

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.

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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
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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:

Throughout this piece of writing, I will be critically evaluating team dynamics in a policing context. I will be doing this by using and discussing theories and models, such as Tuckman's model. I will also be considering how conflict can occur between individuals and in a team and what can be done to resolve and improve this conflict. I will be looking at models such as the CUDSA model in relation to conflict resolution. I will then consider how team dynamics can lead to team failings in relation to professional standards. I will conclude this essay with a summary of my research.

In policing, teamwork and good team cohesion is essential, as well as strong and effective leadership.

'There are many reasons why good working relationships are important including: maintaining trust, contributing to professional performance, effective cooperation, and encouraging commitment. This is a need to communicate effectively, but also to manage conflict, challenge some attitudes and behaviour, build relationships, and work in teams' (Blackstones, 2019).

Osborne (2020) defines team dynamics as 'the behavioural relationships between the members of a group. The dynamic between them includes how they interact, communicate and cooperate with one another. How well your team is able to do these things directly influences what it can accomplish'. Teamwork is defined in the Cambridge Dictionary as 'the activity of working together in a group with other people, especially when this is successful' (Cambridge Dictionary, 2021). With policing being such a high pressure and high stress job, it is very important that the members within a team communicate effectively and resolve any conflict before it impacts on the performance of the team, potentially jeopardises workload,

investigations and interpersonal relationships and most importantly before it affects public confidence in the police.

I will now consider why some teams cannot function. Some reasons a team cannot function is as a result of the following: not knowing where to begin (unclear objectives or goals), dominating team members, poor performance of some team members and poorly managed team conflict (Principles of Management, n.d). Should these issues arise within a team, effective leadership would need to be employed to resolve these problems and improve team cohesion.

A popular model that is used to encourage team cohesion and effective leadership is the Action Centered Leadership Model. First published in 1973 by John Adair, the model is based on 3 actions that should be taken to ensure that you lead a team effectively. The 3 actions are:

- **Task:** the actions that you take to achieve a goal
- **Team:** your actions at the group level, to encourage effective teamwork and group cohesion
- **Individual:** actions that address each team member's unique needs (MindTools, 2021)

To lead effectively, you must have an equal balance across all 3 of these areas. If one area is lacking, then all 3 areas are likely to fail. Problems can arise with this model, for example in a police setting, if an individual team member is consistently late for a morning shift. This can result in low team morale with the other members and have a knock-on effect of tasks being completed. It would be the sergeant's responsibility to speak with the individual in an appropriate setting (not in front of other members of staff), to establish why they are late in the mornings and come up with actions to resolve the issue. Once the underlying issue has been resolved, the balance between task, team and individual should be equal once more and cohesion in the team improved. Another way of improving team cohesion is by adopting a 'Transformational Leadership' approach. In 1978, James McGregor Burns came up with the concept of transformational leadership. 'Transformational leadership theory is supported by nearly 30 years of research correlating transformational leadership to positive performance outcomes including individual, group, and organizational level variables. It also solidified the need to study followers in leadership research. Transformational leadership was the first developed and validated theory to emphasis morals and values in leadership' (David Burkus, 2010). This theory encourages leaders to be role models for their staff and aims to encourage team members and boost morale so that team members feel valued, in order to accomplish personal and operational objectives.

In the next section of this essay, I will go on to the Tuckman's Model, what it is and how it can be implemented in a police setting.

In 1965, Dr Bruce Tuckman, an American Psychological Researcher, published his theory that related to the stages of group development. The theory has since

been known as the 'The Tuckman's Stages of Development' or 'Tuckman's Model'. Originally there were 4 stages of the model, 'Forming, Storming, Norming and Performing' but in the 1970's Dr Tuckman added a 5th stage 'Adjourning'. This model can be used well within a policing context for example, when a new task is assigned to a team or when a new member joins a shift. I will explain the model below:

