

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism;
- not identify individuals including witnesses, victims or offenders by name;
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

NOTE

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

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is very important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Student Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Guidance:

- Your workbook must contain the items specified in the table below (clearly identified and in the order given);
- You should use this particular document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

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Task 4	Policing the roads Information and intelligence Conducting investigations	1500
Task 5	Individual Learning Plan	1500 equivalent
Task 6	O.C.P.	1000 equivalent
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

To understand how organisational culture within the police has and will impact my wellbeing and resilience, it is important to understand what organisational culture is. Many studies on culture conducted over the years, have all aimed to theorize what organisational culture is, often basing their findings on the values of individuals and communities (Giorgi, et al., 2017).

Research has found that for organisations to succeed, they must adopt a culture mirroring that of its service users in order to meet the needs and expectations of the community it serves. National culture is created based on the beliefs, experiences and values of a nation but alter when looking at the smaller geographical areas within it and for this reason, organisational culture must adapt to meet the needs and expectations of the very people requiring their services (Minkov & Hofstede, 2014).

An interpretation of these findings would be, despite England and Wales would have separate values when looked at as two separate countries due to differing experiences. This can be broken down further when looking at separate areas within each country, for example, cities such as Swansea and Cardiff would have different experiences, values and beliefs, and furthermore, areas within each city would also differ from one another in their attitudes and behaviours.

In a Policing context, Minkov and Hofstede's (2014) theory would mean that the organisational culture adopted by the Metropolitan Police service in London would differ from those held by South Wales Police service covering the South Wales area

in order to meet the needs of the communities with force areas. Narrowed down further, different areas within the South Wales Police force coverage would have a culture of their own.

These findings were echoed in a recent case study, conducted by Szydlo and Grzes-Buklaho (2020), who analysed the relationship between organisational culture and national culture, concluding that organisational culture varies and adapts to the values and beliefs of the community it serves. Within the same work, they found that organisational culture can be broken down to four categories, the type of environment, the features of the organisation, the type of organisation and the features of the participants. Each of these categories are made up of factors that contribute to the overall group such as values and attitudes of the participants, leadership structure within the features of the organisation and the local value system of the environment. The common theme that recurs in each of the four groups is national culture.

By comparing the work of Szydlo and Grzes-Buklaho (2020) and Minkov and Hofstede (2014) it can be said that organisational culture mirrors the values and beliefs of the individuals that form it as they form part of the nation and communities being discussed.

A study conducted by Smith (2003) found that organisational failures existed when the organisations values clashed with that of the individuals working within it. Smith (2003) states that employees look to seek not only guidance, but also approval from their senior colleagues and when a contrast of values arises, this has a negative impact on the individuals work related stress. Joiner (2001) also found that when organisational culture does not align with that of the employee's, work related stress is more likely to occur.

Police culture is strongly based around the shared values and attitudes of officers and although adaptive to society's needs, Police as a whole can remain in part rather monolithic. Despite changes over time police culture is still heavily based on the foundation of solidarity of the officers within the service (Campeau, 2015).

The police code of ethics puts responsibilities on the individual officers to implement and abide by the code at all times (College of Policing, 2014). By acting with honesty and integrity, officers alike will form solidarity, thus creating the policing culture as explained by Campeau (2015), organisational culture explained by Szydlo and Grzes-Buklaho (2020) and national culture as explained by Minkov and Hofstede (2014).

I believe that I am in a position to confirm the above findings are applicable to policing for the following reason. As someone who has lived in South Wales all of my life, I believe that I possess some of the same values and beliefs of the community I serve and in turn, that of my colleagues too, however, I have noticed some differences in attitudes amongst colleagues who, despite working in the same station as me, live in a different area in South Wales or even a different area of the city we cover, unlike myself. A factor that have I considered when generalizing the findings discussed is personality, however on the whole, I believe that my colleagues and I share the same attitudes and behaviours expected of us as officers abiding by the code of ethics, in turn creating solidarity.

Using Johns' (1995) model of reflection I will aim to reflect on my knowledge and understanding of Police culture, highlighting risks of conformity and how I can maintain my wellbeing and resilience. John's model of reflection is suitable on the basis that it consists of five parts which will be discussed in turn starting with influencing factors (Johns, 1995).

