

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

Learner name: Jade Niblett

**Learner's University Registration Number:
1910704**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given);
- You should use the pro-forma to insert your text within each section;
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

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Task 3	O.C.P	1000 equivalent
Component 2 50%		
Task 4	Policing the roads Conducting investigations.	2500
Task 5	Personal study/learning plan	2500 equivalent
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Task 1

Relevant areas of the National Policing Curriculum:

Maintaining Professional Standards, Leadership and Team-working, Wellbeing and Resilience

Critically evaluate theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion) and to what extent group dynamics are shaped by wider organisational cultural norms.

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

Consider how team dynamics within the police service can result in failing to comply with professional standards requirements demonstrating an understanding of organisational justice in a policing context (Code of Ethics, policies, procedures, protocols or legislation).

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

ANSWER:

This essay will discuss two theories of team development which can help identify issues and ways to improve team cohesion. The theories will be analysed in terms of their advantages and disadvantages and their application to the real-world. The cultural norms in terms of the police as an organisation will be discussed, and the implications of these on team cohesion and professional standards. The essay will conclude by summarising the main points discussed and providing recommendations for team cohesion in the workplace. There are numerous theories with regards to team working and team dynamics within academic literature. This essay is going to focus on two main team dynamic models which are “The five dysfunctions of a Team” by Lencioni (2002) and Tuckman’s (1965) Stages of Team Development.

Firstly, Lencioni’s theory outlines five key points to where issues in team cohesion lies, and these are; Absence of trust, Fear of Conflict, Lack of communication, Avoidance of accountability and Inattention to results. All five points are interlinked and if one becomes an issue, it is likely to effect the next.

Lencioni explains each stage in more detail. Absence of trust is when team members are unable to open up to one another about themselves, their mistakes and weaknesses, it is unlikely that they will build a trusting relationship. With trust being absent, this can lead into fear of conflict. This stage is about being uncomfortable with addressing an issue directly, or engaging in healthy debate. This can lead to unproductive discussions and comments made indirectly which does not solve the issue, but could exaggerate it. Fear of conflict then leads to lack of commitment. Lack of commitment is when the member does not commit to the agreements or decisions of the group. The lack of commitment then effects accountability. The team member will not be accountable for their mistakes as they avoid issues or difficult conversations. This then leads onto inattention to results, which means that the team member puts their individual needs above the collective and are not paying attention to the shared goal / objective of the team.

This theory breaks down the issues with team cohesion and focusses on the negative aspects to why teams may not work. If these can be applied in context when managing a team in the real-world, then this can help identify what is wrong and ways to overcome the issue (i.e. do the opposite).

Lencioni (2002), in his literature explains that these identified negatives can be turned into a positive for what makes a good team; he does this for each stage. For example, to build trust you must be able to identify your weaknesses, ask for help, accept feedback and assistance from others, offer and accept apologies. To overcome fear of conflict, as a leader you must extract and exploit ideas of all team members, promote healthy debate / conflict, minimise politics etc. To overcome lack of commitment, a leader must ensure there are clear directions and priorities, ensure these are understood by all team members, members are able to learn from mistakes and able to change direction if necessary. The avoidance of accountability stage, states that team members should question another person's approach directly if they identify an issue, establish respect, and ensure poorer performers are under pressure to improve. Finally, paying attention to results by minimising individualistic behaviours, and promote collective achievements with encourage team cohesion. He outlines what is bad and what is good for team dynamics.

A positive of Lencioni's theory is that he also suggests practical ideas for exercises and activities for leaders trying to improve team cohesion. He promotes the use of Myer's Briggs personality type indicators test, to enable better understanding of personality differences and advocates working through buried disagreements and having healthy discussions. He stresses the importance of leaders being clear and non-contradictory regarding objectives to

ensure members are '*on the same page*', and enforcing deadlines can also help meet these goals. The achievements should be celebrated by publicising them and ensure there is a results based reward system in place.

Lencioni not only theorises team cohesion issues, but he applies it to the real-world by providing suggestions of activities to undertake in order to overcome these dysfunctions. However, the effectiveness of these activities in differing workplace environments may have various outcomes, which has not been the extent of his research.