- **Stage 1: Forming.** This is when a new team is put together, or a new member joins the team. At this time, team members do not know each other well enough to fully trust one another, so time is spent collecting information, forming opinions and bonding with other members in the group.
- **Stage 2: Storming.** This is where members of the group are trying to establish themselves and their roles within the team. At this stage individuals are feeling more comfortable communicating their feelings and expressing ideas. However, it is also at this stage when conflict can arise as members may start to clash either on a personal level or on ideas in relation to work objectives. Team leaders (e.g. Sergeants) should try to manage the conflict at this stage before it becomes irreparable.
- **Stage 3: Norming.** The norming stage is when trust between individuals builds and all opinions and ways of working are accepted. This stage is where the individuals in the team work together and accept that they are all playing a vital role within the team. Certain individuals within the team will start to take more responsibility for certain tasks, meaning the leader (Sergeant) will be able to take a step back.
- **Stage 4: Performing.** This stage is when the team is functioning as a complete unit. Tasks and objectives are clear and group members are comfortable with each other. If any conflict arises, the group is able to resolve it and manage this amongst themselves without any fallout. The leader (Sergeant) will now delegate tasks to members of the group and act as more of a supervisor whilst letting the team make most of the decisions on their own.
- **Stage 5: Adjourning.** At this stage, a task or investigation has been completed and team members could be lacking in motivation. The leader will normally step in again at this stage and assign a new task or investigation that needs progressing.

Team dynamics can also be affected by wider cultural issues within the police organisation. For many years since policing began, it has been a male dominated profession. Although in recent years there has been a rise in females in the police and in turn employed at higher ranks, there are still far more males in position. According to D, Clark (2021) 'Data on the police officers in England and Wales in 2020, by rank and gender, shows that while there were around 2.6 times as many males than female chief officers, the role of chief superintendent showed the highest rate of male representation, 77.5 percent of inspector being male, as of March 2020'. The police force can sometimes seem a daunting environment to

females due to the lower numbers of female representation however, the organisation continually improves ways to ensure all members of the force are treated equally and fairly.

Another issue that can affect team dynamics is the new 'fast track' entry schemes for certain roles within the force. There are now schemes that civilians can apply for to become Detective Constables and indeed Inspectors without any previous experience. 'At present, police leaders start as a constable and progress through each rank in order to reach the top post of chief constable. Current police constable recruitment procedures, which have required no academic qualifications, can miss people who could make highly effective senior police officers' (Home Office, 2013). With these schemes, entrants join the police at a high level in a short amount of time. These schemes have been brought in to ensure fairness within the police force and to improve quality within leadership. However, police constables and those of higher ranks can see this as them being cheated due to having to work their way up through the ranks and having to 'earn' their position. This can cause conflict between officers that have been in the force for years, and those that have joined via the fast track schemes. It can also lead to resistance and officers disobeying their new leaders due to lack of respect.

I will now consider how interpersonal conflict can occur within a team, and outline strategies that can be used to enhance individual and team performance. One of the main issues that can cause interpersonal conflict is poor communication within a team. It is important for individuals within the team to communicate clearly with one another so that everyone is aware of each other's roles and responsibilities when dealing with a task. If team members do not communicate clearly and are not aware of other team members actions or opinions, in a policing context, something could go very wrong. It is also important to communicate face to face, as text messages and emails can be taken the wrong way and read out of context. The leader of the team should also have effective communication skills such as; clearly communicating instructions so that they are understood, regular briefings and de-briefings before, during and after tasks, dealing with issues directly and regular one to one meetings with team members so that any support needs can be identified. During one to ones, praise can also be given if it is due, as well as disciplinary measures. Communicating is not just about having a conversation, it is important that all members of the team also listen to each other and understand the needs of others.

When dealing with interpersonal conflict, one strategy that can be used is the 'CUDSA' model. The CUDSA model is made up of 5 stages and aims to resolve conflict by using a collaborative approach. I will show the model below and use policing examples to show it's working:

Step 1: Confront the issue – Two team members aren't communicating effectively

Step 2: Understand the problem – One member doesn't feel confident enough to express their opinions

Step 3: Define the problem – Lack of communication can lead to investigations suffering and opportunities being missed

Step 4: Search for a solution – Ideas that can help improve communication between both members and improve team member 1's confidence

Step 5: Agree on action – Both team members to attend more calls together to understand how the other works and for both to talk one to one to solve any issues

'Individual interpersonal skills are important in trying to avoid conflict as they can help people to understand the views and opinions of others, and to respond in an appropriate manner. You will need to understand the problem from the opposing perspective, identify various solutions, and agree on the most appropriate way forward' (Blackstones, 2019).

