

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. 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.

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.

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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
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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:

This task will be an evaluation of the theories of team dynamics as a means of developing team cohesion. Included in this task, I will be referring to various theories and models including, but not limited to, Tuckman's team development model whereby Tuckman believes that his five way model is the most idyllic team decision making model. In the latter stages of this essay, this task will participate in the use of Gibbs Reflective Cycle which "encourages you to think systematically about the phases of an experience or activity." (brookes.ac.uk, 2019). The model has six sections which include, describing what happened, what were you thinking and feeling at the time, an evaluation good and/or bad of the situation, what sense can you make of the situation, a conclusion of the event and lastly what would you do next time around if it happened again.

Firstly, what is a team dynamic? As defined by Loren B. Belker, Jim McCormick, and Gary S. Topchik, quiet aptly as a three some, "A team dynamic is the willingness and the ability to work in an interdependent fashion where team members need to rely on other team members to accomplish their work or to achieve the goals of the team." (amanet.org, 2020). Team dynamics have also been described as "like undercurrents in the sea, which can carry boats in a different direction to the one they intend to sail" (teamtechnology.co.uk, 2013) inferring that team or group dynamics are as a result of natural and unconscious decisions

that have been made within a team or group setting. Executed correctly, a team or a group dynamic can very much be a positive thing. Strong team dynamics can increase a group's overall performance and extract the best results from specific team members. And as with most things in life, there is a latter, certain team dynamics can also be a negative thing. In some instances poor team dynamics can cause team members to become engaged in unproductive conflict, procrastination and demotivation all paving the way to prevent the team or group from accomplishing their objectives.

From previously being part of a team displaying negative team dynamics, I have seen first-hand the impact made by a team that cannot function. This particular case was mostly due to geographical differences and the cultural norms that come with those locations. Even though the locations were on paper a short distance away, some twenty miles or so, the cultural norms of those locations differed quite substantially. As a result of these differences, the group quickly formed cliques and friendships based on their personal home life locations. The locals from Swansea formed one corner, Cardiff another and so on. In turn, these actions segregated individuals, isolating team members from each other creating a feeling of "us and them" mentality. This approach was not viable and the cliques were swiftly disbanded by senior officers to enable the productivity of the team to resume, but left a bitter taste in the mouths of some group members.

Tuckman's theory (newsmoor.com, 2020) agrees with this, Tuckman's model consists of five sections which starts with the forming stage. This stage is the foundation of the team work. The forming stage is the where guidance and agreements between team members commence. Secondly the storming stage. This stage is where conflict and power struggles may arise within the team. Thirdly, the norming stage. This stage is where consensus is agreed and roles are formed within the team. It's at this point where the realisation and belief become instilled in the team members that they can achieve by working together in unity. Next comes the performing stage, where team members have a clear vision of the goal that is to be achieved, trust and belief in other team members is also apparent between members to complete their individual tasks. Finally, the adjourning stage has arrived. This is a task completion and reflection stage as much as a time for jubilation. At this point team members evaluate each other performances and roles.

Now understanding the theory of what a team dynamic is and the basis of Tuckman's model, I can see and concur with its application on a first hand basis being recently part of a newly formed team. Due to operational demand in the police service, my work based team found it's self in a major shake-up which involved myself being moved into a team as part of this personnel change. A short while later, the new team which I was moved to was also subject to a large scale transformation. From losing the team's leadership and the extraction, as well as the introduction of officers to and from the shift, the team was quickly found to be lacking in clear guidance and a direction. This can be attributed to stage one - the forming stage of Tuckman's theory model. After a short while, the incoherent team then swiftly started to move through the gears and progressed onto the other stages of Tuckman's model in quick succession. Conflict soon arose, which truthfully was inevitable amongst the team whilst engaged in this uncertain period of transition. With the longer serving officers jostling for position, seemingly auditioning to dominate for the hierarchy within the team. "Unless conflicts are resolved, a sense of distrust is likely to develop between team members and

supervisors, and they will no longer be able to work together effectively.” (Blackstones, 2019). This jostle for position made team members dubious with regards to trust in certain personnel on the shift. In a policing environment, trust is of upmost importance, not only in the professional sense of the word but personal too. Team members need to know they can rely on each other rather than being sceptical that one may “have their legs done” so another officer can gain some sort of reward. A short time from the managing personnel extraction, a new supervising officer was confirmed in place on shift. This fresh addition had an immediate impact. Creating stability in the team, thus imbedding the “normal stage” of the theory. The gears were now fully in motion and this managerial appointment gave the team stability and finally, a clear forward direction that was so desperately craved. These actions in turn moved the team on through the performing and adjourning stages respectfully, thereby completing Tuckman’s model.