The dysfunctions listed in this theory has a common-sense approach (Lencioni, 2002). It theorises on a broader perspective, which can be applied or adapted to other working environments. This can be used to improve teams in various industries and provides a basis of ways to improve.

Lencioni (2002) states that it is a simplistic theory, which can be difficult to apply in practice as it requires levels of discipline and persistence. He uses the phrase "*Practicing small principles over a long period of time*" (Lencioni, 2002). If the leader of the team is not patient or does not fully understand team development and the expectations, it could reduce the effectiveness of the outcomes if they do not persist and comply with the recommendations. It requires a well-informed and motivated supervisor to enable the team cohesion to be reached.

Now that the 5 dysfunctions of a team have been discussed, this essay will move onto the developmental theory. Tuckman's (1965) theory of team development suggests there are four stages to cohesion which are; Forming, Storming, Norming and Performing. At a later date, Adjourning was added.

Tuckman (1965) explains the stages in more detail. Forming is the stage where the ground rules are being established, the boundaries are tested and dependency on the leader is tested. The storming stages is when the team members are more confident on vocalising their issues, and conflicts arise and interpersonal issues are known; this is the turbulent stage for the team. Norming is the optimum stage for the team in relation to cohesion and effectiveness. This is because the group now has a more apparent collective identity, their roles and responsibilities are established and there is an ability to share intimate and personal opinions. Performing is when the team become more flexible with their roles, and are functioning well as a unit, they have a shared vision and issues are resolved. The last stage is adjourning, which is where the

task is complete or the team is dissembled which can create uncertainty and a loss of motivation which may lead the team back to stage one; forming.

This theory also has a common sense approach and it remains consistent with developmental theories (Tuckman, 1965). As the theory allows for turbulence when there are changes, which provoke an emotional response and issues are overcome through dependence of a leader / role model. Tuckman refers to his theory being similar to child developmental theories.

There are some limitations detailed by Bonebright (2010) in their review. Bonebright (2010) suggests that there are several limitations to Tuckman's model which are that it was based on a small therapy group setting, which make it difficult to generalise accurately to other settings and diverse groups. The model has a static approach as it does not fully explain how the group can change over a whole group's lifespan, and does not explain what happens if the team get stuck in one stage for a long period of time. Bonebright (2010) explains that team development process is more complex than Tuckman's model establishes.

On reflection, both theories discussed have common sense approach and can theoretically be easily applied to the real-world. However, practically, Tuckman's research may be difficult to generalise due to the setting being assessed in a therapy group. Both theories have a good basis for developing team cohesion.

Onto discussing organisational cultural norms within the police and the role of team dynamics. Police culture has mainly been discussed in literature and the media in a negative light. The focus has been on using the minority of deviant officer's behaviour to explain police culture (Rowe, 2014). However, there is more to the cultural norms than this.

Rowe (2014) states that,

"The concept has been criticised for being overly-deterministic and for failing to recognise the institutional context in which police officers operate".

This essay will not be focussing on the "canteen culture" in terms of norms, but will focus more on the norms of policing as a job such as stressors, loyalty and values.

Policing is a very demanding job role and it can come with many types of stressors. SAGE (2020) provides examples of these stressors which are internal and external organisational stressors (minimal career development, poor supervision, and paper work), performance stressors (conflict of role, fear, inability to manage work schedules) and individual stressors

(pressures to conform, balance of home life and work, personal issues). The change in life can have a massive impact on an individual in so many ways, and it can manifest. If there are issues within the team at work, it could develop these stressors for an individual and affect the group culture and eventually, the group dynamic. It would require the role of a supportive supervisor to engage with officers to manage these stressors.

SAGE (2020) mentions the training phase of new officers is very important in embedding the police values, beliefs and norms in line with the organisational professional standards. As new members of the group are at the learning phase of their career, they are easily changeable to their environment, and therefore will look to at colleagues, tutors, supervisors as role models. It is important for the role models to uphold these values to ensure professionalism within the new members.