In order to critically reflect, I have identified the influencing factors in policing culture and have established that much like national culture, policing culture can consist of micro-cultures, some of which may have a negative influence on me upholding both my personal and professional values and beliefs. The second part of the reflective cycle is to understand areas of improvement, for me personally, I would like to think that I share the values and beliefs of the majority but recognise that I may have been influenced by negative mind-sets within the police, possibly having a knock on effect on my wellbeing as discussed by Smith (2003). Individuals' reactions and behaviours to certain aspects of policing will differ to my own, based on their experience despite both appearing to derive from the same overall policing culture. I am aware that

policing is made up of many different culture groups and some beliefs, values and norms, which individuals have will differ from my own and I must be aware not to allow a negative view of policing influence my outlook, if I or others were to allow this to influence us, the entire dynamic of policing culture would change negatively, not representing that of the community (Wilson, 2001).

Upon final reflection, I have found it easy to adapt to my role of Police Constable, by having the support and guidance of my colleagues and senior colleagues who share many of my personal values. As a result of their continuous support, I have been able to reflect on and rationalise my thoughts and feelings and have not yet had any substantial negative impacts on my wellbeing.

Word Count: 1,097 words.

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Task 2

**Relevant areas of the National Policing Curriculum:
Decision-making and Discretion, Vulnerability and Risk, Public Protection.**

You must choose **an incident, for example a domestic related incident**, and reflect on how you made decisions in complex and unpredictable circumstances using dynamic risk assessment.

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

Evaluate decisions made during the incident and your use (or otherwise) of the National Decision Model. Explain the rationale behind your decisions and your considerations when recording details of the incident. Consider your ethical approach to the decision. Outline the consequences of your decision making.

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

ANSWER:

I will be using Schon's reflective model whereby I will discuss my thoughts and feelings during the incident throughout, before finally reflecting on my thoughts and feelings post-incident (Schon, 1983). The call involved a victim being stalked by her ex-partner. I came to deal with this following her report that her ex-partner had appeared in a car park where she was and refused to let her leave. Despite being reported at the time, no police attendance was made as the female had managed to get away, seeking refuge in an address unknown to the male.

I conducted a risk assessment using the THRIVE risk assessment tool. THRIVE is an acronym which stands for threat, harm, risk, investigative opportunities, vulnerability and engagement required, each aspect is rated to establish the risks posed to those involved in a reported incident (Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services, 2019).

I believed that some form of attendance should have been made sooner than the time I became aware of the call, to ensure the victim not saying she was safe under duress.

Walley and Adams (2019) compiled a report evaluating police demand management and found the THRIVE grading process was largely inconsistent, due to the individual call handler's perception of risk, with more experienced call handlers less risk averse. My opinion on this call would confirm these findings, as whilst I agree that THRIVE is a useful risk assessing tool, more consistency is needed when grading calls as currently it is based on personal opinion and decisions are influenced by information available to the call taker at the time (Hammond, et al., 1998).

I also followed the National Decision Model (NDM). The NDM is a framework enabling police officers to make ethical decisions in line with their code of ethics (Edwards, 2012). Due to the time since the call and lack of information, the risk was unknown and confirmed my belief that contact had to be made with the female to ensure her safety and welfare. By gaining this information, I would be in a better position to conduct an accurate risk assessment as.

The Code of Ethics provides officers with the standards of behaviour and principles of which they are expected to adhere to. Included are honesty, integrity, accountability and objectivity (College of Policing, 2014). As the call was now allocated to me, I was accountable for actions completed or missed from this point forward.

I phoned the victim, which allowed me to conduct a dynamic risk assessment, where she assured me that she and her child were safe and well before arranging her immediate attendance at the police station to provide a statement for this incident. I confirmed that there were no relevant cultural, ethnicity or language issues that would need to be addressed regarding the victim or perpetrator.

Combining information held on our internal system NICHE with information provided by the female, allowed me to follow the NDM in developing a working strategy to take a statement, considering the legislation of the crime I now suspected amounted to stalking .

Stalking is a course of conduct, which impacts the victim's freedom, feeling that unless they alter their everyday routines, the suspect will appear or contact them, causing them alarm and distress. Behaviours included are forcing contact with a person by any means, following them or spying on them (Protection from Harassment Act, 1997).