There is a widely used phrase that originated from John Maxwell which says “team work makes the dream work, but a vision becomes a nightmare when a leader has a big dream and a bad team” which in simple terms is deducing that by working together in an equally joint effort, realisations and goals of a team can be achieved as long as the recipe of the team is correct. In an ideal world, all teams would function correctly, efficiently and be able to churn out the results desired first time, every time. Alas, a chain is only as strong as its weakest link and as there may be many reasons why a certain team will work, there are always reasons why teams cannot work or operate. Lencioni gives us the causes of a dysfunctional team which are depicted in his model. These five causes include the absence of trust, fear of conflict, lack of commitment, avoidance of accountability and finally inattention to results. (The Five Dysfunctions of a Team, 2002). These five causes are referred to as “five natural but dangerous pit falls” by Lencioni. If team members slip in to one or more of these five categories, a path is being forged toward a team’s impending doom and it only takes one to accomplish that. Trust and the unwillingness to expose personal vulnerabilities is the largest influencing factor in all of this, not just in police work but within any healthy relationship be it professional or otherwise.

“Culture is the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.” (dictionary.cambridge.org, 2020). It is suggested that “initial police training moves you from being an individual to being part of a group” (Blackstones, 2019) which we can relate back to Tuckman’s model whereby the police service holds a desire for an individual to harness the ability to work in a co-dependent fashion. The culture of the British police is to police by consent (gov.uk, 2020) which has long been in place implemented by Sir Robert Peel and is a culture that is still present to this day. This policing culture is a way of life as the British public agree to be policed in return to be protected by the police.

The Police service indeed has its fair share of organisational cultures and norms. Many of which are detailed within the Code of Ethics as outlined by the College of Policing as the standards of professional behaviour and the policing principles (College.policing.uk, 2020). These standards have been set in place which show the police services vision and values and it is important that members of the organisational members to adapt to these visions and work towards a common goal. Other organisational cultures are not so formal such as the culture of issuing “Cake Fines” in the organisation, which unfortunately, I know all too well.

Cake fines are jovial and are issued by peer decision in order for one to repent and atone for comedic judgements or actions they have committed whilst on police duty. The cake fine culture has been adopted by officers (even senior) and even sports its own, albeit flippant, legislation. This cake fine culture brings a light hearted social aspect to the team setting and is something that can be engaged with whilst bringing joy, wellbeing and tasty treats to the team. Cake fines bring cohesion and moral to the team and in my opinion are nothing but a good thing.

Certain types of team dynamics found inside the police service could attribute to a failing to conform in certain cases to the professional standards set out by the College of Policing. An example of this is the actions carried out by police officers which was eventually the lead up to the Brixton riots that happened in 1981. An operation known as Operation Swamp 81, was actioned and put in to the place whereby plain clothed police officers were deployed to the local area in Brixton at their disposal using a piece of legislation called the Vagrancy Act 1824 (gov.uk, 2020). The Vagrancy Act 1824, allowed police officers to stop and search persons and also arrest members of the public with grounds as little as merely believing that these persons were acting in a suspicious manner, and not necessarily committing any offence. Of course, this was pre PACE (Police and Criminal Evidence Act) (gov.uk, 2020) which as we know came about as a result of the Scarman report following the incidents that happened in Brixton. The Brixton African-Caribbean community claimed that the police were disproportionately using these powers predominately against black people (Kettle and Hodges, 1982). These constant stop searches were seen as oppressive and ethnically unbalanced by the local community residents, in turn further raising tensions to boiling point. Alas, the plain clothed police officers and Operation Swamp 81 continued on none the less. Before the riots even began, the officers involved were breaching the Peeling Principles set out by Sir Robert Peel (gov.uk, 2020) and also the code of ethics (College.policing.uk, 2020) albeit, non-existent at the time but are now set out as the example we know and adhere to today.