If there is a member of the team whose values were considered questionable and were being investigated by Professional Standards, it would have wider implications to the force. The College of Policing (2015) state the three levels of impact of any corruption within the profession; these are Individual Level (The worry or negative feeling of being investigated, how it affects current, question how it could have been prevented, worry about other people's perceptions), Team Level (damage to morale, feeling of being deceived by that person and lower productivity), and Organisational Level (loss of trust and confidence). This shows there are many levels that negative culture or norms can impact behaviour on duty, which can in turn have a powerful and longer lasting effect on the team, communities and the force.

Another cultural norm to consider is the value of police identity. The police have a culture of solidarity and an "us VS them" approach (SAGE, 2020). Being a member of the police is a way of life and not just a job as it requires changes of lifestyle and changes to friends in order to commit to the job. This encourages individuals to seek socialisation of other police officers, as the main desire is group acceptance (SAGE, 2020). Although, it was previously discussed that team cohesion is the goal in team development; due to the nature of the job team members are reliant on one another in risky situations, this allows for group loyalty to develop. However, group loyalty can led to officers being uncomfortable challenging improper behaviour or 'turning a blind eye' which is not professional (Rowe, 2014). As the College of Policing (2014) Code of Ethics state that the standards of professional behaviour include honesty, integrity and challenging and reporting improper conduct. The document also states that breaches of the code, dependent on seriousness, may result in performance or attendance meetings to gross misconduct or corruption. This can be managed at a local level

or may require formal assessment and investigation by the Professional Standards Department or even the Independent Officer for Police Conduct.

In terms of overcoming the interpersonal conflicts and improving performance of the team, the theories need to be considered as a basis of understanding the team dynamics and understanding the current stages of the team development. Considerations on how to improve team dynamics should be to identify individual stressors, team stressors and communicate them effectively and work on how best to overcome or deal with these. Having open lines of communications between the team, enables trust, honesty but must remain professional. If there are issues with certain team dynamics, then consider the group exercises that are outlined in Lencioni's (2002) research.

In conclusion, the theories of team cohesion are a good basis to establish areas of improvement for team development and identify ways to improve the relationships. The theories make sense in the real-world and are consistent with developmental research. There are limitations to the theories as they appear simplistic, do not consider other variables and difficult to generalise to other settings. The practical side of the theory requires dedication and persistence, as it is a long process. In term of organisational cultural norms, the police is a whole community in itself which can help with team cohesion and creates norms. The job is demanding, which can create stressors and may in turn affect the team cohesion if there is no intervention. The police has a sense of group loyalty due to the risky situations they face together, which creates a bond and the isolation of the job encourages socialisation of colleagues. The risk of this loyalty is that if improper and unprofessional behaviour arises from colleagues, then challenging this behaviour can make members feel uncomfortable confronting due to the high sense of loyalty. As the values and beliefs of the police are embedded into officers within training, it is important for colleagues and supervisors to encourage these values throughout their career. The importance remains with understanding team members individually and as a group, encouraging healthy communications, addressing issues, establish ways of improving and ways of working, ensuring everyone understands roles and responsibilities and supervisors to be approachable and celebrate wins as a group.

Word Count: 2,302

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:

This essay will discuss a policing incident which was domestic abuse related, it will explore the legislative and social context surrounding the offence, including cultural aspects which are relevant. This essay will also explore the differing approaches of dealing with victims of domestic abuse by other professions. Finally, the current ideas of what works in order to tackle repeat victimisation and repeat offending will be explored. The essay will then conclude by summarising the main points.

This incident is about an assault between a married couple who had recently separated, and they had a child together. The female called police to report messages from her ex-partner which asked for money for the house. During the attendance at the incident, it was clear that the partners were living separately, and the messages were relating to arrangements of their separation. The messages did not constitute harassment, and the female appeared to be confused about her rights and processes in the UK relating to marital separation. The female is from Pakistan and had little understanding of the UK procedures.

