different light if you were in the other person's position (Bryant and Bryant, 2019, p 103-104).

This essay begins by defining the main points of discussion. It discusses the situation of team cohesion and the different motivators individuals have which could in turn cause conflict in the future.

Moreover, I will briefly discuss an example where I experienced conflict with my colleagues. Although I was not part of the conflict, it had a damaging effect on other group members and the way the team functioned.

Subsequently, it explores the wide-range of conflict situations, why individuals fail to comply with the standards of professional behaviour and the impact that can have on other team members.

Main Body

DeakinCO (2017) explains the meaning of team as *“when two or more people work together”*.

Further to this, Honey (2001) states that *“team differ from a mere group because the level of co-operation and coherence is on a higher plain”*. Honey (2001) also explains that there are five factors that need to gel within the team. Those factors are, the leaders' style, team members behaviour, the teams working procedures, the nature of the teams task and the availability of relevant resources.

Dynamics are created by personalities within the team and how individuals behaviour impacts other group members (DeakinCO, 2017).

Some personalities may clash causing conflict within the team, or on a more positive note some personalities work well together meaning goals will be met, members of the group will trust one another and better work outcomes will be achieved (DeakinCO, 2017).

Team cohesion is the act of individuals sharing a bond and wanting to work together (Towler, 2019).

Towler (2019) states that team cohesion benefits team effectiveness as it improves performance.

Everyone is different meaning everyone has different motivation to work. There are two types of motivators which are, extrinsic and intrinsic.

Gesthuizen, Kovarek and Rapp (2019) explain extrinsic motivators as being external to the individual. These motivators include money, job benefits and status in the wider community. Whilst intrinsic motivators are internal to the individual. Thus includes feeling a sense of belonging, feel the need to achieve something for its own sake and achieving growth as an individual. Intrinsic motivation can be seen as an individual having complete control of their motivation (Gesthuizen, Kovarek and Rapp, 2019).

Individuals may be motivated by either one of these motivators or a mixture of both. This means that individuals within a team may have different goals, different motivators and will have different views on certain tasks and outcomes (Gesthuizen, Kovarek and Rapp, 2019).

There are many theories which link the concepts and factors as discussed. The one which I will be discussing is the Tuckman Model 1965.

In 1965 Bruce Tuckman identified 5 stages of group development which are forming, storming, norming and performing.

The forming stage is where individual roles and responsibilities are unclear. Team members will be highly dependent on their leader as they are at the stage of finding their feet. The leader has a lot of responsibility at this stage as they need to ensure that the team trust each other and develop good relationships (UKEssays, 2018).

At the storming stage, individuals become more confident and their personalities come out. This is where operating style differences come to light, members communicate their feelings but view themselves as individuals and not part of the team yet. Conflict and hostility usually arises during this stage (UKEssays, 2018). It is important to deal with conflict at the storming stage as it can cause too much conflict at a later stage. This can lead to fall outs and a break down within the team (UKEssays, 2018).

The norming stage is where the team identity starts to develop. Motivation levels are increased as roles and responsibilities are clear and accepted. At this stage things

start to feel normal and individuals feel more relaxed and comfortable (UKEssays, 2018).

The performance stage is where the team show their strengths and help other team members with their weaknesses. The team will become stronger as confidence and positivity will be present when the team is performing well. The team can now focus on goals and interpersonal issues (UKEssays, 2018).

Although there are many benefits to Tuckman's theory, it is argued that all the focus should not be prioritised to this model alone. It is important to learn and develop from other theories to produce dynamic and high performing teams (UKEssay, 2018).

As discussed, conflict may arise at the storming. If the conflict is not addressed this can cause teams to break down and not being able to function. There are a number of reasons why teams cannot function as found by Rayner (1996).

Rayner (1996) explores the Leadership, Focus and Capability Pyramid to identify why teams cannot function and fail as a result.

Firstly, the leadership. Having lack of support from the leader, lack of budget and not enough resources are some of the factors identified to teams not functioning.

The second part is focus. Having an unclear understanding of the teams purpose, goals, strategy and roles.

Lastly is capability, which includes lack of skills and knowledge within the team.

To improve these areas the leader must plan effectively and manage and or increase the budget and recourses. Team members must establish and clarify their end goal and roles and communicate effectively.

The team must consist of the right employees with the correct skills and knowledge and if not then the appropriate training must be provided. The team's effectiveness should be regularly assessed and plans to be put in place for further development if needed (Rayner, 1996).

Although there are many reasons why teams cannot function, there are strategies that can be put in place to improve teams motivation, skills and dynamic.