In conclusion using Gibbs reflective cycle, I found this particular task question rather difficult to understand and equally as difficult to convey my thoughts to paper. What I particularly found problematic was the language in which the question was written, for me it appeared over complicated and set me on the back foot right away immediately knocking my confidence in my ability to answer the question to an acceptable standard. Trying to relate this task to readings and theories that have been documented was also an issue for me, given my lack of understanding of the task I didn't quite know where to start or even if I was looking in the right place. Through guidance and help sought, I was confident enough to tackle the task, or at least attempt to do so. The main learning opportunity the author has taken away from this task I have been able to put context to the team aspect of the goings on around me in the workplace, which until now passed me by. Whilst now being able to put perspective to the theory of team dynamics, subconsciously it was already there in my mind as it's something that happens every day. But context is key to learning and by understanding Tuckman's model, which was a completely new concept to me, I am now able to use and appreciate its application, not only in a work based setting but in in other personal aspects too. This coupled along with the five causes of a dysfunctional team as defined by Lencioni, I am now able to understand why there may be differences on a team and what steps I can take to combat and amend this to build a fully functioning and productive team. Faced with

this task again, I would look to include more personal examples which I could relate to better. Again, it was difficult for me to have a clear focus on this task as I very much struggled with what exactly I needed to write about which in turn has most likely created a disjointed answer.

(2268 Words)

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:

The following task will be a reflective account of an incident that I oversaw as part of my policing duties. Throughout the task, I will participate in the use of Gibbs Reflective Cycle which "encourages you to think systematically about the phases of an experience or activity." (brookes.ac.uk, 2019). The model has six sections which include, describing what happened, what were you thinking and feeling at the time, an evaluation good and/or bad of the situation, what sense can you make of the situation, a conclusion of the event and lastly what would you do next time around if it happened again.

This task will explore a policing incident where I played a significant role with a victim of crime. A brief outline of the incident is as follows. The reporting person (RP) informed police that they had reported harassing behaviour from their ex-partner and also a suspect from an incident earlier the same day. The RP stated that they requested the suspect be spoken to by police with the view to inform them to stop contacting and pursuing the RP to rekindle their relationship. The RP had informed the suspect on numerous occasions they did not want contact from them but this did not stop the suspect who appeared to be following a course of conduct. The RP stated that an officer spoke with the suspect and was warned that their behaviour was amounting to harassment and to continue along this line would mean they could be arrested for the offence. Within around 15 minutes of the same officer updating the RP that the suspect had been warned, the suspect turned up at the RP's address. The suspect was continually ringing the doorbell, knocking and banging the door and shouting through the letterbox. The RP states the suspect was so persistent and loud they were embarrassed what the neighbours would be thinking or that they would be disturbed by the suspect so allowed the suspect into the house. The RP added that they had considered dialling 999 but

having never called the police before for a response, was afraid of the stigma of police coming to an address they had just moved into and also worried about the consequences for the suspect if arrested.

The suspect had then begun to beg the RP to rekindle the relationship and soon noticed that the RP was wearing a t-shirt the suspect did not recognise and questioned whose it was. The suspect also saw a packet of cigarettes of a brand they did not recognise on the again questioning whose they were, and began to nose around the house as if looking for signs that someone else was living there. The suspect had gone into every room and opened every cupboard. The suspect then went to the upstairs bathroom and opened a drawer even though the RP was making it clean the suspect was not welcome and he needed to leave. In the bathroom drawer were four positive pregnancy test sticks. The RP explained that both parties went to Tenby for a birthday but the suspects' behaviour whilst drunk had been so bad they decided to end the relationship. A few weeks later the RP discovered they were pregnant with the suspects baby but chose to have a termination as they could not face bringing a baby into a situation where she was forced to maintain contact with the suspect with the feeling they would always 'belong' to the suspect as the mother of the child. The suspect has questioned the RP about the pregnancy and it was stated that the RP had been pregnant with the suspect's child but had miscarried as they were too frightened to see the reaction to the truth. The suspect continued to beg, cajole and bully the RP to reconsider and take them back. The suspect had then made inference to harming themselves and it being the RP's fault for not believing they could change. The only way the RP could get the suspect to leave was to be ambiguous about possibly meeting somewhere and talking it through civilly with them the next day. The RP was frightened for the suspects' mental health after discovering the loss of the baby, something they never intended for them to ever have to know and something the suspect would never have found out they he not snooped around the RP's home against their will. The suspect then left the property with the pregnancy test strips because they needed them 'for proof'. The suspect was subsequently arrested for harassment