After talking at length with her about their recent separation, the female disclosed that they had separated as she was assaulted by her partner as he physically pushed her out of the house. Police had been called to their house that day, due to a report from a neighbour of a domestic disturbance; however police were unable to locate the persons involved. After police

had located her, she stated it was a verbal argument only, and they have separated and she wanted assistance in obtaining her belongings. Since then, the male had let her stay in the house with their child, and he had moved out.

The female also disclosed the general treatment from him in the house, which seemed emotionally abusive, and controlling. The victim was vulnerable as she suffers from several illnesses which prevent her from working, she rarely leaves the house, she has no family or friends in the UK, and she is embarrassed to speak English as her partner states she is not good at speaking it.

The female was reluctant to make a statement to police regarding the assault, and only wanted him to be told not to message her about finances. However, she was happy to maintain contact with him regarding childcare arrangements. The victim provided a statement detailing what had happened but was not supportive of prosecution. She allowed me to take a picture of her injury and consented to completing a DASH questionnaire. A victim referral support was offered but was declined, however the female stated that she has contact with Women's Aid. The male was subsequently arrested, whilst a statement was being obtained by the victim which ensured a prompt investigation into the assault and to safeguard the victim and their child.

Domestic abuse is defined as,

“... incident of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of their gender or sexuality.” CPS (2017).

In domestic related incidents, if there is a report to police of domestic abuse; there is often a history. Although in this case, there had been no recorded domestic abused history on police systems. However, this does not mean that abuse has not happened to this victim before, as academic research shows that domestic abuse is under-reported and abuse happens numerous times before police involvement. SafeLives (2005) state that victims at risk of serious harm live with domestic abuse for 2 – 3 years prior to getting help. Some of the reasons for under-reporting to police are that the abuse was trivial, private, belief there would be no help from police (ONS, 2018). This emphasises the reasons why domestic incidents are not always reported at the time, and how it is generally minimised by the victim. It is important to remember that when responding to domestic incidents, that if there is no recorded history, it does not mean there is none, and it may be the first time the victim is willing to get help.

Domestic violence can occur for many reasons. Violence can stem from learned behaviour from childhood and the normalisation and tolerance of violence to resolve conflict, whether it is witnessed within the family setting or through the media etc. (WHO, 2009). This can normalise violent behaviour which leads in to adulthood as a way of resolving issues.

Other issues which normalise violence in other cultures include; Child maltreatment (physical punishment, FGM), intimate partner violence (Male dominance, physical punishment, divorce is shameful, honour killings), suicide and self-harm (mental health considered embarrassing), sexual violence (sex is a husband's right, sex for punishment, rape) (WHO, 2009). This can cause issues for victims from other countries reporting such violence to police as it is normalised and accepted in their culture. This accounts for under-reporting, minimisation from victims, unsupportive accounts as they are fearful of repercussions. In this example, the victim was focussed on the messages rather than the assault, it could be that she views this 'normal' because of the way women are treated from her country.

In terms of appropriateness, of dealing with victims at risk of harm, it is important to treat victims of domestic abuse with sensitivity due to their vulnerabilities and their need for support through the criminal justice system. The police have a duty to take a proactive approach in domestic incidents, which often results in a power of arrest when an offence has been committed (CoP, 2018). This is important as it allows for a prompt and effective investigation, allows for the victim to engage with support services and the police, and to safeguard all parties involved. Positive action policies allow for police to take action and focus on an evidence based investigation, which removes the pressure of successful prosecution being reliant solely on the victim's evidence (CoP, 2018).

It is important for police to consider safeguarding the victim and children involved due to their vulnerabilities and the best course of action, regardless of victim's support of prosecution. It is important for the police to assess the risk posed to those involved and sharing this information with other agencies. College of Policing (2020) state that partnership working help to facilitate early identification of risks, joint assessments, management of actions, sharing of information. Core agencies include police, children services, probation, mental health services, IDVA, housing etc., (CoP, 2020). It is important that these agencies are involved to share the responsibility of those involved, manage the risk, and help the victim in different ways.

