



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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: Bethan Morris

**Learner's University Registration Number:
1816537**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

Contents

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

Task 1

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

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

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

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

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

ANSWER:

This essay will look at team dynamics and describe how working as a team is essential within the policing environment. It will explore how individual and team performance can be improved and how this is beneficial for team cohesion. It will also discuss how this cohesion can lead to organisational cultural norms and how this is not always positive for individuals or the team as a whole.

The essay will also explore how this team ethic can potentially affect the professional standards required and expected within the police service and how working within a team can result in conflicts and clashes. It will also discuss the importance of organisational justice within a policing environment.

There are several accepted definitions of a team. Garnder and Quigley (2015) define a team as, "an interdependent collection of two or more individuals who share responsibility for specific outcomes". It would be fair to say that this definition can be applied to a policing environment. For example, when working as a response officer within a response team, there are specific outcomes that include serving the public and maintain safety and order while protecting the most vulnerable in our communities - this can only be done successfully as a collective.

It is essential to work within a team in the police service, where the environment can often be dangerous and unpredictable. It is important to know and feel reassured that you can rely on other members of your team. This not only promotes confidence

in your team but also in yourself and your ability to offer the public a high quality service.

In addition to this, team working within the police extends to working alongside other department such as CID or the Public Protection Unit. It can also include working with agencies outside of the police service such as Social Services and Education. There are clear benefits for this in terms of information sharing and improving the working relationships and communication between agencies. However, it has also been proposed that this presents some issues for the agencies involved in terms of an increased workload (Atkinson et al, 2007).

This can be used as an example as to why some teams can't function effectively. If there is the potential for an increased workload and as a result, increased stress then it is possible that some individuals will look to avoid working in teams.

A model which can be used to explore other reasons why teams are unable to function effectively is Lencioni's model 'Five Dysfunctions of a Team'. This model explores the factors that can have a negative impact on a team and ultimately are the reasons why teams are unable to function.

Lencioni stated that the five main dysfunctions within a team are lack of trust, fear of conflict, lack of commitment, avoidance of accountability and inattention to results (2003).

Lack of trust within a team can have a detrimental effect. This can be dangerous in a team within the police service. If there is a lack of trust, then members of the team are less likely to communicate, particularly when it's important, like asking for help. This is not sustainable within the police, where all officers are required to work together to maintain the safety of each other and the public. This model states that in order to work cohesively, trust must be built within the team to the extent that members are comfortable acknowledging their weaknesses and recognising other peoples' strengths to ask for help.

The next dysfunction in Lencioni's model is the fear of conflict. Interpersonal conflict refers to a disagreement or conflict between two or more people and can include conflict between two work colleagues. Wickham, along with other researchers (2016), conducted research relating to this and identified interpersonal conflicts as the most influential and troubling daily stressors in an individual's life.

However, some research has shown that conflict in the workplace can be healthy and start constructive competition. Thomas-Kilmann's Conflict Mode model established in 1977 highlights the positive and negative effects of conflict and how there needs to be a balance in order to achieve the appropriate amount of conflict while avoiding a power struggle (Trippe & Baumel, 2015).

This balance is certainly needed in a policing environment where conflict is inevitable when dealing with members of the public in high pressure situations. With fear of conflict present, there could be a lack of commitment to the task ahead. This lack of commitment and avoidance of accountability, the next two dysfunctions of the model, go hand in hand and show a lack of passion and work ethic. This can be frustrating for other members of the team if they have a strong work ethic and are committed to their roles. This can then cause conflict within a team as members may not feel they have the authority to call out another team member. Therefore, the situation continues which will ultimately cause more animosity within a team.

In addition, this dysfunction goes directly against the policing principles set out by the College of Policing within the Code of Ethics (College of Policing, 2014). One of these policing principles is accountability which involves holding officers responsible for their own actions and decisions.