In the aftermath of this particular incident, it was critical that safeguarding measures were put into place to protect the victim. No two victims are the same and people will react to incidents in different ways as "a person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation" (college.police.uk, 2020).

Some people may be of reasonable firmness whilst others can be deeply affected by certain experiences. The problem Analysis Triangle (Blackstones, 2019, p55) shows us that the removal of either the offender, victim or location will seize the existence of the issue. Reflecting, in the first instance, the arrest of the suspect was the initial step to ensure the safety of the victim and possibly another vulnerable person that may have not come to the attention of the police – removing the offender. Albeit a temporary measure it was vital that other safeguarding measure were also actioned.

The police can only achieve so much when it comes to victim safeguarding, so it is not only appropriate but vital that the distribution of information with partner agencies is completed in order to secure long term safeguarding. The management of police information (MOPI)

(Blackstones, 2019, p106) is key in instances such as this, and is in place to minimise incidents potentially leading to events such as to Soham murders (Holly Wells and Jessica Chapman) where information was not shared correctly.

As a result of this incident, a Public Protection Notification (PPN) report was meticulously completed detailing officer observations and risk assessment of the incident. This report was submitted enabling partner agencies to become aware of the situation by the dissemination of the information. By completing such a report, partner agencies are in a position to offer help and support to continue the safeguarding of a victim over a longer period of time. As police officers, our role expectation is vast, a jack of all trades if you will. Whilst specialist agencies can focus on a single aspect and place their focus in one field, for example domestic violence or missing persons. Partner agencies may also have access to tools and resources that are not available to the police. Appropriately sharing this information will give the victim access to the resources they need so they can recover from their experiences.

A prevention is better than a cure, in order to reduce the risk of re offending, amongst other things, the victim's household was fitted with alarm systems for the doors and windows supplied by and as a result of the information shared with partner agencies. Although the suspect will not be aware of this, it brought great comfort to the victim being a single occupant in the household.

The suspect was also presented with bail conditions in a bid to prevent reoffending and to protect the victim. In most cases these conditions are enough to prevent re offending but are no force field for the victim. Local neighbourhood teams were also notified of this incident and implemented a patrol strategy around the victim's home and surrounding area. The heightened visible police presence acting as a deterrent not only if the suspect is present in the area but also for potential other crimes that could take place. Along with the patrol strategy in place, PCSO's were also tasked with making regular contact with the victim, where both parties can update each other with the goings on with regards to the incident.

In conclusion, whilst dealing with this incident I felt an absolute duty to provide a service for the victim. The victim had been subjected to the behaviour of the suspect for years but until recently did not report a thing. After engaging completing all measures I could to protect the victim I felt a sense of satisfaction that I had prevented this person from coming to any more harm. A few days later, I received a phone call from the victim thanking me for what was done for them. Never have I felt an emotion like what filled me that day, the realisation that I have truly made a difference to this person's life. It was this incident that made me realise that this job is like no other and ones actions or omissions really do have potential life changing potential. I'm not sure what more I could have done throughout this incident as I believe I left no stone unturned. Going forward I will always take the learning from this experience in to the next call and the call after that, knowing I may intervene and change someone's life for the better with my actions.

(1541 Words)

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: _ _ _ _ _ Gareth Green _ _ _ _ _ (Learner – electronic signature accepted.)