I believed the offence of stalking was appropriate to consider as his behaviour followed a course of conduct. Despite his recent caution for harassment towards her for harassment, correspondence from her solicitor instructing all contact to go through them and having his number blocked by the victim, he continued to call off a withheld number, leaving numerous voicemails on her phone. The victim lost work from her business as she was too afraid to accept withheld numbers for bookings. The male also appeared at places he knew or believed the female to be, resulting in her fleeing her own home out of fear that he would turn up there as he had done so many times before. Her day-to-day life revolved around the possibility and fear that he would turn up wherever she went.

Aware the female had made a statement of complaint regarding this male harassing her approximately one week prior to the current call, it was my belief that his behaviour had escalated and had to be documented as evidence in a further statement. I felt that more detail was required, not captured in the initial statement, to allow interested parties reading the file, to understand the impact this male's behaviour was having on the victim's life. The coercive and controlling behaviour she was a victim of during their five year relationship was also relevant and had to be included to provide context.

Coercive control is defined in British law as a person engaging in coercive or controlling behaviour towards another whom they are personally connected, personally connected includes intimate relationships and family members over the age of sixteen. The person engaging in the behaviour must be proven to have had a serious effect on the victim, with the perpetrator knowing or ought to have known that their behaviour would have had such an effect on the victim (Serious Crime Act, 2015).

In the victim's statement, the male's coercive and controlling behaviour during their relationship, such as monitoring her movements, finances and psychological abuse of constantly criticizing her appearance was included. Though the female did not wish to make a formal complaint about the coercive control, this would provide the reader with a firm understanding of how his behaviour had developed from control in the relationship to stalking when she left him.

The Office of National Statistics (2019) found that forty-five percent of women who were victims of stalking, had been stalked by their current or ex-partner (Office for National Statistics, 2019). Furthermore, statistics in relation to stalking homicides found that in seventy-one percent of cases, the male perpetrator was a current or ex-partner of the female victim and their intimate relationship was found to have had elements of coercive and controlling behaviour (Monckton-Smith, et al., 2017).

The statement went on to explain, since her last statement, their daughter had been admitted to hospital and for ease of communication, she unblocked his number to communicate the child's progress. In the forty-eight hours he was able to contact her, she received over forty minutes of voice messages, one-hundred and three text messages, only Twenty-seven of which concerned their child, the majority of messages and voicemails were him pleading for another chance at the relationship which had ended over one year previously, before getting angry when not receiving a reply.

In her statement that she had informed him their child was to be discharged from hospital at a certain time, only for him to approach her in the car park and refuse to let her leave. The male at no point acknowledged their child, nor did he enquire how the child was medically, instead shouting, swearing and physically stopping the female from leaving by standing in front of the car and removing the keys from the ignition, all in front of their child.

Throughout the statement I evidenced the serious effect the male's behaviour was having on the victim. The constant unwanted contact led the victim to blocking his number from her phone and instructing a solicitor to act as a mediator regarding

child contact. This highlighted the effect his behaviour was having on her mental health, but also financial costs to the victim. The male continued calling the victim using a withheld number. In a bid to avoid speaking to him, she stopped answering unknown callers, resulting in loss of custom to her business, impacting her finances further. I was also able to clarify that the male had turned up at locations where she was on five separate occasions, also having information from a neighbour that he had been attending the victim's home address whilst she was out.

Whilst dealing with the incident, I considered the severity of the situation, deciding what actions took precedence, in this case, a statement and safeguarding and acted immediately on these decisions (Schon, 1983).

Once the statement was complete, I was able to risk assess the victim based on the information I had, and believed the male posed a high risk to her. As his behaviour was of such concern, I decided not to digitally download her phone for evidence until the suspect was in police custody as she would have no means to call us should she need to, instead, I recorded the voicemails and messages as a precaution, not to lose evidence until we could obtain them correctly.

I believed the males arrest was necessary to protect this female from the male and to allow the prompt and effective investigation of the offence. I felt that his mobile phone would be evidential and if he was aware of our involvement, evidence may be lost. The necessity test is compulsory, for officers to ensure arrests made are necessary (Police and Criminal Evidence Act, 1984).