Moreover, organisational culture can have a positive impact on individuals depending on their morals, beliefs and work ethic.

Agwu (2014) as cited in Odiakaose (2018, p.3) defines organisational culture as *"the set of shared values, beliefs and norms that influence the way employees think, feel and behave in the workplace"*.

Group dynamics are shaped by wider organisational cultural norms to a great extent. Odiakaose (2018) argues that if a workplace has a good organisation culture then the motivation of employees will be at a higher level. Odiakaose (2018) states that this is because the employees feel as though their beliefs and values are being listened to and appreciated by their employers, meaning that their performance will improve as their motivation increases.

Furthermore, Raypole (2020) describes inter-personal conflict as *"any type of conflict involving two or more people"*.

Bryant and Bryant (2019, p. 103-104) explains the importance of resolving conflict diplomatically because if not then police responses can be undermined which can result to poor performance.

One strategy to enhance individual and team performance as identified by Bryant and Bryant (2019) is understanding individuals' interpersonal skills, their views and opinions and respond in an appropriate manner. Furthermore, they emphasise that team members must put themselves in the other persons position and understand the problem from their viewpoint. Team members must discuss all issues, all outcomes and come to an agreement with the most-appropriate way forward.

Oetzel and Toomey (2013) argues that if inter-personal conflict is not managed competently then there is a risk of team members suffering from physical, psychological, emotional and mental health issues.

Oetzel and Toomey (2013) state several instances why inter-personal conflict may occur within a team. Thus includes, team members having different goals and they feel as though their goals are being ignored. This could lead to members feeling under-appreciated, unmotivated, leading to poor performance.

My experience of conflict is when two members of the team approached a situation very differently. They came to a disagreement and argued how their own approach would have achieved the best outcome.

To overcome this conflict, the teams supervisor got involved by speaking to both parties individually to understand both sides, then having a meeting with both parties and helping them understand each other's point of view. This conflict came to an end as both parties addressed the problem, expressed their views and came to an agreement to not argue over the situation and to deal with the situation more appropriately in the future if it were to happen again.

Although I was not part of the conflict, I was part of the team. This conflict changed the teams dynamic as some felt uncomfortable to speak to either party as they did not want to step on any toes. Although this would not have been the case, it was the feeling some people felt, meaning it was difficult to communicate and work with each other as effectively as we had previously.

The CUDSA approach is used to resolve conflict and has been used within the police service as an effective tool. The five approaches are:

- 1) Confront
- 2) Understand
- 3) Define
- 4) Seek
- 5) Agree

(Bryant and Bryant, 2019, p. 104).

The approach identifies that the conflict must be acknowledged and addressed.

Each person involved must understand each other's position and listen actively to one another. The problem must be defined and individuals will need to accept that they may need to give ground and change positions.

Parties will need to seek and identify solutions and make compromises.

Lastly, all parties will agree with a solution and act (Bryant and Bryant, 2019, p. 104).

Throughout the process, both parties will have to compromise in order to get a positive result. However, that compromise does not have to be to the extent that the individual does not feel happy with the outcome as this can lead to further conflict (Bryant and Bryant, 2019, p. 104).

It is vital for officers to comply with professional standards as it can have a major impact on the way the public view the police. The importance of police legitimacy is to ensure the public's confidence and trust in the police is upheld, encouraging the public to engage and communicate effectively.

Not only that, it is important to examine the benefits of organisational justice in a policing context. Collage of Policing (2015) found that when fairness and respect is found within an organisation it had a significant positive impact on the behaviours and attitudes of employees at a workplace.

Collage of Policing (2015) found from a study that when officers feel that their supervisors and senior staff make fair decisions and treat people with respect, they feel part of and valued by the organisation. Officers are also more likely to carry out voluntary work to help others as they see value when helping others with a good quality of service.

Moreover, if team members follow professional standards and act fairly and with respect then they will all feel that they have respect for one another, they feel confident in the team and can rely on them. This will then give the team members confidence to go to work, have motivation to work as they have a good team on their side (Collage of Policing, 2015).

There are ten standards of professional behaviour that officers must maintain. They are:

1. Honesty and integrity
 2. Authority, respect and courtesy
 3. Equality and diversity
 4. Use of force
 5. Orders and instructions
 6. Duties and responsibilities
 7. Confidentiality
 8. Fitness for work
 9. Conduct
 10. Challenging and reporting improper conduct
- (Bryant and Bryant, 2019, p. 76).