Date: _ _ 12/08/2020 _ _ _ _ _

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*)

ANSWER:

This assignment will be highlighting how information and intelligence can be used in the disruption of the more prevalent criminal activity by the use of effective policing of the roads. Throughout this assignment, I will be discussing how the gathering and dissemination of intelligence can assist in the painting of the bigger picture when preventing or detecting crime. Also throughout this assignment I will be debating the advantages and disadvantages of utilising automatic number plate recognition computer systems as an investigative ally and ways in which information and intelligence can be collected and cascaded to other law enforcement agencies not only for their information purposes but also to work in joint partnership and unity in the battle against crime.

Firstly we need to understand what information and intelligence are and the differences between them. As define by Blackstones, "information is usually from a source that needs no confidentiality constraints or protection. Whilst intelligence is more difficult to define but is generally considered to be information derived from many sources (some confidential) that has been recorded, graded and evaluated." (Blackstones, 2019). Information can come from many sources, from a member of public reporting an incident to something said during a conversation or seen on the street. Intelligence is the next step up from information. Intelligence is information that has been gathered from numerous sources. The information is then sanitised and also graded or classified and then finally cascaded to police officers for the intention of preventing and also detecting of crime and criminal activity usually through the medium of "intelligence bulletins".

Information and intelligence logs can be input by police officers for analysis from across the police network on a number of different levels. What may seem an innocuous or a mild contribution could potentially be another piece to a certain investigations proverbial puzzle. "The identification of 'patterns of crime' and linking crimes together is also an important part of intelligence led policing" (Blackstones, 2019) by focusing on what is known and where it

has come from can enable us to act proactively and ensure that valuable policing resources are deployed sensibly, tactfully and economically.

In terms of roads policing, as of 2019, the United Kingdom has an estimated road network spanning more than 250,000 miles (gov.uk, 2020) and at the end of December 2019, there were 38.7 million licensed vehicles in Great Britain, a 1.3 per cent increase compared to the end of 2018 (RACfoundation.org, 2020) though these are the vehicles legally registered to be on and use the public road network, According to the Motor Insurers' Bureau (MIB), are around a further one million uninsured drivers on UK roads (MIB.org.uk, 2020). This vast, ever growing infrastructure is not only used for general transport or to promote the growth of the country's economy, but unfortunately the reality is that the road networks are also utilised in a less desirable manner by criminal organisations as a way to expand their "business interests" up and down the country.

In order to magnify such illicit dealings, offenders are now taking their activity across local and even country's borders in the United Kingdom with the intention to infiltrate smaller, potentially more vulnerable locations to maximise profits. In general terms, these are gangs currently operating in larger cities who aim to penetrate smaller towns or rural areas. This felonious practice is generally denoted to as county lines. "The 2018 Home Office Serious Crime Strategy states the NPCC definition of a County Line is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons." (nationalcrimeagency.gov.uk, 2020). County lines are set in place in order for organised criminals to grow their operations in a less so challenged market away from their usual haunts. It's a market where the criminals and dealers are not competing with rival gangs over territory and are not always known to local police forces seemingly making it easier to slip under the radar and to carry out their business deals without detection. County lines is a lucrative and appealing proposition for the modern day criminal entrepreneur and is becoming ever more prevalent throughout the United Kingdom. This does not necessarily only refer to the transportation of drugs or products but also in some cases, firearms, vehicles and even people.

With this in mind, how can effective policing of our roads disrupt and ultimately prevent these sorts of activities taking place? The gathering of information and intelligence is paramount in dealing with these ever growing issues. Since the 1990's UK Police forces are predominantly intelligence led (Blackstones, 2019). Information and intelligence can be collected from many different sources, some which are tested such as police officers or covert human intelligence sources (CHIS), or some which are not like unknown persons or parties in dispute with one another. Within the police organisation, there are two large databases that can be used to assist in the development of information and intelligence. One of the databases used is known as the Police National Computer (PNC). The PNC database is used mostly for street level checks by officers and is a highly informative and constantly updated platform, it is especially useful as it can hold information on persons who may not be known to local police force computer systems. The police national computer contains information such as, but not limiting to, people, vehicles, property and driving licence