Now past the end of my shift by five hours, I ensured the file of evidence was comprehensively updated, leaving only one witness statement, the arrest of the suspect and CCTV enquiries to corroborate the victims' statement. I contacted the local policing inspector to ensure an officer was allocated to progress the case in my absence.

Reconsidering the situation with hindsight as Schon (1983) suggests, I recognise that obtaining the statement before the arrest meant the suspect was outstanding for a number of days, contacting the victim and following her to a local supermarket. The consequences of my decision, although made with good intentions meant the

victim being subjected to further distress which could have been avoided by arresting the suspect sooner. Going forward I will learn from this experience.

Word Count: 1647

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Task 3

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

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

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

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

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

ANSWER:

Many theories have been produced over the years in a bid to not only define what team work is, but to try and explain what factors are required to make team work succeed or, as a result of certain dynamics, fail. Reviews of these studies have found that there are definite trends that emerge when combining the theories of what is conducive to achieving goals through team work, such as leadership and performance monitoring, team orientation, behaviours and adaptability. These are referred to as the “big five” (Salas, et al., 2005).

First it is necessary to understand what is meant when referring to team work. For the purpose of continuity throughout this work, Filho’s (2019) explanation of team work, will be the definition that is used to provide an understanding of what is meant whenever team work is referred to. Team work is described as a group of individual’s working together, utilising each person’s qualities, abilities and strengths with the aim of achieving the same goal or outcome, that would not be obtainable when working alone (Filho, 2019).

Filho (2019) explains their team dynamics theory is focused on teams being influenced by not only individual factors but also contextual factors; whilst claiming

that leadership within the team, is one of the most important concepts when reviewing overall team dynamic and practice.

In contrast to this statement, Li's (et al, 2018) dynamic team diversity theory find that one of the most important factors that provide positive outcomes when working as a team is ensuring the diversity of its members. It does somewhat echo Filho's (2019) findings in that they explain that each person's different backgrounds and experiences can be utilised when required to get the desired result, however diversity is alleged to have more of an impact on team processes than the leader of the team itself.

Considering the differences between the theories of Filho (2019) and Li (et al, 2018), there are two arguments, the first being that each team requires a leader, as without this leader to ensure all members of the team are working towards the same target, individuals may lose focus and go off track, focussing more on their individual beliefs, aiming towards a goal they feel may be of greater importance. This being said, Li (et al, 2018) argues that without a diverse team, bringing a variation of experiences, beliefs and personalities, achieving the common goal would not be possible. Despite the clear difference in their findings, ultimately both share the view point that team cohesion plays a significant role in achieving positive outcomes and between the two confirm the findings of Salas (et al, 2005) that there are consistent similarities, containing one of the 'big five' even when the theories themselves conflict with one another.

When looking at team cohesion, there is a theory, as explained by Brown (1992) that each group that come together, transitions through 4 stages known as forming, storming, norming and performing. Initially a team will form, in this time individuals come together and agree on their common goal and start to get to know one another. Once this aspect is complete, teams usually move on to the storming stage whereby they establish which individuals they naturally gravitate towards, typically due to personality and it is usually at this stage that individuals, or sub-groups formed, will clash. Once this stage of team cohesion has happened, the norming stage occurs in which the team have overcome any conflict and appreciate the

differences amongst one another, reaching a common understanding by seeing themselves as a unit and agreeing on a group goal. During the final stage of this theory the team no longer see differences as a negative and use the variation of talents to complete the common goals or tasks set (Brown, 1992).

The theories of Salas (et al, 2005), Li (et al, 2018) and Filho (2019) share the viewpoint that team cohesion is essential for teamwork to succeed, so what would happen when a team does not work well together, share the same goals or ultimately are made up of individuals who cannot overcome the storming stage of the team building process?

Ultimately, individuals' background, experiences, beliefs and values can shape the way that the individual views the world. When putting multiple people together to form a team, differences in demographic and psychological attributes have been found to affect the **teams'** situations, methods and outcomes (Horwitz & Horwitz, 2007). Despite Filho's (2019) theory being inclusive of team cohesion there is emphasis on the importance of the leader, the personality of said leader would also be an impact factor when analysing the level of team cohesion and overall team dynamic as they too are an individual in their own right and would have as much, if not more influence over the team than others within it.