Bryant and Bryant (2019, p. 85) explore three theories to why officers fail to comply with professional standards. They are the free cup of coffee theory, the bad apple theory and the noble cause theory.

Bryant and Bryant (2019, p. 85) explains that an officer accepting a free cup of coffee could be the beginning of the officer failing to comply to professional standards in the future. They believe that once they accept the free coffee, they may move onto accepting preferential treatment all the way to engaging in joint criminal exploits.

From examining the free cup of coffee theory, if an officer notices that one of their colleagues who they look up to accepts a free cup of coffee, that officer may think that it is acceptable behaviour as their colleague has done it. The colleague may also put pressure on the officer to get free coffee for the team which in turn may make the officer feel accepted and appreciated by their team members.

The second theory, the bad apple, Bryant and Bryant (2019, p. 85) explains that if there is one corrupt officer within the team, they may contaminate other team members who are good officers.

Officers who have spent a short amount of time in service often look up to those who are experienced. New officers may follow suit which could lead to corruption which they may not be fully aware of as they are following in the footsteps of another. The third theory is when officers feel that the only way to achieve results is to act devious and dishonest in order to secure a conviction (Bryant and Bryant, 2019, p. 85).

Again, officers could be peer pressured into taking devious and dishonest actions as they want to impress team members and/or team members may put pressure on the officer if they do not have a successful conviction rate.

Conclusion

Different types of motivators are identified as a theory of team dynamics as a means of developing team cohesion. Gesthuizen, Kovarek and Rapp (2019) identified two motivators as intrinsic and extrinsic where individuals have different motivators to work for different goals.

Following from this, teams cannot function and inter-personal conflict occurs due to a clash of personalities, opinions and wanting different goals.

Tuckman's model is a beneficial tool to use to identify how teams develop through certain stages (UKEssays, 2018). The stages identify when conflict may arise and when individuals come together as a team (UKEssays, 2018).

Furthermore, Bryant and Bryant (2019) explain the CUDSA strategy used to enhance individual and team performance. This strategy emphasises on the importance of listening to one another and understanding how they feel in their position.

As explained, officers must comply with the ten standards of professional behaviour. There have been many incidents over the years where officers have failed to comply with these standards which can have a damaging effect on team dynamics. Not only does it let the team down, it can also let the organisation down as a whole as the public's confidence in the police can be tarnished.

In regard to the team, their performance can deteriorate and motivation will be lacking. It is important that members of the team work together, fight through their conflict situations so that they can grow and become stronger as a team (Bryant and Bryant, 2019).

Word Count:
2546

Task 2

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Critically evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Explore what works in relation to tackling repeat victimisation and repeat offending.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Introduction

This essay describes an incident I attended where I played a significant role with a victim. It explores the issues I faced and how I addressed them.

I will describe how I supported the victim and the complications I faced when working with other agencies.

A critical evaluation is undertaken on Women's Refuge Centres and Multi-Agency Public Protection Arrangements. This essay describes the appropriateness of these approaches used by my professionals and the police in supporting or managing vulnerable people or people at risk of harm.

Repeat victimisation and repeat offending have been defined within this essay. I have explored what works in relation to tackling those who are repeat victims and those who repeat offending. I have gathered this information from attending attachments within my work and also working alongside officers from other departments.

Main Body

The policing incident I have chosen is when I responded to an emergency call of a victim reporting her husband's abusing her.

Upon speaking to the victim, it was clear that she was distressed and fearful of her husband as she was too afraid to speak to me knowing her husband was still at the address.

The victim said that her husband controls her finances, does not let her leave the home and she does not have any friends or family because of the situation. From the information I received, I arrested the husband for controlling and coercive behaviour.

I asked my colleagues to stay with the victim whilst I was booking the suspect into custody and to gather as much information as possible.

When I got back to the station, my colleagues explained that the victim will need an interpreter to provide a statement.

My colleagues were still with the victim at the address and there was no place she could go as her friends and family live in a different country.

It was vital that the victim was removed from the address to a safe location before the suspect's released from custody. I searched for accommodation for the victim by contacting Woman Refuge Centres and successfully found a place after some time.

The victim was removed to a safe place and I was then off on rest days for 4 days.

When I returned to work I arranged to meet with the victim at the refuge to take a statement as that is where she felt safest.

Before meeting I said that I will arrange for an interpreter to assist with the statement as she is not from the United Kingdom and she asked for one the night of the incident. However, she declined to an interpreter after thinking about it.

When I visited the victim I could clearly see that she was much more calm and English language was excellent. I was therefore satisfied that an interpreter was not needed.