numbers. The police national computer is also linked to other databases such as the Driver and Vehicle Standards Agency (DVSA) which can be utilised by police officers in order to conduct further checks into individuals if desired. (Blackstones, 2019). The second database is known as the Police National Database (PND). The police national database can also be utilised for a more detailed intelligence on persons both convicted and suspected which is referred to as POLE (people, objects, locations, events). The police national database allows information and intelligence to be shared between police forces which is particularly advantageous for when individuals of note re-located to different police force areas.”(The police national database) was set up in 2011, partly as a consequence of the inadequacies uncovered during the Bichard enquiry into the Soham murders in 2002” (Blackstone, 2019) Police officers also have the power under the Road Traffic act 1988 (gov.uk), to stop and seize vehicles using a public highway. This particular legislation can be especially advantageous in the prevention of criminal activity once relevant information and intelligence has been built upon certain persons or vehicles.

The building of information and intelligence can help paint a picture of potential criminal activity. Automatic Number Plate Recognition (ANPR) can play a pivotal role in assisting with investigations. Automatic Number Plate Recognition is a tool that is being utilised already across the country and can be used for many different applications ranging from offence prosecution for drivers with no license to traffic and parking monitoring. (ANPR.org.uk, 2020). Within South Wales Police, dedicated traffic vehicles from the Roads Policing Unit (RPU) are fitting with ANPR technology in the form of cameras to the front and back of the vehicle and hold dedicated screens inside the cockpit. This set up is particularly beneficial as the ANPR cameras are always working by scanning passing vehicles registration plates constantly and relaying any relevant information to the officer inside the vehicle ranging from no insurance to warning markers linked to the vehicle such as drugs or used in offences markers. This technology is particularly beneficial as whilst the officer is allowed to focus on driving the vehicle in a safe and professional manner, the ANPR system is constantly armed and is also capable of producing notifications of subject vehicles to the driver when coming in to contact with them.

ANPR can also be used as a silent partner in the detection and prevention of crime. ANPR can work 24 hours a day, 7 days a week and in various locations gathering intelligence that we may not know at that point could become relevant in the future. ANPR can be useful in mapping routes taken by vehicles complete with time and date stamps, evidentially placing a vehicle in a certain place at a certain time. This ability to track and trace has many advantages. Evidence such as this can provide vital information in the planning and execution of operations, it would allow for considerations of threat risk and harm to be analysed prior to any action being taken, thus minimising hazard and potential harm to all involved parties. Vehicles of interest can have their registration index linked to various warning markers and uploaded to the police computer systems, local and national with officer safety and awareness in mind. These vehicles of interest can also be placed on the ANPR “hot list” should action need to be taken against them or if the need for live intelligence should arise. The hot list provides live intelligence, so when triggered the information is cascaded to the relevant departments with immediate and live updates of a vehicles current location and movements. With such a vast area of road mileage to cover, the ANPR system can be used to keep observations on a vehicle until police resources can arrive. For example, checking for

vehicle hits across a stretch of motorway, once the hits stop, there is a strong possibility that the vehicle may have turned off the motorway and can now be placed in a localised area. Along with this, with certain conditions permitting, ANPR can produce images of vehicles and its occupants which can prove vital in safeguarding, for example, tracking the whereabouts of a vulnerable or missing person or child. Also providing evidence for prosecution by putting a particular person at a scene or location during a certain time frame.

For all the good that ANPR seems to offer the police and public alike, ANPR it is not without its controversy and critics. Simon Davies, the director of UK based charity Privacy International speaking in 2008 suggested that ANPR gave the police “extraordinary powers of surveillance” and also alleged that police officers were encouraged to “fully and strategically exploit” ANPR systems and database. (theguardian.com, 2008). The most recognised example of this dates back to 2005 where then 80 year old John Catt along with his daughter Linda were stopped by the City of London Police on 31st July 2005 and subsequently had their vehicle searched under the Terrorism Act 2000. It’s pertinent to note that neither John nor Linda held a criminal record at this time. Following this incident it was revealed that a warning marker had been placed against the vehicles registration as a result of its attendance at an EDO MBM demonstration (an anti-military campaign in Brighton). The vehicle was flagged by an ANPR camera due to its association marker arguably unfairly. Though on this occasion this traffic stop provided a negative result causing a consequential backlash in negative media coverage in relation to the police force in questions and their use of ANPR technology, one can only presume what the media coverage would have been if there was a positive outcome from the traffic stop. Would ANPR be hailed a hero for its role in the prevention of a crime? Possibly. Was this particular incident used to fuel Davies’ agenda? Undoubtedly.