When discussing inter-personal conflict within a team, an individuals' background may impact how they perceive the instruction and decision making (Ruz, et al., 2011), an example of this may be that if one member of the team assumes the message or instruction received to be negative, but the majority of the team understand the same message or instruction as positive, this will inevitably cause a divide based on what could be understood simply as poor social interaction skills. This may not necessarily be a conscious thought process, nevertheless their decision has been made and if a member of the same team disagrees with this, already they are not aiming for the same outcome, it can cause disagreements and can fracture the relationships built within the team, negatively affecting team cohesion.

With this in mind, it is of great importance that the leader of a team can promptly address challenges, intervening and highlighting issues that arise by utilising the qualities of each individual in a way which would be beneficial to achieving the common goal. This theory of individual focussed leadership has been proven to have a positive effect on the individual's creativity and skill development, which, when shared within the team and used correctly, have a positive impact on both the team and the individuals in it. This theory has been proven to be more effecting than team based leadership as it provides each individual with a sense of purpose and as a result all feel relevant and are more likely to accept and use others' differences in a more positive way (Dong, et al., 2017). When this theory is utilised, any conflict within the team can be addressed, altering the members or dynamics to ensure that the team can work as one and achieve what is required of them.

While a team is still in its developmental stage, as previous discussed by Brown (1992), it is essential that decisions are carefully made by the leaders and members of the team, as team cohesion may be more or less salient at this stage and alterations can be made in a bid to rectify any initial problems faced. In doing this, cohesion within the team is more likely to take place and have a more positive impact on the life span of the team and its ability to reach goals set (Salas, et al., 2015).

All of these findings and theories can be applied to policing. Each department within the police is made up of teams. Each team has a supervisor, usually a sergeant, above them is an inspector and each is supervised by a higher rank than the last until you reach the chief constable, the level of management is referred to as a rank (Davis, 2018). For ease of understanding, as each department is essentially a team, the above theories will be applied to a response policing team.

A response team has a sergeant and multiple officers, depending on the area being policed a risk assessment is carried out, ensuring that there are adequate staffing numbers and officer experience covering each area (Health and Safety Executive, 2020). As an example, we will look at a team consisting of 5 constables and a

sergeant, this team has six individuals with different ages, ethnic backgrounds, life experiences and beliefs.

As a team member moves on to a different department, a new officer joins the team and the cycle of Forming, norming, storming, performing (Brown, 1992) starts again. It is seen as the sergeant's duty to advise the new team member of the team dynamic, goals and expectations and to assess the qualities that this individual possesses, so that they can be utilised in the most beneficial way not only for the team but for them as an individual to progress (Dong, et al., 2017). **Teams'** unique pasts can predict their reactions to disruptive events in the future, understanding each individual can assist in the sergeant in delegating work effectively (Matusik, et al., 2019).

There are a number of problems that may arise within a team, disputes over certain beliefs or a difference of opinion based on how a certain call was dealt with can create hostility amongst members, leading to individuals not being honest with one another in breach of the code of ethics. This could potentially be for the purpose of avoiding future disputes or could potentially be of a more serious nature should an officer not act with integrity and lie about their actions.

Another example of how this may breach the code of ethics could be that the members of the team disobey the Sergeant, in this context, leader, as they disagree with their instructions. By not following instructions, this too is in breach of the code of ethics (College of Policing, 2014).

Overall, team cohesion is arguably the most important aspect for team effectiveness, this includes all members of the team and as long as they all have similar values, overcome their differences with the assistance of the sergeant and abide by the code of ethics in spite of their loyalties to one another then they will be able to reach common goals together while maintaining their own integrity and belief systems.

Word count: 1,600.

Reference List:

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Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

Explain how information and intelligence can be used in the disruption of the more prevalent criminal activity (e.g. drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, organised crime groups and 'county lines') by effective policing of the roads.

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

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

ANSWER:

To fully understand how information can be used to disrupt serious and organised crime, the definitions of intelligence, information and county lines will be explored, before providing an understanding of the agencies, structures and models key in acting upon intelligence held, focussing finally on the use of automatic number plate recognition utilised by road policing units who work with other departments and agencies in tackling prevalent crime.