Before taking the statement I explained to the victim about special measures. However, she refused as she wanted to see her husband face to face for him to realise how much he had hurt her.

Whilst investigating this incident I was in regular contact with the to keep her up to date with the investigation.

This has made her feel safe and appreciated and has also given her reassurance that the incident is being taken seriously.

A women's refuge is an appropriate approach for supporting vulnerable people or people at risk of harm.

Women's Aid (n.d.) describes a women's refuge as "a safe house where women and children who are experiencing domestic abuse can stay free from fear".

As stated above, I have protected a vulnerable person from risk of harm by placing her in a safe and secure accommodation at a women's refuge, away from her perpetrator. The victim feels free and is in the process of moving on with her life without the fear of her perpetrator knowing where she is.

However, there are issues with a women's refuge. The victim I dealt with was not from the United Kingdom and did not have a working visa, benefits or any sort of income. This made it very difficult for her to be accepted into a refuge.

I was against a time limit as the suspect had up to 24 hours in police custody before he was released. Several places refused to accommodate my victim as she did not have sufficient funds. Thankfully I found a place who would accept her. However, if

this was not the case, I would be in a very difficult situation to protect that female immediately as she had nowhere else to go.

In other cases, agencies such as the police, local authority and social services work together to manage prolific and dangerous offenders. This is called the Multi-Agency Public Protection Arrangements (MAPPA) (Taylor and Yakeley, 2019).

Agencies share information about offenders and discuss what levels the offenders should be managed under to protect the public. The level that's chosen will depend on the seriousness of the offences and how dangerous the offender is (Taylor and Yakeley, 2019).

However, Taylor and Yakeley (2019) argue that although MAPPA has proved to be successful in managing prolific and dangerous offenders, there are criticisms in the way the information about those offenders are shared between agencies. They argue that due to the number of different agencies involved within MAPPA, their policies on sharing information may differentiate. This means that sharing of information should be treated carefully and appropriately.

Nicholas and Ferrell (2011) refers to repeat victimisation as "repeated criminal victimization of a person, household, place, business, vehicle or other target however defined".

Repeat offending is defined as "someone who commits the same sort of crime more than once" (Collins, n.d.).

In each area within Gwent police there is the role of the CADRO and Field Intelligence Officer (FIO).

CADRO's identify repeat areas, repeat victims and repeat offenders.

The FIO produces weekly intelligence documents which are specific for each station and distributed to all officers.

This weekly intelligence will identify the repeat offenders, repeat victims and areas where offending is taking place on a regular basis. This information is vital and beneficial for police officers and police community support officers for them to be aware of who they need to look out for and which areas need to have patrol priority.

The importance of police working in partnership with other agencies can have a huge impact on how victims are treated.

There are possible solutions for those who are victims of repeat victimisation with the help from other agencies, such as a women's refuge for example.

From experience and talking with the neighbourhood team in my station, working in partnership with the local authority has proven to be beneficial for neighbourhood disputes/issues.

Such as finding a new home for a neighbour to prevent disputes in a certain area.

As discussed earlier, a CADRO will be made aware of anti-social behaviour referrals. These referrals include organising a 'Strike Process'. This is where the police force work with partnerships to establish what actions are going to be put in place for a successful solution to tackling problem.

The first strike involves a letter being sent to the parents/guarding of the offender with words of warning. If this deems to be unsuccessful strike two will be put in place

whereby another letter is sent to arrange a meeting with safety partnerships, discussing and exploring all levels and interventions for the offender.

Other than the strike process there are also several police powers which can be put in place to stop the behaviour of the repeat offender. One example is a Criminal Behaviour Order (CBO) whereby an order can be applied following a conviction for an offence. This Order can include prohibitions and positive requirements, such as an individual begging in a particular area has been convicted of the offence and a CBO is then put in place for that person not to be in the area again. If this order is breached an offence has been committed.

These orders are beneficial when dealing with minor offences to prevent certain individuals from re-offending, making communities feel safer which will uphold police confidence.

Conclusion

To conclude, the importance of officers working with other agencies and sharing paramount information is beneficial to ensuring that those that are vulnerable are protected and to protect the public from harm.

MAPPA is an agency which manages offenders and protect the public. Although there are complications over policies on sharing information, it has shown to be successful in managing those that are at risk to the public.

Women's Refuge Centres are there to protect children and women from domestic abuse. These centres are extremely successful and helpful to protect people from harm, however they need to be paid for and when that vulnerable person does not have the correct amount of money they are refused accommodation. This makes it difficult for officers and other agencies to find safe and secure accommodation for the victim/s.