Charities are also a good support network for domestic abuse victims. IDVA's are a voluntary service which provides the victim with independent support and liaises with agencies on the victim's behalf which helps achieve positive outcomes (CoP, 2020). Women's aid have a lot of experience with dealing with domestic abuse victims, they help achieve independence for the victim, respond to their needs, and raise awareness to victims of what is abuse (Women's aid, 2020). These charities have expertise on providing support for victims after the incidents which police cannot always provide.

In order to prevent repeat offending and repeat victimisation, there are many ideas of what works but there is always ways to improve to reduce domestic violence incidents. The WHO (2009) emphasises the importance of changing social norms through legislation, social attitudes, and addressing public health issues such as substance misuse and alcoholism in order to prevent violence over the world. Guy et al. (2014) suggests that early intervention for young people may prevent violent behaviours due to improving knowledge about partner violence, such as young parenting programmes, programmes targeting those economically disadvantaged young people at risk of partner violence, relationship strengthening etc. Although these programmes have a great premise and are theoretically sound; their effectiveness as an intervention has not been fully researched and tested.

Guy et al. (2014) suggest there should be a focus on interventions for perpetrators, changing the behaviour at the causation in order to reduce recidivism. Although the effectiveness on these programmes are inconclusive, but it shows the willingness of perpetrators to change their behaviour. This idea focuses on the problem and avoids victim blaming.

Domestic Violence Protection Orders prevent the abuser from returning home, and it has been evaluated that there was less recidivism following an arrest alongside an intervention; in comparison to arrest which results in no further action (Kelly et al. 2013, as cited by CoP, 2016). Protection orders are considered a useful intervention and can reduce violence for victims, however it is not always preventative in the long-term or as a solution, as violence can still occur post-protection order (Jewkes, 2014).

There are many opportunities to be fully explored and researched in order to have a preventative stance on domestic abuse, rather than a reactive stance.

In conclusion, when dealing with domestic abuse, it is important to consider social, legislative and cultural factors. Some social and cultural factors may explain why the victim is either unsupportive of a prosecution, or does not see that there are a victim of abuse. It

is important for the police to take a proactive role when responding to domestic abuse offences in order to safeguard victims and children. It is necessary to share information with partner agencies, in order to manage risk and share the responsibility for safeguarding. Victims of domestic abuse need support through the criminal justice system and with their daily lives, and will benefit from charities' support and independent advocates. In order to prevent repeat victimisation and recidivism, research needs to focus on more preventative measures which includes focusing on the offender rehabilitation, instil awareness of violence in the family home, and target young person violence and support young families. DVPO's are a good tool for a short-term preventative measure whilst the victim is co-operating with police, but there needs to be long-term solutions to stop domestic violence.

Word Count: 1,650

Task 3

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

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

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

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

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

Signed: J. NIBLETT

Date: 26/04/2021

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:

This essay will discuss the importance of roads policing in disrupting criminal activity and the effectiveness of automatic number plate recognition (ANPR) in assisting police investigations. Roads policing's main role is to ensure safety on the roads and prevent the '*Fatal 4*', however like other forces, Avon and Somerset Constabulary have stated that their roads policing strategy involves a lot more than this. Their strategy and role includes disrupting criminality such as counter-terrorism, anti-social behaviour, develop intelligence, overt / covert patrols, various operations and campaigns to improve safety by targeting offenders etc. (Avon and Somerset, 2015). This essay will look into the strategies that roads policing can use in order to disrupt criminals, such as conducting checks, stopping those who commit minor motoring offences, which then could lead onto investigating other serious crimes, and targeting and inhibiting organised crime groups using the roads. This essay will explore the advantages and shortfalls of the use of automatic number plate recognition and its uses within the police for investigative needs. This essay will then conclude, by summarising the main points made throughout the essay.

Policing the roads is a very important tool that the police can use in order to target crime, as crime does travel over the country and internationally. A lot of drugs and firearms within the UK have been imported from other countries. For example, 95% of heroin in the UK has been imported from Afghanistan, Cocaine in the UK is from Peru, Columbia and Bolivia, and firearms are generally imported from USA or Europe (Home Office, 2013). Drugs smuggling and firearms supply has to be moved around the world and the UK via roads in order to distribute to the buyers.