In the context of policing, Information are facts shared or obtained about a person or situation (Selba & Rowley, 2010). The police can obtain information one of three ways, by routine collection, by task or from a person voluntarily passing the information to officers or police staff members. Routine collection of information is when information is obtained during a relevant policing activity such as responding to calls, arrests or stop searches conducted on a person, when information is obtained this way, it can also be used, when relevant, for an entirely different policing purpose or investigation. Volunteered information is generally obtained from members of the public or community contacts who, of their own free will, share local knowledge, it is not always relevant, however in some cases, it can be submitted by the officers as intelligence (College of Policing, 2019).

Tasked information gathering is slightly different in that officers are instructed to obtain information on a specific person or problem (College of Policing, 2015), this is not without its difficulties as legislation imposes restrictions on how information is obtained, stored and disseminated lawfully such as the Regulation of Investigatory Powers Act 2000 which sets provisions on how communication information, which is intercepted, is gained and disclosed (Regulation of Investigatory Powers Act, 2000). The Criminal Procedure and Investigations Act 1991 sets out provisions on how information obtained by officers during an investigation should be recorded, retained and revealed during the criminal investigation process (Criminal Procedure and Investigations Act, 1996).

All information relating to individuals, recorded by police must adhere to the general data protection regulations (GDPR) set out in the most recent Data Protection Act (2018), by ensuring that information stored is accurately recorded to an adequate standard, relevant to the policing purpose and in a timely manner (College of Policing, 2019), Officers can ensure that they are in compliance with GDPR and whilst abiding by the Code of Ethics by acting with honesty and integrity accepting accountability for storing or sharing the information they hold (College of Policing, 2014).

Intelligence, is confidential information held by police to assist in highlighting offenders' activities, allowing police management to coordinate frontline officers, strategically placing resources in areas of note where issues and threats have been established as taking place or likely to take place (Chainey & Chapman, 2013). This method is often referred to as Intelligence led policing, following the national intelligence model business framework. This framework heavily used by British police services in England and Wales, provides a structure to investigations whilst also assisting in the allocation of resources when local priority crimes change, developing tactical plans and making decisions constantly changing to reflect the information gathered and intelligence held (Grace, 2020).

Intelligence submission by officers must strictly follow framework policy set out by the Ministry of Justice, to allow for consistent approaches to collecting and submitting information using the 3x5x2 system. This system will outline the source reliability, how the source knows the information provided and whether lawful sharing of the information should be permitted, once submitted this information becomes intelligence. An intelligence officer will review the submission and re-classify if required, sanitising the document of any information that identifies the source or law enforcement methodologies. Dissemination of intelligence held by police is strictly controlled and once it has been sanitised by the local intelligence officer, it will be assigned with a government security classification which are, official, secret or top secret. The relevant authorised agencies will be informed of information provided that it is necessary to do so (Ministry of Justice, 2019).

When policing serious and organised crime, it is essential to share information with other forces and law enforcement agencies, such as the national crime agency, in order to establish a better understanding of what the specific group is doing, who is a part of it or is impacted by their crimes. Times and places they are committing there crimes and how they doing moving about, for example, types of transport, registration marks etc., this is called organised crime group mapping (College of Policing, 2015).

Serious and organised crime is defined by the home secretary (Javid, 2018), as “individuals planning, coordinating and committing serious offences”, these offences include child sexual exploitation, illegal drugs, money laundering and human trafficking, costing the UK Thirty-seven billion pounds a year whilst also causing an increase in drug related deaths, a 700% increase in child sexual exploitation referral along with a 35% increase in modern slavery referrals. It is thought that the amount of money being laundered by these gangs in the UK is likely to be tens of billions of pounds and due to the nature of these groups, these are estimates with the real figures likely to be much higher (Javid, 2018).

In 2003 Multi agency Public protection arrangements, referred to as MAPPA were introduced under The Criminal Justice Act. This gave the police and other bodies a

duty to assess and manage the risks of Serious and organised Crime groups (OCG's) and members (Criminal Justice Act , 2003).

By sharing information about OCG's between agencies, it allows them to manage the risk collaboratively by introducing management plans, targeting the criminals in action with the aim to negate the risks to the public and victims (College of Policing, 2020).