This leads the essay on to the last dysfunction of the model – inattention to results. If individuals are not held accountable for their actions then there is the risk that they could put their own needs before that of the company or organisation. In a policing environment, this could mean putting their own interests before that of the public. Lencioni states that it is the role of the leader to promote and improve team cohesion by having, “zero tolerance for individually focused behaviour” (2003, p39).

This can be difficult to achieve as despite working in a team, individual performance is still important. Individual performance relates to how someone’s individual work is assessed and how they contribute to the wider priorities of the organisation or company. Within a policing environment, this can refer to an officer’s investigation and how their interaction with the public has an effect on how the public view the police service as a whole.

There are great positives to enhancing an individual’s performance as they experience better job satisfaction and feel that they are being fully supported by colleagues (Ilies et al, 2018). Enhancing this performance could involve helping with an individual’s struggles in the workplace and encourage them to seek out promotion.

However, while this would enhance individual performance, an individual’s drive for promotion and to further their career could affect team cohesion. This can cause ‘power issues’ within a team, particularly if a colleague attempts to be seen as a leader within the same team in order to better themselves. For example, a police officer taking on the role of an Acting Police Sergeant could cause animosity within the team if some begrudge taking orders from a colleague of essentially the same rank as them.

This scenario, where one is exerting authority over another, is at risk of hindering organisational justice. Within a team, organisational justice means that if individuals are able to voice opinions to influence decisions, receive and share information equally and are treated with respect and dignity then they are most likely to be successful and work harder as a team (Bensemmane et al, 2018).

Organisational justice in a policing context refers to the extent of which police officers and police staff feel that they are being treated fairly. This has a huge impact on policing as Her Majesty’s Inspectorate of Constabulary and Fire & Rescue Service outlined in 2019, stating that officers and staff are more likely to treat the public fairly and with respect if they too feel that they are being treated this way (HMICFRS, 2019). As well as the treatment of the public, this would extend to the amount of effort and work ethic an individual would put in and bring to the team.

There are many obstacles to a highly performing team. As mentioned previously, there are various definitions for the word ‘team’ – a team can be described as a group of people that have a set of cognitive behaviours and attitudes that contribute to the performance of the team (Salas et al, 2008). This can cause conflict if an individuals’ personal attitudes and opinions differ slightly to those of other members of the team. For example, if two members of the same team share differing political views and express these views, this can cause conflict.

In order to enhance team performance and overcome these issues, it would be the responsibility of the leader or supervisor to mould the team in to an effective workforce. This could be achieved by following Bruce Tuckman’s Theory of Group Development established in 1965 and later adapted in 1977 (Tuckman, 2001).

Tuckman outlined four main points of group development in order to develop a team in to a fully functioning, cohesive group of individuals. The first stage is the

forming stage where the leader of the group shows dominance and outlines the roles and responsibilities. This is important in terms of enhancing team performance as it clearly sets out guidelines for the team to follow.

The second stage is storming and this refers to the conflicts that may arise in a working environment, such as different working styles or power struggles. It is important these conflicts are addressed appropriately to avoid any long-term lasting effects on the individuals and the organisation. Disagreements at this stage are normal and it is the leader's role to support individuals through this acceptance while keeping this conflict at an appropriate level. This could be done through mediation, where the involved parties have a discussion with an independent mediator in order to come to a fair and balanced agreement (McKenzie, 2015).

The next stage is norming, where a cohesive and committed team should be starting to form. This is ultimately where the team performance is determined and it is the role of the supervisor again to work the team members according to their individual strengths and weaknesses.

The fourth and final stage of the model is called performing. This stage revolves around team members being confident and motivated, working towards the same goal. This is where team cohesion is achieved.

In 1977, Tuckman later adapted his theory to include a fifth stage which he called adjournment. This is to explain the process when a team or group splits up and there is a 'mourning' period.

This strategy, to reach the performing stage and treat the team as one has been the subject of multiple pieces of research. For example, Tekleab et al's (2016) study suggests that increasing integration within a team has a positive impact on team cohesion.