Another strategy to resolve interpersonal conflicts, is by using our own emotional intelligence. According to Salovey and Mayer (1990) emotional intelligence is a 'form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action' (Gollis, 2021). In 1995, Daniel Goleman a psychologist, introduced his emotional intelligence model now known as 'The Goleman's Model of Intelligence'. Goleman suggested that being successful is more than high levels of intelligence, but to be successful you must also have a high level of intelligence. The model is made up of 4 stages:

- **Self-awareness** – self-confidence, understanding how your behaviour and emotions affect others
- **Self-management** – working well with others, able to express yourself clearly, showing empathy towards other people's feelings, deals with conflict effectively, controlling own emotions
- **Social awareness** – Sensing any atmosphere changes within the team and show caring towards others, understanding other points of view
- **Relationship management** – help to develop other members in the team, be a positive influence, effective communication

By using strategies such as the CUDSA model and Goleman's Model of Emotional Intelligence in a policing setting, we can resolve conflict within a team effectively as well as enhancing the performance of individuals within the team, ourselves and the team as a whole.

I will now consider how team dynamics can result in failing to comply with professional standards in a policing context. When a team have worked together for a long period of time and become comfortable around each other, mistakes and inappropriate behaviour can arise. As police officers we are governed by our Code of Ethics, and within this code are the Professional Standards of Behaviour. It is our duty to challenge and report inappropriate behaviour if it occurs, not just within our team, but if we experience it throughout the police force. The main standards that we must be mindful of when it comes to inappropriate behaviour in the workplace and our course of conduct are as below:

- **Honesty and integrity** - I will be honest and act with integrity at all times, and will not compromise or abuse my position (Code of Ethics, 2014)
- **Equality and Diversity** - I will act with fairness and impartiality. I will not discriminate unlawfully or unfairly (Code of Ethics, 2014)
- **Conduct** - I will behave in a manner, whether on or off duty, which does not bring discredit on the police service or undermine public confidence in policing (Code of Ethics, 2014)
- **Challenging and Reporting Improper Behaviour** - I will report, challenge or take action against the conduct of colleagues which has fallen below the standards of professional behaviour (Code of Ethics, 2014)

Some officers fail to comply with these standards, out of loyalty to their colleagues, or in thinking that they are going against policies or legislation for the 'right' reasons. As police we need to be transparent and honest in all that we do as we are constantly scrutinised in the media and by the public. Public confidence is likely to diminish if we do not uphold our own professional standards of behaviour.

'There are a variety of different ways in which inappropriate behaviour can occur such as unwittingly using potentially offensive language, ignorance and intended insults and discrimination' (Blackstones, 2019). All inappropriate conduct must be challenged, but in some instances, it will need to be raised to a line manager (Sergeant or Inspector) where disciplinary action will be taken.

To summarise, throughout this essay there has been an evaluation on how teams work and how cohesion can be improved within teams. Also discussed are the reasons why some teams cannot function such as poor communication. Models and theories have been evaluated in relation to team cohesion and have demonstrated how they can be put into practice within a policing context. The essay has also evaluated how organisational cultural norms can affect team dynamics. Consideration has been given to how interpersonal conflict can arise and what strategies can be employed to resolve this such as the CUDSA model, as well as the role of an effective leader. Also considered, is how team dynamics can lead to the failure of compliance towards professional standards within a police setting. With all these theories and strategies in mind, we as police officers and as a force in general, can work towards bettering ourselves and our teams to improve working relationships and standards of behaviour.

Total Word Count = 2,663

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:

Throughout this essay, I will be discussing and critically evaluating a policing incident in which I played a significant role with a victim of crime. Firstly, I will describe the incident so that the reader has a brief understanding. I will then go on to critically evaluate how the police and other professionals can use different approaches whilst maintaining appropriateness when supporting vulnerable people or victims of crime. I will then conclude this piece of writing by exploring what methods work when it comes to tackling repeat victimisation and repeat offending. As the incident I am discussing is a domestic incident, I will be looking at how we offer support to victims, partnership working and safety measures we can put in place for them.