One partner agency who is likely to share their intelligence with the relevant police forces in England and Wales is the National Crime Agency who also obtain and develop intelligence. As they are a national agency, they can monitor the activities on a national level meaning that there is one large overview. The relevant information and intelligence relating to the movements, methods of transport, routes and roads used by county lines gangs, often provides local police units with vital information regarding the criminals and crimes that they may not otherwise have known (National Crime Agency, 2020).

OCG's tend to operate on a national scale, infiltrating different postcodes to their own to facilitate and expand their illegal activities, usually targeting businesses, areas and vulnerable people where they believe their activity is more likely to go unnoticed, their migration is referred to as county lines (Wall & Bonino, 2015).

County lines is a priority for law enforcement agencies throughout the United Kingdom, however as it is constantly developing and growing, police forces are sometime falling short of catching not only the criminals but intervening when youth involve themselves with gangs (Robinson, et al., 2018).

Organised crime groups involved in county lines, quite often use Britain's road networks to operate and expand the area's they appropriate to conduct their illegal activities, be it drug dealing, human trafficking or money laundering, to name a few. The roads policing units within each police force plays a large part in disrupting this migration by utilising their powers to stop and search vehicles, conducting checks on the vehicles and persons with the vehicle, seizing vehicles involved in crimes and

offences and also arresting those suspected of committing an offence (College of Policing, 2019).

Intelligent transportation systems are vital in the fight against crime and national security, namely the automatic number plate recognition (ANPR) cameras. ANPR can read the number plates of vehicles and assists officers in tracking the movements of vehicles suspected in criminal activities. By registering the number plate on each ANPR camera it passes, it allows the road policing unit to accurately monitor the movements, resulting in the ability to map where the offenders are and where they are likely to go. This source of information is widely used by law-enforcement counter-terrorism and national security purposes (Farhat, et al., 2018). Having an understanding of the route the offenders are likely to take can assist the police in targeting the area and being able to plan a safe place to stop and check the vehicle, whilst minimising the risks to those in the vehicle and other members of the public (College of Policing, 2019).

ANPR is not only used to track known offenders and vehicles but can also be invaluable in identifying vehicles not yet linked by law enforcement agencies by cross referencing, vehicles, locations and timescales compared to crimes and incidents that have been reported. Due to this, ANPR is also a source of information providing intelligence as well as a tool used in real time live events, however there are limitations to its usage. ANPR cameras are unable to read number plates that do not conform to UK road standards, that may be misplaced on the vehicle or on occasion, the vehicle may be using a number plate not assigned to that particular vehicle, referred to as false plates. As this last point is becoming more frequent, it should not be assumed that a particular group or individual is linked to the vehicle (Kirby, 2007).

Considering all the information provided, it would be fair to say that law enforcement agencies are heavily reliant on information and intelligence in the fight against serious and organised crime groups in order to locate and apprehend suspects concerned in these activities. ANPR plays a crucial role in this approach, by both providing an accurate history of a vehicles movements while also providing a live

update as to its movements during an incident or operation, to assist the police and other law enforcement agencies in bringing the offenders to justice. Despite its downfalls, overall ANPR provides roads policing units with confirmation of intelligence held, assisting them in their duty to police the roads effectively and in line with strategic targets and aims.

Word count: 1557.

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Task 5

Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 5000D) asks that you create an individual learning plan to meet your identified needs through reflection upon your continuing practice. This shows confidence in your ability to manage your own learning in response to evolving circumstances in the workplace.

This task differs from the PDPs that you have completed in your previous workbooks in that this learning plan allows you to assess what level you believe you are in key knowledge, skills and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

1500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 8000 words expected from this module.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	When looking at the knowledge I possess at present I am comfortable that I am on track and am currently where I would be expected to be at this stage in my career. By discussing my progress with me team Sergeant, Deputy local