Research has also shown that to work in a team this way would introduce organisational cultural norms. These norms have been defined by Schein as shared learning experiences and practices that leads to shared assumptions and values between a collection or a group of people (Schein, 2010).

While this can be a positive experience leading to greater team performance, policing organisational culture is often perceived negatively with negative practices involving the misuse of authority, sexual harassment, discrimination and the use of excessive force (Brough, Brown & Biggs 2016 cited in Brough et al 2016).

This same journal article also describes the culture of secrecy and suspicion within the police as a result of the day to day role. This characteristic and stereotype of police officers has also been prevalent within the media (Pollard, 2019).

This secrecy could refer to the 'us and them' mentality that has been alluded to in reference to the team ethic in a policing environment (Rose & Unnithan, 2015). This mentality essentially means that police officers place themselves in a group against the rest of society and will remain loyal to the members of their group.

This organisational cultural norm has been criticised for encouraging police officers to place loyalty to their colleagues before integrity, exposure of corruption and unethical behaviour (Chan, 1996 cited in Brough et al, 2016). This poses huge problems for the ethical and professional aspects of the police service. The Code of Ethics mentioned above states within the standards of professional behaviour that police officers and staff are expected to challenge improper behaviour. Therefore, if Chan's research is correct, then these cultural norms are at risk of breaching the values at the core of policing.

In conclusion, encouraging individual performance is highly beneficial to that individual and the team as a whole. However, this is not without its difficulties in

terms of conflicts and clashes between differing personalities. It is essential that the role of the leader is used effectively to manage the team and instil expectations of behaviour.

Creating a close-knit team is also not without potential negative outcomes. While the benefits of having a close team working together sharing the same values and attitudes can enhance the company or organisation, there is the risk of negative organisational cultural norms coming to the forefront. For those working within the police service, it is particularly important to remember that the service provided to the public should be at the forefront of every team member's mind and any behaviour or attitude that contradicts this should be challenged.

That being said, it is important for the obstacles to organisational justice not to affect work. Putting this in to a policing context refers to the treatment of police officers affecting the standard of the service delivered to the public.

2255 words.

Task 2

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

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

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

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

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

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

ANSWER:

This essay will discuss an incident of stalking between two family members and the impact this has had on the victim. It will discuss the appropriateness of support offered to the victim and the positive and negative aspects of such support. It will also discuss how tackling repeat victimisation and reoffending was taken in to account throughout the investigation.

This incident refers to a case of harassment in the form of stalking where the suspect is the mother of the female victim. The stalking involved the suspect trying to get hold of the victim through third parties and turning up at places that the victim was likely to be, such as her workplace. The suspect was aware that this contact was unwanted after being told on numerous occasions by the victim and police officers in the past.

This course of conduct amounts to stalking and is therefore an offence under Section 2A of the Protection from Harassment Act 1997.

The victim was increasingly distressed by the suspect's behaviour, especially due to the familial connection. This factor exposed the victim to a significant level of stalking behaviour which can have a detrimental effect on a victim's life - a large number of victims of stalking display higher levels of anxiety, PTSD and depression (Turmanis & Brown 2006).

The victim provided a Section 9 witness statement (Criminal Justice Act 1967) where she outlined the allegations and signed to state that she supported police action in the investigation. In addition to this, the victim was offered to complete a Victim Personal Statement (VPS) where she could give a more personal account on how this has affected her life emotionally and psychologically. This became a right

for victims in 2015 under the Victim's Code (Ministry of Justice, 2015). This was refused at the time but she was fully aware she could complete this statement at a later date.

It was absolutely necessary to provide the victim with support after she had described and relived these distressing events in her life. A Public Protection Notification was submitted with the victim's consent and was submitted to the Domestic Abuse department of South Wales Police's Public Protection Unit. This was essential to conduct an assessment of the level of risk and harm for the victim and to determine what support would be the most appropriate going forward.

In addition to this immediate assessment, a Police Community Support Officer was assigned to the case to offer the victim ongoing support as the investigation progressed.