Shortly after joining my shift, a call was received from a female stating that her partner was being aggressive at the address. A colleague and I made our way to the address as an emergency and met with the female. Although the initial call had been that the male was being aggressive, the female went on to disclose to us that during the years the couple had been together there had been coercive controlling behaviour towards the female and that her mental health had been extremely impacted as a result. The female also played us some voice recordings of the male shouting at her and threatening that she was going to die. We stayed with the female for as long as we needed to, taking her statement and getting copies of the recordings so we could use them as evidence. We also completed a DASH (Domestic Abuse Stalking and Harassment) form with the female. The forms help us to understand and gauge the level of risk posed to the victim by the perpetrator.

After we left the address, arrest enquiries were on-going for the male and for weeks following the initial call I was unable to track the male down as he was sofa surfing and would never answer his phone to officers. However, he continually rang, text and sent emails to the victim. I was constantly in contact with the victim and would meet with her to take further statements for the harassment she was now receiving from her ex-partner. Due to the female completing the DASH form, a member of the Phoenix team (domestic abuse support team) was supporting her and the female informed me that she had been attending support groups for victims of domestic abuse and that it was really helping her confidence and self-esteem. Eventually the male was located, arrested, interviewed and charged which was a good outcome not just from a policing perspective but also for the victim as she felt she was able to move on and live her life as she wanted. There were no cultural barriers or issues involved in this incident, however if there were, I would have done my research and considered crimes such as honour based violence and adapted my approach to the incident and victim accordingly. There were also no language issues but if there had been, I would have used the service 'Language Line' to assist with communicating with the victim and perpetrator to make sure they were being fully understood and that they fully understood me.

I am now going to critically evaluate the appropriateness of different approaches used by professionals and the police when supporting a vulnerable person. The College of Policing and NPCC's (2018) definition of vulnerability states: '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'. In truth, any person can be vulnerable or find themselves becoming a victim of crime or abuse. It is then up to the police and other professional agencies to support these people and prevent them becoming victims again in the future.

The police are normally the first point of contact when it comes to recognising vulnerable people and victims of crime. As such it is important that we employ early intervention, to reduce the risk of the person becoming a repeat victim and to also prevent re-offending from the perpetrator. The National Police Chief's Council have devised an action plan that we as officers can use to aid us when supporting vulnerable people (National Police Chief's Council, 2018). There are 5 main principles of the plan, some of which I will discuss as I evaluate ways of supporting vulnerable persons below.

As I mentioned above, one approach used by the police when dealing with victims of domestic abuse is using a DASH form (or Public Protection Notification). The form is a list of around 28 questions that help us to gauge the risk of a victim and their relationship history with the perpetrator. After the questions, there is a section which allows officers to go into more detail about the incident and give their thoughts on the incident and their action taken during their contact with the victim and sometimes perpetrator. If consent is given by the victim for this form to be shared with our partner agencies, then it will be. For this reason, it is vital, for us as officers, to get all the information we possibly can, in order to feed this to our partner agencies. The partner agencies can then look to provide the most appropriate form of support to the victim. 'Multi-agency working is key to the early

and effective identification of risk to vulnerable people, and to preventing those risks from escalating. Ideally these relationships bring about improved information sharing, joint decision making and coordinated action' (Home Office, n.d.). In relation to the incident I have described, completing the DASH form and referring the victim to partner agencies worked extremely well, as the victim attended support groups for victims of domestic abuse where she made new friends and her self-esteem and confidence grew. This approach ties in with principle 1 of The NPCC's Vulnerability Action Plan, 'Recognising and responding to vulnerability requires partners to work together effectively' (National Police Chief's Council, 2018).

Another approach that is becoming widely used is the public health approach. The NPCC, College of Policing and Public Health England are working together to understand why crime is committed and why people are becoming victims of abuse. They do this by trying to understand communities, as opposed to focusing on an individual (College of Policing, 2021). For example, we could look at patterns of behaviour/offending in relation to domestic abuse and try to understand why this is happening. In relation to the incident I dealt with, had the offender been a victim of abuse in the past? Had they experienced Adverse Childhood Experiences that later led them to offend? By understanding the root cause of offending we can provide early intervention and in turn prevention. By working alongside Public Health agencies, we can reduce the demand on the police service and improve ways in which we support vulnerable people. Although they may commit crime, offenders are very often vulnerable themselves.