College of Policing (2019) explain that policing the roads is a proactive way to targeting those who use the roads to facilitate their criminal activities, in order to disrupt, prevent or detect. The proactive approach by using police powers, can increase public confidence and using information and intelligence such as markers etc., can provide the officer to make a dynamic risk assessment and informed decisions when exercising such powers (College of Policing, 2019). By using the information based on local / national information relating to that car or driver, can provide the officer to make informed decisions in stopping that vehicle, doing the appropriate checks and identify if any offences arises. By a simple stopping of a vehicle, using police powers can lead to disruption of activity or even detection of a crime. This can then lead to more information and intelligence being obtained, such as other person's involved, areas they have come from, where they live, type of crime involvement etc.

Roads policing officers, who respond to road traffic collisions and ensure the law in terms of the roads, are being obeyed, however this is not the extent of their role. ROSPA (2004) Targeting those who commit motoring offences, especially serial offenders; it can lead to detecting other criminal activity. Research shows that 25% of those who commit motoring offences, have also committed non-motoring offences (ROSPA, 2004). This evidences the fact that motoring offenders who use the roads, are also committing other offences which are not road related. Examples of this could be possession or supply of controlled substances, thefts, etc.

If there is a motoring offence which allows for a power of seizure of the car to be used, then this can prevent other motoring offences being committed, or prevent anything dangerous happening to other road users. Also, if the person is committing an offence which is not related to motoring, or that there is intelligence to suggest that this person is involved in other prevalent criminal activity; seizing their car is likely to inhibit their involvement. ROSPA (2004) states that the Home Office research shows that disqualified drivers had a criminal history of other mainstream offences. This enhances the point made earlier, about targeting those who commit motoring offences could be involved in other crimes. Being disqualified could be a result of a serious offence, and if they are blatantly disregarding the law by driving means they do not take it seriously. This could explain more about their lifestyle and tendency to be involved with other unlawful behaviour.

One of the main aims of having a sector dedicated to policing the roads is to ensure the safety of those who use it. Roads policing uses seasonal and national campaigns to help target certain offending behaviour. These campaigns are to ensure safety on the roads and target

drink and drug driving, wearing seatbelts, bike safety etc. ROSPA (2004). Such as, '*Operation Mermaid*' focuses on vehicle safety, and uses a number of other agencies to target commercial and large good vehicles and this can combat other offences such as human trafficking and frauds (ROSPA, 2004). Roads policing's effectiveness in dealing with the disruptions of criminality and safety on the roads have been noticeable when financial cutbacks have been made to the sector (GEM, 2020). The fact that financial cuts have impacted the effectiveness of dealing with criminality, stresses the importance and shows how valuable policing the roads is.

Information and intelligence could suggest to an officer, that the driver or the vehicle is involved in organised crime. If police target organised crime groups (OCG) and there is no obvious serious offences identified, but there are minor motoring offences which can be dealt with can impact their criminal activity. For example, reporting someone for an illegal registration mark, no insurance, no seat belt, use of a mobile phone can not only cause a financial loss but can remove the accessibility for the OCG member to use the roads to facilitate crime (College of Policing, 2020). For example, if the driver gets points on their license for using a mobile phone whilst driving, and then gets a points for another offence, which could ultimately leave them being disqualified from driving for a period of time. This is an example of disrupting crime, by making it more difficult for that person to continue their criminal activity by using the roads.

Now the essay is going to focus more on automatic number plate recognition and its uses for policing the roads. ANPR is a technological resource available for many police forces, motorways, security, transportation, tolling etc. which analyses a vehicle's number plate in order for the information to be interpreted, stored or matched (MAVS, 2021). For example, motorways use ANPR in order to calculate speed through average speed checks, or for enforcement to help the flow of transportation (MAVS, 2021). In terms of policing, ANPR has many benefits to aid police officers exercising their daily role, but there are also some limitations.

ANPR can be in many forms, which can help gather information from various locations and fixtures. Number plate readers can be static, moveable, multi-lane, integrated within CCTV, mobile and covert (College of Policing, 2019). This allows for a vast amount of information to be collated from multiple areas.