As well as support from within the police from both the officer in case and the PCSO, a referral was made to an outside agency called Victim Support that works closely alongside South Wales Police in supporting victims. Victim Support offers a free and independent service that supports vulnerable victims and those who have suffered a traumatic event (Victim Support, 2018).

While the need for support is obvious and the impact that this can have on their recovery from a crime is undisputed, there are negative aspects to the support offered. It must be considered whether the benefits of the support offered outweighs the costs.

The ongoing support for a victim has clear benefits but there has to be consideration for the impact on the victim who is reliving this trauma. It has to be acknowledged that not all victims need the same support – what works for some may not work for others. A common approach to trauma support is group work and group therapy; however in some cases, this can be counterproductive. Kibel (1991) stated that there can be jealousy and lack of individuality in these group sessions (cited in Raubolt 1999). In some circumstances, some victims may feel that they want to move on and do not want any support.

In terms of the VPS, it can be highly beneficial for the victim to 'have their say'. However, a report published in 2011 shows that out of the victims who had participated in this particular study in England and Wales, only 68% felt that their VPS was taken in to account during the court proceedings and sentencing (Roberts & Manikis, 2011). This can have the opposite effect on the victim as they may feel that their opinion is not important and that the impact the crime has had on them has been disregarded.

This same report has also found that there have been several studies where the victim did not know or was confused about the VPS and its purpose. This would have the opposite effect of providing support to the victim. It can be argued that this can lead to further victimisation in terms of emotional harm.

As well as victimisation from the criminal justice process, the victim can experience further harm at the hands of the offender. Avoiding this victimisation involves providing the victim with the right resources and appropriate protective measures.

In this case, the victim stated in her Section 9 witness statement that she wanted a restraining order restricting the suspect from contacting her directly or through a third party. While there is an increased availability of restraining orders, regardless of a guilty or not guilty outcome, as a result of the Domestic Violence, Crime and Victims Act 2004, it was important to manage the victim's expectations and explain that was not a guarantee. This was essential in order to minimise further emotional harm in an

individual who may already be feeling dissatisfied – The Office for National Statistics has produced a report stating that victims of crime report a lower level of overall life satisfaction than those who had not been victimised (2015). Therefore, the criminal justice process was explained and what options the Crown Prosecution Service could explore to ensure that the victim was fully informed.

In addition to this, while the case was ongoing, the newly introduced Stalking Protection Orders (SPO) were a highlight in the media as a new tool for police officers to protect victims. The Stalking Protection Act 2019 introduced these orders as an early intervention by the police and a measure to complement sentencing should a case of stalking progress to court. However, there have been conflicting reports within the media. While some have advocated that these orders offer more protection to victims (BBC, 2020), others have since criticised the orders for exposing the victim to more harm (Townsend, 2020). All of these factors had to be taken in to account when discussing the best way to progress the investigation and tackle repeat victimisation.

Equally as necessary is the need to tackle repeat offending. In this case, the suspect saw her behaviour as only that of a loving family member wanting to reconcile a relationship which was a barrier to reducing reoffending.

Logan and Walker (2015) explore the mind set of an individual displaying stalking behaviours and state that this includes, motivation, justification, ability and last resort thinking. In this case, this would involve the suspect stalking the victim in order to regain contact and using this familial connection as justification for doing so.

Logan and Walker state that the stalker must have the ability to carry out these behaviours and last resort thinking refers to an escalation of stalking incidents. In this case, this refers to the suspect physically stalking the victim by turning up at her workplace on several occasions and driving around the neighbourhood to establish her new address.

In order to minimise the chances of reoffending, the suspect had to realise and accept that their behaviour amounted to stalking.

Following the suspect's arrest, it was discussed that one way of achieving this would be a referral to Women's Pathfinder's. This is aimed at reducing the risk of reoffending in women in Wales by diverting these offenders away from the criminal justice system and offering the support and resources needed for them to change their behaviour and lifestyle (National Offender Management Service, 2015).