I will now explore what works in relation to tackling repeat victimisation and repeat offending. 'A person is to be treated as a repeat victim if they perceive themselves to be so or who have been a victim of more than one recorded crime or ASB incident within 12 months' (Bedfordshire Police, 2021). In order to prevent people in our communities becoming repeat victims, we must work with partner agencies to come up with solutions or safeguarding measures that can be implemented. For example, we can work with local authorities to have reinforced doors/windows put into properties for victims of domestic abuse. Our neighbourhood policing teams can implement schemes such as 'Cocoon Watch', whereby we rely on the help of neighbours, family and friends of victims of domestic abuse to report further incidents to the police as soon as they occur. This scheme can only be implemented with the consent of the victim (College of Policing, 2020). Information and intelligence gathered from the local community by patrol officers can also aid in the protection of vulnerable people. If an incident goes to court, then the courts can also implement measures to protect vulnerable people. For example, the incident I have described resulted in a restraining order being granted by the courts so that the perpetrator is not to contact the victim by any means or attend the street on which she lives.

To prevent reoffending there are also a number of strategies we, as police, can implement. In relation to the incident I dealt with, the perpetrator had an alcohol dependency and with his consent, he was referred to the local drug and alcohol agency who provided support and a plan to help him overcome his dependency.

This is in line with another principle from The NPCC's Vulnerability Action Plan 'Prioritising prevention reduces harm and demand' (NPCC, 2018).

The dependency was a root cause of the perpetrators offending behaviours, so on tackling this issue we helped him to understand this was a trigger for him. Perpetrators of domestic abuse can be managed by specialised officers within the police force that become the perpetrator's main point of contact. These officers help to disrupt the perpetrators behaviour before they offend again. Regular police patrols can help to deter perpetrators from reoffending as they risk being caught again. Measures such as DVPN's can also be issued and ANPR checks to keep an eye on the perpetrator's movements, for example if they are not allowed to enter the street in which the victim lives (College of Policing, 2020).

In conclusion, there are numerous methods and approaches that can be used by the police and other professional organisations when supporting vulnerable people, whether they be victims or offenders. When reflecting on the incident that I dealt with, I felt that the approaches and referrals I used were appropriate to the situation and to both the victim and offender. Moving forward I will regularly keep up to date with any relevant training and research more methods of aiding vulnerable people in the community.

Total Word Count: 1, 685

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.

A handwritten signature in black ink, appearing to be 'A. Smith', written over a horizontal line.

Signed: (Learner – electronic signature accepted.)

Date: 27/04/2021

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:

Throughout this essay I will be critically evaluating how, as police officers, we can use information and intelligence to disrupt criminal activity such as (but not limited to) county lines and organised crime groups by effectively policing the roads. I will be looking at models such as The National Intelligence Model which is a key model that is used in policing. I will also be looking at sources of information and intelligence, how we gather it and how it can be used. I will then move on to analyse what ANPR (Automatic Number Plate Recognition) is, what it does, advantages and disadvantages and how ANPR can be used during investigations into criminal activity. I will also look at real investigations that have used ANPR and discuss how successful the use of ANPR was.

Firstly, I will evaluate how information and intelligence is gathered and used by the police. Information and intelligence are what enables the police to start investigations, build bigger and better pictures of crime patterns and helps us to understand and prevent crime in our local communities. Information can be original and generated by ourselves, or we can be given information by members of the public. The College of Policing (2019) defines intelligence as 'collected information that has been developed for action. It may also be classified as confidential or sensitive. Intelligence collection is a continuous process and there may be specific requirements for its recording and use'.

There are many ways in which the police gather information and intelligence.

- Open sources - These can be members of the public informing us of criminal activity in the local area.

- CCTV surveillance - either local authority or private from members of the public, can be used to tackle ASB in a certain area.
- Officers – we as officers can gather intelligence by being involved in investigations and whilst making arrests
- Undercover officers - Undercover officers are mainly used to infiltrate organised crime groups and pose as criminals themselves. However, these operations are high risk, and are always proportionate to the intended outcome. (Blackstones, 2019)
- CHIS (Covert Human Intelligence Source)

Covert Human Intelligence Sources are widely used throughout the police, as they are able to gather information and intelligence without being arousing suspicion from criminal gangs. According to the Home Office 2018, under the Regulation of Investigatory Powers Act 2000 (RIPA) a person is a CHIS if:

- they establish or maintain a personal or other relationship with a person for the covert purpose of facilitating the doing of anything falling within paragraph 26(8)(b) or (c);
- they covertly use such a relationship to obtain information or to provide access to any information to another person; or
- they covertly disclose information obtained by the use of such a relationship or as a consequence of the existence of such a relationship

Due to the risk of offenders finding out that a person is a CHIS, there are specialised officers that are called 'Handlers'. The handlers then manage the CHIS and organise meetings and give them objectives and tasks to carry out in order to gather intelligence. The handler is also responsible for the welfare of the CHIS as they could be in danger should they be exposed to the criminals they are gathering intelligence on.