Officers are provided with information and intelligence to familiarise themselves with those who are needed most protecting, and those who need to be observed closely. Measures are put in place to those who re-offend such as a Community Behaviour Order.

Word count:
1525

Task 3

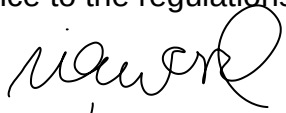
Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 6001D; Policing in the Workplace 3 and in signing it will be equivalent to 1000 words towards the 5000 words equivalent total for component 1.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed:  (Learner – electronic signature accepted.)

Date: 9/8/21

Task 4

Relevant areas of the National Policing Curriculum: Policing the roads and conducting investigations.

Critically evaluate 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.

Analyse how ANPR can be used as investigative resource when disrupting criminal activity.

2500 words (+/- 10%: include your actual word count at the end of each section)

Introduction

This essay reflects on the importance of policing the roads in order to detect and disrupt prevalent criminal activity. It also explains how information and intelligence can be used to disrupt criminal activity.

There are serious concerns with the drug industry today. Many innocent lives are being abused and mistreated. In 2016 there were 2,593 drug deaths in the UK and those organised crime groups involved in distributing the illegal drugs are involved in a range of criminal activity, including human trafficking and county lines (NCA, 2018).

Owens (2020) states that serious and organised crime incidents are responsible for killing more people than any other national security threat. She explains that in 2020 there are at least 350,000 people within the UK who are involved in serious and organised crime.

According to Bryant and Bryant (2019, pp. 423) traffic cameras and automatic number plate readers (ANPR), provides recent information and intelligence on certain vehicles supposedly involved in crime. Those vehicles can be tracked and traced to identify the road networks being used for crime and in turn will provide information for crime to be detected and prevented.

Overall it is argued that more road policing officers are needed in order to tackle road traffic offences, which in turn will disrupt other criminal activities taking place. The demand on road policing officers is getting more and more as the roads are used by millions of people on a daily basis (Norbury 2020).

A study from 2019 found that 68% of the public think that there is a need for more road policing officers to enforce traffic laws, this is an 8% increase since 2010 (Norbury, 2020).

Main Body

Studies have found that there is a link between those that are responsible for road related offences and other forms of criminality. These criminal activities include human trafficking and county lines (Bryant, R. and Bryant, S. 2019).

However, Rose (2000) found that drink driving offenders are less likely to have a criminal record and only 12% re-offended.

Moreover, the majority of those who drive whilst under the influence of drugs have a criminal history, 82% of those crimes are related to drug offences (Nunn, 2018). NPCC (2019) as cited in Norbury (2020) supports this from their study undertaken by Essex police. Their results show that 48% of those arrested for driving under the influence of drugs had a criminal history for more serious crimes such as drug supply, violent crime, burglary and rape.

It is important to work with the community and gain their trust as they are key to providing information and intelligence. The public are on the ground more frequently than officers and will see criminal activities and other minor offences taking place. For example, employees that work with officers by reporting those that are committing minor offences such as parking in a disabled bay. A minor offence like this may sound meaningless, however Chenery et al (1999) found that those who commit minor traffic offences such as illegally parking in a disabled bay are likely to be involved in more serious criminal activities. The study found that 18% of the vehicles parked in an illegal bay were previously used in a commission of crime. The police had immediate interest in 21% of the vehicles as the vehicles were either stolen or the registered keeper was wanted in connection with a criminal offence.

Roach (2017) argues the importance of policing the roads as it will disrupt criminal activity. He states that if road related offences are addressed and penalties are issued, this will stop criminals for using the roads for the purpose of other criminal activities. Roach (2017) explains that some of those criminal activities include drug smuggling, human trafficking, child exploitation, counterfeit goods and organised crime.

The National Crime Agency (NCA) work with partners such as Border Force and the Royal Navy to tackle drug smuggling. They have had many successful operations and have seized large quantities of drugs before they reach the UK. The NCA provide intelligence, training, tactical guidance, equipment and other forms of support with other agencies in other countries to tackle the threat of drugs before they reach the UK. Their diamond database contains information and intelligence on vehicles involved with drugs. The database analyses the movements, transportation methods, routes used, packaging markings and concealment

methods. This information is vital and can have a massive impact with tackling drug smuggling and other crime (NCA, 2018).

In September 2020, Border Force searched a ferry from Calais and found 96 kilos of illegal drugs with the street cost of approximately £4.3 million. They then searched a second vehicle which carried 240 kilos of cocaine with the street value of £11 million (Gov, 2020).