However, as the initial investigation progressed, it was decided that this would not be the most appropriate course of action and the suspect was subsequently released on police bail with restrictions not to contact the victim. While this is a method of tackling reoffending in the short-term, further restrictive measures, such as the previously mentioned restraining orders, have been considered and highlighted to the Crown Prosecution Service. The victim was fully updated throughout the process in order to minimise the potential stress caused to her.

In conclusion, this incident involved a crime that resulted in great distress for the victim. The support that the victim gratefully received must be managed appropriately and tailored to her individual needs.

As well as this, it was essential to prevent the reoffending and subsequent repeat victimisation in order to minimise any further harms to the victim. In order to do this, the offender's behaviour must be addressed and acknowledged as a crime by the offender. This must be done alongside the legislative contexts of the offence, exploring which course of action would be the most beneficial to the victim and offender. While this case is ongoing, the support offered to the victim and their overall well-

being remains at the forefront of the investigation and a contributing factor in any decisions made.

1530 words

Task 3

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

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

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

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

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

Signed: B.Morris (Learner – electronic signature accepted.)

Date: 19/08/2020

Task 4

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

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

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

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

ANSWER:

This essay will explore the difference between information and intelligence and how this is used in the police. It will focus on how this intelligence can assist and enhance effective policing of the roads. In particular, it will evaluate how policing of the roads from gathered information and intelligence can disrupt criminal activity in the form of county lines and human trafficking. It will also analyse the use of Automatic Number Plate Recognition (ANPR) in this disruption and the criticisms surrounding the use of this system.

The term information refers to data such as facts or knowledge. This can include facts about a person or an event. Intelligence refers to information that has been through some sort of assessment or grading process. In a policing sense, information received is subject to an assessment of its validity. The source of this information is also graded and assessed for their reliability to negate any malicious data.

Police can receive intelligence from a multitude of sources. This varies from the Police National Computer (PNC) which stores information on people and vehicles to human sources such as victim and witnesses (College of Policing, 2013).

Information received from the public is submitted on to police systems as a National Intelligence Report (NIR) and assessed according to the facts of the information and the reliability of the source. The priority of the information is also graded to determine how it is dealt with and how much, if any, threat, risk or harm there is.

Some of this information can be sensitive and almost all of it is confidential, with the exception of sharing information with relevant partner agencies. The Code of Ethics states that all officers should maintain confidentiality in all of their duties and the correct recording, retaining and security of data received is no exception to this (College of Policing, 2014). Therefore, failure to handle intelligence appropriately goes directly against the core values of the police.

The NIR process is beneficial as this allows information to be shared with all of the officers that have access to that police system. To ensure that this process is not abused or manipulated, a Code of Practice was released, making chief officers and

police and crime commissioners responsible for the input and use of such information (Home Office, 2019).

This Code of Practice outlines the National Intelligence Model (NIM) which is a model for all police forces in England and Wales to comply with regarding analysis of information and intelligence. This Code clearly outlines the three stages of the NIM – Level 1 is local intelligence issues; Level 2 represents force and regional intelligence and Level 3 refers to serious and organised crime intelligence.

This model is split in to the three categories in order to conduct analysis and problem solving at the appropriate level. It would be fair to say that Level 3, referring to intelligence linked to serious and organised crime would be a priority. The National Crime Agency (NCA) state that serious and organised crime groups pose a bigger threat to UK citizens than any other national issue (National Crime Agency, 2020). Therefore, dealing with these national issues requires a strategy that involves several departments and agencies.

One of these departments would undoubtedly be the Roads Policing Unit (RPU) of the involved police forces. A large number of offenders involved in serious and organised crime rely on the use of road transport in order to commit their crimes. Information on any suspicious vehicles believed to be involved in either 'county lines' or trafficking can be inputted on to police systems which is then disseminated to various departments and agencies.

Section 163 of the Road Traffic Act 1988 requires any person driving a motor vehicle on a road to stop when asked to do so by a constable in uniform. This gives police officers, especially those working with the RPU, the opportunity to stop these suspect vehicles and detect not only offenders but victims of serious and organised crime groups, who the NCA state are transported using public and private transport, taxis and hire cars (NCA, 2018).