It is important to note that all information and intelligence that is gathered, used and stored by police and other intelligence services is regulated by legislation. The Regulation of Investigatory Powers Act 2000 ensures that investigatory powers are used in accordance with human rights. These powers include the interception of communications, intrusive surveillance, covert surveillance and the acquisition of communications data (Legislation.gov.uk, 2021). Another Act that governs and authorises the way we use and gather information is The Investigatory Powers Act 2016. The Investigatory Powers Act 2016 aims to consolidate and clarify existing police and intelligence services powers in relation to obtaining communication data, create independent oversight of certain warrants, create an office of Investigatory Powers Commissioner and make provision for the retention of internet records (Blackstones, 2019).

Once information and intelligence is gathered it goes through what is known as the 'intelligence cycle'. 'The collection, development and dissemination of intelligence allow decisions to be made about priorities and tactical options. Intelligence collection is a continuous process and there may be specific requirements for its recording and use' (College of Policing, 2015).

One model that is used in relation to how intelligence is used and disseminated is The National Intelligence Model. The National Intelligence Model is a business framework which provides structure in a police investigation to process information and turn this into actionable intelligence (Keningale 2020). It is also used to determine and highlight policing priorities. The 3 levels of The National Intelligence Model are:

- **Level 1** – Local/Neighbourhood BCU (that deal with crimes such as low-level theft)
- **Level 2** – Force or regional (involves more than once BCU information can be shared force wide)
- **Level 3** – National and international (serious and organised crime that include terrorism and human trafficking)

By using The National Intelligence Model, many intelligence agencies worldwide can work together to prevent crime and work collaboratively towards problem solving if the criminality is on a large scale.

Before the police can act on intelligence, it must be properly evaluated, and its legitimacy assessed. The integrity of intelligence is crucial. The evaluation of this raw information is known as the '3x5x2 System'.

- **(3) Source evaluation** – is the source reliable, not reliable or untested?
- **(5) Intelligence evaluation** – how did the source obtain the information?
 - Known directly
 - Known indirectly to the source but corroborated
 - Known indirectly to the source
 - Not known
 - Suspected to be false
- **(2) Handling codes** – either P. Lawful sharing permitted or C. Lawful sharing with conditions

Once the raw information has gone through this process, it can either be actioned or not used based on this evaluation.

I will now go on to discuss The National Police Chief's Council 3-year strategy and how this can guide police officers in disrupting criminal activity such as organised crime groups and 'county line's' by effective roads policing.

The main objectives of the NPCC's strategy are reducing casualties, counter terrorism, disrupting criminality and patrolling the roads. Police officers can reduce

the number road casualties by identifying areas of the road network that have a high volume of road traffic collisions and implement lower speed limits or use average speed checks to encourage people to drive more safely. 'The Fatal Four' (speeding, not wearing a seat belt, using a mobile phone while driving and driving whilst under the influence of alcohol or drugs) are the four main causes for road casualties. To deter and prevent road users from committing these offences, officers must use enforcement and apprehend offenders. When stopping vehicles, it is crucial that officers are aware of their powers and the correct legislation. Section 163 of The Road Traffic Act 1988 states 'A person driving a mechanically propelled vehicle on a road must stop the vehicle on being requested to do so by a police constable in uniform or traffic officer'.

Through regular police patrols of the roads and by stopping vehicles police officers can disrupt organised crime groups and prevent 'County Line' offences. According to the NPCC (2018) '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"'. County Line offences are becoming more prevalent in smaller valley towns across England and Wales as organised crime groups bring drugs in from the major cities. Young children are often recruited as 'drug runners' for these groups as they can use bicycles or deliver drugs on foot and go undetected on the road networks. As mentioned above, this is where intelligence and information can play a vital role in disrupting these groups. Police rely heavily on members of the public that live in communities affected by county lines, to pass on information in relation to gang members and vehicles they are using to traffic drugs. Partner agency working is also crucial, as social service departments could be aware of children that are being exploited in the community and can work with the police force to safeguard these children and bring offenders to justice.