Modern day technology means modern day solutions for offenders who endeavour to get around restrictions, this time in the medium of cloning. Vehicle cloning is another issue which has steamed from the ever more increasing popularity of ANPR. RAC (RAC.co.uk, 2020) state that vehicle or car cloning is the act of copying a vehicles registration plate and placing them on an incorrect vehicle. The cloned vehicle is usually found from a “for sale” advert and is generally very similar in appearance and vehicle model in attempt to arouse less suspicion. The idea of vehicle cloning is to fool ANPR systems as to the identity on said vehicle with the intention of committing offences whilst the attention will be draw to the innocent owner of the registration mark. To combat this, ANPR systems have the ability to determine if the same registration mark is showing on the system on more than one vehicle offering the option to negate or prove offences. (BBC.co.uk, 2005)

Throughout this assignment I have discussed how information and intelligence can be used in the disruption of the more prevalent criminal activity by the use of effective policing of the roads. And also how the utilisation to automatic number plate recognition can play a pivotal role in assisting police in the investigation and execution of police duties. UK policing is predominantly intelligence led and this assignment illustrates how the submission of information and intelligence to be stored on police databases really does aid in the fight against crime and also the prevention of it. The abilities and capabilities of employing automatic number plate recognition throughout the UK and the use of effective roads policing has also been explored throughout this assignment. The police force will also have its

critics, and whilst there will always be someone, somewhere who will oppose the idea of ANPR on UK roads, the good that it can produce very much outweighs the bad. For me, ANPR is nothing but a positive thing, if you have nothing to hide, you have nothing to worry about.

(2265 Words)

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. Building files for use with CPS			10		5		1. Though having some knowledge, the cancelation of my HUB attachment has had a knock on effect with my ability to fully be independent in terms of building files effectively
2. Traffic related knowledge		5			5		2. Although I fell I have sufficient knowledge on basic traffic offences, I would like to familiarise myself with some of the

3. Animal offences		5			5		more challenging incidents.
4. Mental health powers		9			6		3. Knowing the resources and persons available to deal with incidents involving animals such as dangerous dogs.
5. Coroners Files		7		3			4. Understanding the different legislation available to deal with incidents.
							5. With no experience in dealing with a coroners files, I wish to gain a good understanding about what is required and needed to complete one to a high standard.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Response driving			8	4			1. Further to passing A-B driving, Passing a response driving course.
2. Conducting ongoing investigations.		7			5		2. Research in to alternative methods to be used when attempting to obtain information/intel
3. Resolution of neighbourhood issues.		7			5		3. To deal better with slow time incidents that are ongoing. Managing expectations of victims and preventing reoccurrence.

4. Decision making.			10		7		4. Making decisions with more conviction without addressing supervisory for conformation first. Being able to trust my instincts and more belief in myself
5. Interviewing suspects.		6			5		5. Differentiating between what is relevant or not to address in interview and confidence in being able to control interviews with a more challenging interviewee.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-	High 8-10	
1. S.18 Searches of premises			8	4			1. The process of authorising a S.18 and relevant documentation to go with it.
2. Dealing with solicitors (interview)			8	4			2. Dealing with disclosure, what to mention and what to keep confidential until needed.
3. Dealing with crowds.		5		3			3. Exposure to public order scenarios whereby public outnumber officers.
4. Custody procedure. (charging)		6		4			4. Knowing the procedure well and when to inform the custody sergeant that the time is

							right to process a charge.
5. Documenting unsolicited comments made by suspects			10		5		Always being aware that after cautioned, comments can be used and documented in ePNB.

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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