Minor traffic offences can slow down or stop criminal activity. These minor offences could lead to vehicles being stopped and seized, issuing a ticket for bald tyres and taking licenses. With these offences being detected, it may have a significant impact on the criminal activity that could have taken place. If the vehicle in question has been stopped under section 163 of the Road Traffic Act (RTA) 1988 (College of Policing, 2013) it may be seized under section 165 of the RTA 1988 (College of Policing, 2013) as a result depending on what information the officer has received or evidence found. If that vehicle is used for the purpose of delivering controlled substances in an area it will slow/stop the criminal activity as the main source of delivery has been taken away.

If an officer searches a vehicle and finds a quantity of controlled substances, those substances will be seized, tested and disposed of and doing so had prevented the criminal activity taking place. The officer will then submit a stop and search form and submit intelligence stating that the vehicle has been found to have controlled substances within previously.

Officers will be made aware of this intelligence and if they come across that vehicle whilst on duty, they may stop it, do the appropriate checks and may get a successful result. If the search deems to be unsuccessful, the actions taken are not all unsuccessful as the criminal activity has been disrupted and slowed down. The offenders may also re-think their actions and reduce their use of the roads in order to commit crime as they are now aware that officers are aware of their faces and vehicles used to commit crime.

The College of Policing (2013) explains the powers which can be used to disrupt criminal activity. Section 4 of the Police and Criminal Evidence Act (PACE) 1984 allows vehicles to be stopped if the officer believes that the vehicle is carrying an offender or a witness involved in an indictable offence. This shows the importance of officers carrying out regular road checks to locate the vehicles.

It has been discussed that police forces work well with other agencies. However, Norbury (2020) argues that forces still lack sharing general communication and intelligence with other forces, particularly neighbouring ones. This information does not only include sharing information and intelligence about serious organised crime groups, but also sharing information on what works for other forces, what hasn't and why. This allows for other forces to adopt successful approaches in order to tackling crime through roads policing.

Sharing information and intelligence about those involved in crime groups will lead to offenders being tracked on stopped on roads. For example, if the location of an individual who is in possession of a large amount of drugs is being tracked, forces may communicate with each other and give a description of the vehicle the individual is travelling in. Those forces will also be pro-actively looking for the member which will increase the chances of the individual being found, stopped and arrested, the drugs will also be seized and destroyed which prevents the crime being committed.

Technology is constantly improving and becoming more and more relevant to our day to day lives, there are new techniques criminals use to carry out offences. In order to help detect, deter and reduce criminal activity taking place in either the local, force, region or national area, the Automatic Number Plate Recognition (ANPR) has been introduced. Not only does it detect and deter crime, it also aids in providing intelligence, lines of enquiry and evidence in investigations (police, n.p.).

The ANPR cameras are not only fitted at certain locations, some police vehicles are also equipped with ANPR systems. The location of the ANPR cameras are not revealed as this information could be beneficial to offenders meaning the system could be less of a valuable resource to policing (police, n.p.).

“ANPR systems read vehicle number plates via cameras. A computer system compares number plates with the relevant databases before alerting system operators when relevant matches are made” (Norbury, 2020, p. 102).

ANPR was originally produced for the purpose of counter terrorism activities, however it has been proven to be extremely beneficial in addressing crime at all levels (Norbury, 2020).

Although there are many benefits to ANPR, they are not as effective without the help and support from road police officers. When ANPR have had a hit then it is down to the officers to respond and take action (Norbury, 2020).

The vehicles which Area Support Unit (ASU) officers use are equipped with ANPR. All vehicles which pass the ANPR cameras are recorded and stored in the database. However, the ANPR can detect which vehicles are of police interest meaning that officers can focus looking out for those vehicles and allowing law abiding drivers go about their day.

Markers are placed on vehicles in order for officers to be aware of the vehicles in interest. These markers are graded as low, medium or high depending on the seriousness of the offence. Such as, an officer is responding to a call whereby a vehicle has been stolen. The officer can place a marker on the vehicle through the force control room stating that the vehicle is stolen. If an ASU officer is driving behind the stolen vehicle, the officer's vehicle will run an automatic read notifying that the vehicle has been stolen.

The ANPR systems located inside the ASU vehicles will can do automatic reads of markers on vehicle from other areas. Thus meaning that the vehicle in question may have had a marker put on it from Scotland which will be detected in Wales.