In addition to this, Section 164 of the same Act gives police officers the power to require driving documents and birth certificate if necessary. This could be crucial in gathering vital information on offenders and victims.

One of the most prevalent forms of an organised crime group at the moment are those groups associated with 'county lines'. This involves a crime group in urban city areas expanding their drug dealing and crime enterprise across borders (Moyle 2019). This can include movement in to different boroughs or different countries entirely.

Therefore, the use of vehicles in order to conduct this illegal activity is vastly increasing. Moyle states that "commuting", where drug dealers travel across borders to sell their supply and then travel back to their urban hub in the same day is easily conducted and becoming more common (2019).

Individuals within these infiltrated towns and villages are recruited by many means, including being offered drugs in return for illegal activity (Moyle, 2019) or exposing them to a lavish lifestyle. This temptation is heightened by the dealer's own use of designer clothing and luxury cars (NCA, 2018). This can be effectively policed by targeting expensive vehicles that are involved in suspicious activity.

Offering minors this lifestyle and access to these vehicles can raise the issue that underage drivers are being coerced in to driving vehicles illegally in order to transport drugs. This is another reason why the use of the power given to police constables through Section 164 RTA 1988 is important in policing the roads and ensuring that all drivers are using the roads legally and safely.

Another form of exploitation of minors prevalent within county lines groups is child sexual exploitation (CSE). CSE is a form of sexual abuse where children are given

things like money or gifts in exchange for sexual activity (NSPCC, 2020). These children may not be in the same area as where they live after being transported by various means including public transport and private vehicles. Infiltration of this side of county lines must be a priority to prevent serious harm coming to the children involved and prevent any Adverse Childhood Experiences (ACEs) that they might face. These experiences of sexual exploitation would inevitably affect their physical and mental health in the future (Windle et al 2020).

With county lines becoming an emerging threat and its effect on previously unaffected towns and villages highlighted within the media, it is essential for police officers to target suspect vehicles and infiltrate this 'county line'.

Another form of serious organised crime that requires effective policing of the roads is human trafficking. The Palermo Protocol signed by members of the United Nations in 2000 was the first to produce an internationally accepted definition of human trafficking. This definition included that trafficking of persons refers to the "recruitment, transportation, transfer... by means of the threat or use of force or other forms of coercion" (CPS, 2020). The Modern Slavery Act 2015 also covers offences that involve victims trafficked in order to conduct illegal manual labour.

In just the last three months of 2018, 1961 potential victims were referred to the NCA for human trafficking (NCA, 2019). This is a significant increase when compared to earlier statistics but could still be an underrepresentation as adults have to consent to a referral to the National Referral Mechanism but may fear consequences of doing so (NCA, 2018). Therefore, there is an obvious need to prioritise victims of trafficking and include policing of all forms of transport. RPU can be beneficial here to identify vulnerable victims – the NCA (2020) state that victims of modern slavery or human trafficking may not be allowed to travel on their own, including back and forth to their workplace.

In addition to detecting victims or offenders already in the country, policing of the roads can include identifying illegal entry in to the country. Clandestine entry is a term used to describe an attempt to enter the UK concealed in a vehicle (NCA, 2020). It is essential that this is a priority for effective policing of the roads as the NCA also state that infiltration of this method accounts for a large number of the total detections of trafficking in the UK (2020).

Another form of crime that can be targeted through effective policing of the roads is theft of vehicles. Organised crime groups have been described as being too technologically advanced in comparison to current vehicle security measures (NCA 2020). Groups that are involved in acquisitive crime are reportedly targeting keyless entry vehicles and using electronic devices to access these vehicles without causing any damage or raising any suspicions. This is known as a relay attack and Tracker, a vehicle security company, are working alongside the police to target and reduce these vehicle thefts (Tracker, 2020). This company found that in 2019, 92% of stolen vehicles were taken using keyless entry methods. This is an increasing concern for vehicle owners and the police tasked with these technologically advanced crimes. In order for these newly identified crimes to be targeted effectively, police should be aware and continuously stay updated with new intelligence involving patterns and strategies for thefts.