ROSPA (2004) describes the purpose of ANPR as

“deny criminals the use of the road by allowing officers to stop vehicles in a focused way rather than indiscriminately”.

This supports the idea that now officers can stop vehicles based on information and intelligence gathered through contact through the police, on a national level. This is more advantageous than random spot checks potentially based on personal biases or prejudices. This can also increase public confidence that officers are making informed decisions, however it is a police officer's right to be able to stop any vehicle to conduct the appropriate roadside checks.

ANPR is an effective tool for the police to develop intelligence and locate offenders. During an ANPR pilot, its effectiveness was shown through increased figures across nine police forces of arrests (100 per officer per year), recovery of stolen vehicles, stolen goods, drug seizures etc. ROSPA (2004). Roads policing officers regularly attend road traffic collisions, and this is where other offences can be discovered. Stolen cars are more likely to be involved in a crash resulting in serious injury than legitimately driven cars (ROSPA, 2004). Therefore, this emphasises the importance of identifying offenders on the roads to protect the public and prevent any further offences.

ANPR can identify hot-spots of criminality or patterns of activity or routes. Identify locations of interest, for example OCG can use the same routes and if this intelligence is known then Road Policing can target certain areas to disrupt this activity (College of Policing, 2020). This can develop more intelligence and identify new or updated information. Also, PNC markers can be added to a number plate which is a national flag to inform police in any force across the UK that the vehicle requires intervention (College of Policing, 2020). This is a communicative tool which allows the police nationally to locate potentially wanted offenders, vehicles of interest, and persons of interest who potentially have been evading police and action is required. Markers also act as a warning flag for officers if the person is of risk.

ANPR can be really useful to police officers in vehicles as it can collect 'read' data which can lead into intelligence, which would not be achievable if a single-crewed officer was dealing with an incident without ANPR being active (College of Policing, 2019). This means that data can be obtained passively as well which is useful for the police force. ANPR also has the ability to allow for investigations into specific vehicles, known as directed surveillance authority (College of Policing, 2020). This type of surveillance can help locate a certain vehicle's movements and officers to integrate the data to potentially obtain further information.

College of Policing (2020) explain that ANPR has many benefits such as, identifies vehicles of interest, it has accurate geographical data, it's relatively low on cost, it can investigate and monitor multiple vehicles at the same time, it can aid reactive and proactive policing, it can provide enforcement opportunities and can identify potential persons of interest. These benefits can help as an investigation as you can look at other potential lines of enquiries, potential challenging questions in interview, any contradictions in accounts, potential witnesses or alibis etc. If there are multiple vehicles involved in an incident, then information on those persons linked to the vehicle can be investigated and identified as potential victim's, witnesses or suspects. The fact that ANPR is low cost and can have multiple uses, it is cost-effective for the police force as an investigative resource. ANPR is easily searchable for the user, can be 'deployed' easily, and cross-referenced to other investigative resources to enhance information and intelligence (College of Policing, 2020). This resource being easily accessible means that information can be used at a quicker rate which is very helpful for officers on response, or in fast-paced investigative role. ANPR can help link crimes, and identify hotspots of crimes and this information can be used in identifying locations to target problem areas to prevent and deter crime (College of Policing, 2020).

ANPR does have a lot of benefits to police, however there are some short falls that come with it. ANPR is an intrusive tool as it can gather lots of information about a vehicle and the potential persons involved. ANPR should be used appropriately and proportionately and the user must be considerate to an individual's privacy (College of Policing, 2019). This relies on the officers and other users to ensure the use of ANPR has a policing purpose and is used in a fair way and not for personal use, gain or benefit.

Another shortfall is that organised crime groups try to avoid being captured on ANPR in various ways, such as using hire cars, obscuring number plates, using cloned plates, using stolen vehicles and obscuring their face from the camera (College of Policing, 2020). Organised crime groups are generally aware that the police use ANPR. They want to be discreet and hide their identities, and therefore will avoid being captured on the camera or falsify information that is captured in order to protect their information or involvement.