In the next section of this essay, I will go on to analyse ANPR and how it can be used to deter, detect and disrupt criminality on our roads.

ANPR or Automatic Number Plate Recognition was first introduced into policing in the 1980's and was originally brought in to aid with counter terrorism in Northern Ireland. In the same way that information and intelligence is regulated and authorised, there are also governing bodies that regulate the use of ANPR. According to the Home Office (2020) 'access to and the retention and management of ANPR data obtained by LEAs must be compatible and consistent with their relevant legal obligations, which include: The Data Protection Legislation (i.e. the General Data Protection Regulations (GDPR) and the Data Protection Act 2018 (DPA))'. These pieces of legislation ensure and enforce that the use of ANPR is legal, proportionate and does not breach any human rights.

Since its introduction, it is used by the all police forces in England and Wales and has proved an invaluable tool to help target a wide range of crime, from petty thieves to serious organised crime groups. ANPR cameras are built into specialised traffic cars within the police force and they are also set up in static locations such as motorways and main roads. ANPR cameras are used to detect crimes such as (but not limited to); stolen vehicles, drug trafficking, terrorism and human trafficking. It is

common for offenders who commit crimes such as driving without insurance, or speeding offences, to be involved in more serious crime. The main aims of using ANPR are:

- To deter crime
- Increase detection rates
- Increase public protection and gain public confidence
- To keep our roads safe

When a vehicle passes an ANPR camera, the vehicle registration number is passed through the system and checked against the Police National Database. As a result of intelligence that has been gathered through the means I have mentioned in the earlier stages of this essay, officers are able to stop vehicles that have and could be used in the commission of crimes. Intelligence enables us to place 'markers' on vehicles so they can be tracked and stopped for checks as often as necessary. For example, if an offender has previously used their vehicle to transport drugs and other illegal substances from England to Wales, there would be a marker on that vehicle. Regular stop checks help us not only to detect and prevent crime but can also lead us to build and input more intelligence into police databases. ANPR is an excellent informative tool that can help leaders understand what our roads are being used for and help them determine road policing priorities and prevention strategies. Although I have mentioned that ANPR is useful in detecting vehicles used in the commission of crime, it is also an important tool that can be used to track missing persons or victims of a crime. For example, if someone has been reported as missing and has access to a vehicle, ANPR can help officers to track and locate the missing person if they have used their vehicle on the roads network.

One use of ANPR that has proved effective, has been the use of ANPR cameras in supermarket car parks. This has been a vital deterrent in anti-social driving in car parks such as boy racers. Not only is this dangerous but can cause other members of the public to feel intimidated and unsafe. ANPR used by supermarkets can be shared with the police and other law enforcement agencies and intelligence is gathered in this way. Neighbourhood and local patrol teams can then analyse the data and develop strategies to combat any anti-social behaviour or crime patterns that are detected. A real-life example of this is a busy supermarket in the Gwent area. Once a hotspot for boy racers and car meets from a Thursday night through to Sunday, but since the introduction of the ANPR system, this anti-social behaviour has decreased. Before ANPR was introduced in this car park, local police officers would have to temporarily close access routes to the supermarket to reduce and deter the number of anti-social drivers.

Another real-life example of an ANPR success story, was in June 2018 when North Yorkshire police used their ANPR system to apprehend a vehicle that had been linked to the kidnapping of two children. By using the ANPR systems, the vehicle was stopped and as a result 3 persons were arrested. According to The Northern Echo (2019) in 2018 North Yorkshire Police were able to arrest more than 700 suspects for a variety of offences, including disrupting major cross county drug dealing operations.

The advantages of using ANPR as stated by The College of Policing (2020) are that: 'ANPR can:

- can produce accurate geographic location data
- is an easily searchable system
- can be accessed or deployed quickly
- is a relatively low-cost system
- can allow the investigator to monitor several vehicles at the same time'.