If there is a hot spot in an area, this is where there is where the volume of crime in an area is much greater than usual, the ANPR system can identify and develop a picture of the vehicles present in the location at the problematic times.

Trigger plans can be put in place to stop a target vehicle which may in turn prevent the commission of an offence (College of Policing, 2013).

ANPR systems are beneficial with investigations. The system can confirm whether a known offender has been in a specific area at the time an offence was committed. Having this information confirmed can speed up the investigation (police, n.d.)

College of Policing (2020, pp.83) found in a case study that a HGV was stopped at the port of Dover as ANPR detected the vehicle to be used by a member of an

Organised Crime Group. When searching the vehicle, it contained two stolen tractors. The driver was arrested and prosecuted, preventing the crime being fully committed.

Another example of ANPR being successful is from a study in Sussex police force. More than 60 vehicles were stopped as part of Operation Street. These vehicles were stopped by officers after being informed of ANPR hits. These vehicles were flagged to the ANPR system as the vehicles were shown to be committing offences such as driving with no insurance and providing intelligence for criminal activity such as drug-dealing. As a result, 17 vehicles were seized, one of which was linked with organised crime and one vehicle was returned to its owner after being reported as stolen (Sussex Police & Crime Commissioner, 2018).

In Gwent police I have been part of several road policing operations to disrupt criminal activity which run on a regular basis. When I have attended these operations they have deemed to be very successful with many vehicles being seized for having no insurance and/or being in possession of a controlled substance/s with the intention to supply.

From experience, I find the ANPR system very beneficial in work. Detecting crime would be much more difficult without the system. It has been successful for several incidents I have attended. Such as, a wanted male made off in his vehicle after committing an offence against his partner. The ANPR system located the vehicle and officers were made aware. The male was located by officers and arrested as a result.

As discussed, there are many benefits to the ANPR system. However, the Independent Police Complaints Commission (IPCC) argued that there are many flaws to the system.

In 2008 a female was struck and killed by a traffic officer. The ANPR system in the officer's car activated when a vehicle drove past in the opposite direction. The officer failed to activate the emergency warning equipment on the vehicle and as a result the officer struck and killed a female.

The information that the ANPR passed was out of date and the vehicle had a new owner. The IPCC argued that the ANPR system must be kept up to date and that reviews are recommended to identify how the information is stored on the system (ANPR Working Group, 2012).

Conclusion

To conclude, there has been a significant amount of research conducted which emphasises on the importance of policing the roads to tackling crime.

Focusing on minor traffic offences can have a wider impact on what the individual is capable of and other crimes they are involved in. These crimes often include being involved with drugs, county lines, human trafficking and child sexual exploitation.

On the other hand, the majority of individuals who commit serious traffic offences such as driving whilst disqualified or driving whilst under the influence of drink or drugs, have a criminal history. Conducting regular stop and search checks will disrupt criminal activities taking place and may discourage offenders to use roads to commit crime.

The improvement of technology has been beneficial to help officers tackle crime and track criminals. ANPR is a system which detects stolen vehicles, vehicles involved in an offence, vehicles who are known to be involved with the supply of drugs and other offences. With this system in place, it is as simple as officers being made aware of these vehicles and their location so that they can pin point where they need to be patrolling.

As always, it is always important to work with the public and gain their trust. The information and intelligence forces receive from the public can detect and disrupt serious criminal activities.

Word Count:
2478

Task 5

Personal Study programme / Individual Learning Plan

The first learning outcome identified in the accompanying module descriptor (BMPP 6001D) asks that you formulate and implement a personal study programme to further enhance the development of your professional police practice. A template has been added for an 'Individual Learning Plan' that you can use for this task.

This task differs from the PDP that you have completed in your previous workbook 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.

2500 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 5000 words equivalent total for component 2.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1) Developing my knowledge around sexual offences/incidents			8	3			I would like to develop my knowledge around sexual offences, as I have noticed that there are more incidents around this area.