						policing inspector, local Policing inspector and Bronze inspector I am able to accurately gage not only what is expected of me, but ultimately their views on my performance, based on my knowledge. Considering the length of service, I am growing more aware of areas within the police, inclusive of departments and investigations where I need to expand my knowledge, however I am very aware that due to my short length of service, I have yet to come across many instances where this knowledge is required and am still very much learning. I aim to expand my policing knowledge over the next year by completing attachments in different departments next year
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						by completing attachments in different departments of policing and will continue to take on investigations that I am not fully confident in dealing with as I believe that I learn best by practice and by investigating area's I am unsure of, I will gain the knowledge expected to me by seeking advice from officers and supervisors and following policies and procedures specific to each crime investigated, for example fraud. At present I am not expected to possess a high level of knowledge on policing, probably more around the 5-7 out of ten range, however I believe that within this range I am where I am expected to be. This is reflected in the feedback that I
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						have received form a number of supervisors I have discussed my progress with. Area's I have identified as requiring further knowledge would be in relation to the investigations relating to certain topic areas and crimes for example, I am confident that I have sufficient knowledge to police the roads within my remit, however the investigations that follow, I am not overly confident in dealing with. I aim to rectify this by completing a roads policing attachment and will continue to ask questions relating to offence investigations I am unsure of. I will also be prepared to ask to attend certain road offences reported in a bid to actively extend my knowledge in this area.
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							Another area where I have highlighted I required further knowledge in investigating, is fraud cases. Currently I have two files where the offence committed is fraud. Again, I understand the legislation and definition, however the process of the investigation regarding this particular offence is one I am finding difficult. I aim to overcome this by persevering and utilising any advice I can obtain, one way I will do this is to ask detectives for advice during my CID attachment. I will request honest feedback on my progress to date, so that I can rectify any errors I have made and ensure not to repeat them in future cases, while also asking for any relevant guidance, policies and procedures when dealing with fraud cases.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	In regards to my skill at present, on a scale of 1-10 I believe I am about a 7 or an 8 and I believe that this is also on par where I am expected to be at this

						level of service. I am confident in my communication skills and this has been evident in feedback received from colleagues, supervisors and also members of the public I have had dealings with. There have been instances where I have had to assert my authority at calls, sometimes regarding a sensitive topic such as neglected children or mental health, this is usually due to the person being intoxicated with drugs or alcohol. Although initially the adult was defensive towards action being planned or my explanation of possible outcomes, I pride myself in the fact that almost every single situation involving conflict has resulted in the person responsible
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						apologising for their actions and thanking me for my help. Despite this I am not complacent and am aware that there will be situations where I do not feel competent to deal with and in some cases some people will not be receptive to a police response regardless of the communication tactics used. An area where I feel that I do need to improve on my skills is time management. I am satisfied that I am capable of dealing with calls and updating them comprehensively and quickly, however I am finding it difficult to deal with my allocated workload. I recognise that a large part of this issue is that, as a response officer I am required to attend immediate response
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						calls and at present my team have either been low on numbers or have had a large amount of calls coming in, both resulting in me constantly being attached to a call of an immediate nature, leaving me unavailable at a suitable time to contact victims of my slower time enquiries and investigations. I fully understand my responsibility to deal with the incidents and have attempted to plan contact and statements, only to be diverted to a live call, I feel at present, planning to address these incidents feels impossible and I have started to feel overwhelmed. In order to address this, I have sat and discussed this matter with the sector deputy inspector who has provided me with guidance and advice
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							on a different way to address these calls. I intent to implement this method in my working day, attempting to make contact with victims when I am in the area for a different call, provided the live call has been dealt with as comprehensively as possible. Should I still be struggling with this management of workload and timing, I will keep my supervisors updated and be open to any further advice they are able to provide me with.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I am of the opinion that I have very good experience when considering the 1 year I have been on response. I have attended a wide variety of incidents which have in turn provided me with the knowledge and skills that can be

						implemented in future calls I attend, assisting in my progression of experience. I appreciate that I still have very much to learn and when speaking to officers with many years' experience more than me, they state they are still learning. I believe that due to the nature of the job, and the ever changing societal values and beliefs, along with technological advances to name but a few, there will always be a call concerning an area that I have not dealt with before. I think that currently I would score myself 8/10 for skills as I had been told that I have excellent communication skills and believe that I am where I should be at this moment in time.
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Task 6

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 5000D; Professional Police Practice 2 and in signing it will be equivalent to 1000 words towards the 8000 words equivalent total.

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: __ _ _ Danielle Arran __ _ _ (Learner – electronic signature accepted.)

Date: __ _ 26/09/2020 __ _

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.