Despite the numerous advantages and how ANPR helps to drive crime rates down, there are still some that argue it's use. Many members of the public are concerned that the use of ANPR invades their privacy and do not welcome the idea of being tracked whenever they use the roads. According to the Police Service of Northern Ireland (n.d.) there is also a fear that the use of ANPR leads us more into becoming a 'Big Brother' state, in terms of how the police and other law enforcement agencies use surveillance. Another disadvantage to note, is that some extreme weather conditions can impact the efficiency of ANPR cameras such as snow, or heavy rain.

To summarise, throughout this essay research has shown how information and intelligence is used in policing, how it is evaluated and disseminated. Models such as The National Intelligence Model and the 3x5x2 Model have been evaluated and their benefits and uses in a policing context discussed. This essay has also looked at strategies used to make our roads safer, and how regular patrols of the roads can enable the detection and prevention of County Line crime and how these patrols can disrupt organised crime groups. The use of ANPR has been analysed, and real-life stories have shown how ANPR can be a vital tool in roads policing. As technology is ever evolving, with systems such as ANPR, police officers are able to track and apprehend offenders more effectively than ever before.

Total Words = 2,463

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
	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
KNOWLEDGE							
1. Knowledge of legislation regarding hate crime			8		6		1) To improve my knowledge in this area I can research online and use Blackstones. I can also link in with the specialised hate crime officers to discuss in more depth.
2. Knowledge of victim services and what can be offered.			8		7		2) To improve my knowledge in this area I can speak with the victim support hub and Connect Gwent to be informed of all

							the support services that are available to victims and witnesses’.
3. Knowledge of what the Neighbourhood Policing Team does			8		6		3) To improve my knowledge in this area, I can ask to speak with the Neighbourhood teams and sergeants about what their day to day shifts are like and how I can assist in anyway. I could also undertake an attachment with the department.
4. Knowledge of what ANPR is and what its uses are		7			5		4) I can do my own research (as I have done for this workbook) to improve my knowledge in this area. I can also liaise with Area Support Teams and specialised officers to gain their knowledge.
5. Knowledge of bail periods, custody clocks etc			9		7		5) I can speak with the bail admin team to help improve my knowledge regarding bail dates. I can also do my own research online.
SKILLS	Low	Med	High	Low	Med	High	

	1-4	5-7	8-10	1-4	5-7	8-10	
1. Officer Safety training, handcuffing techniques and restraints			9		7		1. I can maintain effective and safe levels of OST by attending my OST refreshers annually and watching instructional videos online.
2. Advanced driving course, driving skills			10			8	2. I am currently able to drive response vehicles; however, I will be completing my advanced driving course in the next few weeks. I must pay attention to my instructor at all times and be safe. This will then enable me to drive the police vans and drive to emergencies with my blue lights activated.
3. Interviewing – techniques and performance		7			6		3. I can improve my interviewing techniques by attending further training. I can also review my performance by watching interviews I have conducted and critiquing them. I can also ask for feedback from a line manager or colleague.
4. Research methods and techniques for further qualifications			8		6		4. I feel I have improved on my research methods and techniques when writing

							essays, however I could do more to improve. I could watch online videos for help and use resources (Blackstones, online) to further my knowledge.
5. Interpersonal Skills			9/10			8	5. I think I already have a solid set of interpersonal skills; however I can improve by discussing issues and ways of working more openly with colleagues.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Giving evidence in court			8	4			1. I am yet to give evidence in court, but when I am called, I will make sure I research all the court proceedings and procedures, so I am well prepared. I will also make sure I have a full knowledge of case I am in court for.
2. First Aid			10		6		2. Attend annual first aid training, keep up to date with first aid methods and practice where

							possible (bandaging)
3. Advanced Driving			10		7		3. Once I have attended my advanced driving course and hopefully passed, I will need to ensure I keep up to date with all road legislation and ensure I am always driving within the guidelines of force policy.
4. Mental Health Sectioning			9		6		4. Mental health is becoming a massive part of modern-day policing. I have not had to use police powers to section a person, however I need to consistently keep on top of the legislation and review any changes as I may need to use them in the near future.
5. Using Special Warnings in interview			9		6		5. Ensure I know how to introduce special warnings properly in interview if they are needed, as the evidence

							can be thrown out if I do not understand the correct procedure.
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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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