						I have not dealt with many sexual offences calls and it would be beneficial to gain further knowledge, giving me some confidence to deal with such incidents. I will learn to deal with not only the victim but also the suspect. I am aware that there are crucial elements that need to be completed as swiftly as possible, such as forensic opportunities and safeguarding others surrounding the incident. In order to develop my knowledge around these offences, I will speak to other departments such as the Criminal Investigation Department and the Public Protection Unit, as well as experienced response officers and Sexual Offences Liaison Officers (SOLO). I will ask questions about essential actions that would need to be completed at the earliest opportunity, such as forensics. In relation to forensic windows I would ask the time scales and seek to research this to gain a better understanding of what opportunities there could be, as well as the relevance to the case. I will also expand my knowledge by reading the Blackstone's handbook for policing students and other useful platforms such as the Police National Legal Database. These resources will provide me with the points to prove and the law around sexual offences.
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						I will look at courses to attend, such as the SOLO course to develop my knowledge in this area. This will give me confidence as I will develop knowledge on how to deal with an incident of a sexual nature. Also where possible I will seek to attend an incident with a SOLO as this will give me a hands on, live incident to be actively involved in and allow me to ask questions. I find that I learn best practically rather than learning through reading. There are occasions where there are no SOLO trained officers on duty to deal with a sexual incident, so I would seek to put myself forward for a call of the nature and liaise with the Detective Sergeant and other experienced officers for guidance before, during and after the call. This will help as I would know what is expected of me upon arrival and be able to link with someone of experience throughout. After the incident I can have a look at what I may have missed and points to look at for the future. I believe that this development plan is achievable as there are courses out there for me to attend to improve my knowledge in the area. I will give myself a time frame of six months dependent on when the courses are available to me. If I am unable to go on the course within the
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							six months, as said previously there are department I can speak with to develop my knowledge when dealing with sexual offences.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I will develop my skills when managing conflict situations.
Managing conflict			9		6		From experience I find that when I deal with a situation where force is needed to be used due to an individual's behaviour, I put a lot of pressure on myself and overthink the situation. I feel that I find it difficult to slow things down and assess the situation thoroughly when an offender is irate and there are members of public around, as I feel I want to get the offender away from the area as soon as possible. Instead of rushing into this, I need to develop on my verbal communication skills which may be of benefit in these situations.
2) Managing conflict situations more confidently and using the correct use of force							I'm aware of my surroundings and that the public are watching, which usually means that people will be filming the incident as well as the potential that the members of the public could know the suspect and this can cause them to become disgruntled and their behaviour to escalate. This puts a lot of pressure on me as I do not want to make any mistakes which makes me feel slightly nervous. Not only am I thinking

						about my safety, but also my colleague's safety, the safety of members of the public but also the suspect as sometimes it is not necessarily clear what has occurred when you first attend and emotions are running high. Although I am always risk assessing there is so much information to digest so quickly that I almost over think and I need to have more confidence that I am doing things for the right reasons and for the safety of every person around me at the time. I want to ensure that I know what I am doing is justifiable, proportionate and necessary at the time. I feel that there is a lot of pressure with using force on a person recently as unlawful force has been used by other officers which has caused public outrage. This does make me think even more about my actions. To develop my skills I will ensure that I am up to date with my officer safety training skills, I will also ask the trainers advice on how to improve on managing conflict situations and how to manage the public who can also be confrontational when dealing with other members of the public. I talk about using force, but also developing my verbal tactics with irate subjects.
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						I will put myself forward to deal with the confrontational situation before my team do. I find that the more experienced officers on my team naturally take the lead as they are more experienced in this area. I will speak with my team and ask to stand back and allow me to take the lead when attending a conflict situation and if needed guide me through it. I will ask my team and other colleagues who may be present for feedback when I've dealt with the conflict situation and ask what I did right and what I need to improve on. I will also ask my team if we could have a practice run of a conflict situation where they are the subject and I am the officer. There are members on my team who are part of the police support unit. They have experienced skills of how to manage conflict situations. I will ask them for help and advice on how I can improve my skills in this area. I will give myself a time scale of around 8 months as it can be difficult to come across confrontational incidents on occasion. It is also a skill that will need to be treated with care as using force on another can have its implications. I will seek to volunteer for more town safe and also request to possibly work
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							Newport City Centre as that is an entirely new dynamic than what I have experienced so far.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I have chosen to go on an attachment with the area support unit team as I am interested to work in this section in the future. However, I have not fully experienced their day to day duties and an attachment will give me the experience of what is expected of me if I join, what they do and will give me more experience and knowledge with traffic offences and how to deal with them.
3) Going on attachments with the area support unit to develop experience		7		4			I will give myself at least a week, preferably 2 on this attachment. I believe that this is a realistic amount of time to develop the experience needed. I will speak to my Sergeant and those who work in the section already for advice on how long they think I should be with him for on the attachment to develop my experience. I will speak to my Sergeant and the rota team and find dates which are most suitable for myself and the shift. This development plan is achievable as the time is realistic, the attachments are available to me to go on and there are plenty of people I can speak to for help through this. I will also get to know a lot more officers that have expertise knowledge in the area. This will be beneficial as I will know

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

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