With most technological equipment, there are always glitches or faults. Sometimes, when the ANPR camera does not activate it is not always the case that the vehicle has not passed (College of Policing, 2020). This could be through technological errors or the driver falsifying information which has previously been mentioned. The impact of this can either throw off an investigation from the right line of enquiry, if this factor is not considered. ANPR does not

always capture number plates from motorbikes either (College of Policing, 2020). Again, this can cause problems when investigating the movements of motorbikes involved in incidents, as you cannot confirm or negate whether they travelled through that location as it is a possibility that the camera has missed it.

ANPR should not be used as an investigative resource alone; ANPR should be used alongside other sources of information (College of Policing, 2020). This is a more informative approach, and more effective way of investigating an incident and ANPR being an assistive tool for police.

In conclusion, roads policing is a sector which needs investing in, in order to prevent, deter, detect and disrupt criminals on the roads, as well as ensuring safety on the roads. Roads policing is an effective resource for police, as they are important intelligence gatherers and they are able to inhibit OCG members by removing their accessibility to the roads if the situation allows. Roads policing are able to be proactive in disrupting criminality, and have accessibility to those OCG members using the UK roads as they use our roads in order to distribute drugs, money, stolen items etc. Roads policing in collaboration with ANPR is a useful tools as it enables checks to be conducted automatically, which ensures the officer can conduct a dynamic risk assessment prior to stopping the vehicle. ANPR is versatile, as it has multiple uses in differing sectors such as car parking, traffic flow, speed checks, security and assisting police information. ANPR is advantageous to police due to its efficiency and cost-effectiveness, and can ultimately assist serious investigations and help locate offenders and witnesses. However, ANPR needs to be used appropriate in its entirety and its limitations should be considered when used for police investigations. Overall, roads policing and ANPR are worth their investment and their effectiveness is recognised to police forces, nationally.

Word Count: 2,393

Task 5

Personal Study programme / Individual Learning Plan

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

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

2500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 5000 words equivalent total for component 2.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Understand case filing fully			8		5		Become more familiar with NGAP files and creating full files for CPS. Including streamline disclosure.
2. Legislation			9		6		Refresh memory of legislation that I have learned in training. Especially legislation that you do not come across daily. Including traffic legislations, and sexual offences etc.
3. Understand the charging process			8	4			Develop understanding of the full code and

4. Become more aware of the mental health process			10		7	threshold test and when either is used
5. Understand how to complete a DVPN/DVPO application and the process			9	2		Using the powers in order section someone under 136 of the MHA Act. Understanding the process of contacting the crisis team, police MHT, the use of A&E and other facilities. Review the application and an example, in readiness to consider or apply for one in a domestic abuse case.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10
1. Become quicker at taking statements			8		6	Through practice, pick up the pace of writing statements whether it is through the laptop or mobile phone. Usually it is the engagement with the person, which is the time consuming part.
2. Complete Streamlined Disclosure Document			8	2		Complete a SDC document for an NGAP file, with supervisor. The process has been explained but I have not yet seen it, or completed it.
3. Become quicker at preparing for interviews			8		6	Through practice, to become quicker at preparing solicitor briefing document, interview planning booklet, and questions.

4. Using tactical options such as PAVA spray in hostile situations			10		7		When appropriate and reasonable, use PAVA spray in a hostile situation to protect self and others.
5. Drink / drug driver processing; breath tests and blood samples			8		5		Understanding and going through the process of samples for over the prescribed limit. i.e. FME hospital bloods, breath test at the station
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Dealing with other methods of disposal			9		5		To get used to dealing with other methods of disposals, such as FPN, PND, cautions. Also have experience in PCR, reporting for summons.
2. Become more confident dealing with interviews			9		7		Through practice, become more confident about the interview process, and the use of challenging questions.
3. Experience taking forensic samples			10	4			Take forensic samples, and exhibits. Understand the importance of the correct storage and labels.
4. Deal with a road traffic collision			10	4			Take more of a leadership role in dealing with an RTC and be competent of the processes including breathalysing.
5. Dealing with public order, nightlife			8	4			Experience policing nightlife, and dealing with masses of public and drunk and disorderly people.



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