A tool that can be used to assist police in these detections is ANPR. ANPR cameras capture the details of vehicle number plates and compare these to a database of vehicles of interest. If any of these number plates are identified as belonging to any of these vehicles, police officers have a power to stop these

vehicles and take action if necessary. This includes tackling travelling offenders and those involved in Serious and Organised Crime Groups (Home Office, 2019a).

ANPR cameras can also be mounted to moving vehicles. This is usually used when an operational response is expected for certain vehicles of interest that are located (Home Office, 2019a). This could be from intelligence received or from a current ongoing incident where the crime has just happened and the offender is in a vehicle in the area.

As well as detecting of offenders and criminality, ANPR is beneficial for reports to police of a concerning nature. For example, people that are reported missing or people that have reported thoughts of suicide and left in a vehicle. These cameras can be used to identify if the vehicle in question has 'hit' any of them which can be crucial in such incidents with a time constraint and high levels of vulnerability.

To ensure that ANPR is being used effectively and in accordance with the General Data Protection Regulation 2018, the system is subject to an extensive audit. The audit is conducted periodically by members of the Home Office who produce a report on the findings (Home Office 2019b).

However, it is important to note that the ANPR cameras are not without their reported faults. A conference in 2012 looked at the accuracy of ANPR cameras in the UK and found that the location of the screws on the number plate can cause misreads (Rhead et al, 2012). This same conference found that certain adhesives on the number plates can affect the readings. There is also the potential for false number plates to create a false reading which can mislead an investigation. This is an emerging pattern in county lines as a means of avoiding ANPR cameras (NCA, 2018).

In addition to this, ANPR cameras have also been criticised that they are excessively used which impacts on individuals' privacy. This concern has been widely reported in the media; an example of such a report is one published by The Independent in 2016 that states the ANPR cameras capture 34 million images a day (Lewis, 2016).

It could be argued that the use of these ANPR cameras on citizens who are not involved in this criminal activity is an infringement on their human rights, namely Article 8 of the European Convention of Human Rights which states that everyone has the right to respect of a private life. However, a report released by the European Court of Human Rights (2019) states that any interference with this right has to be in response to a pressing "social need" and must be proportionate to the circumstance. With the number of county lines incidents increasing, reported cases of individual lines reached over 2000 in 2018 (NCA, 2019a), it would be fair to say that the use of ANPR is indeed proportionate to tackle this growing nationwide concern.

In conclusion, using intelligence available is essential when disrupting criminal activity through policing of the roads. The correct recording and dissemination of intelligence is crucial when identifying offenders and their vehicles involved in serious and organised crime. This can also be beneficial in identifying and supporting vulnerable victims. The power to stop vehicles and require information is relevant and extremely beneficial in this information gathering stage and is one that should be utilised where there is any suspicion or concern. As well as requiring information from other, the need to keep updated with existing intelligence to assist with policing of the roads is evident with newly emerging crimes such as the relay attacks on keyless entry vehicles increasing.

This intelligence gathering is not without its criticisms, as highlighted above in the case of ANPR cameras. All intelligence, whether it be from a human source or

databases have to be monitored and used ethically and proportionately to ensure effective policing of the roads and make it harder for those using the roads to conduct their illegal activities to continue.

2254 words

Task 5

Personal Study programme / Individual Learning Plan

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

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

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

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

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Knowledge of traffic legislation and disposals.		7		4			Further research in to disposal used by RPU and an attachment with RPU.
Police and CPS charging decisions.		6				9	Awareness of who has authority for charging. Research on systems such as PNLD and discussion with colleagues/supervisor.
Police control room	4				7		Attachment with PSC to experience the process from 999 call to officer dispatch.

SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Case file building		7			5		This is an ongoing developmental skill that is enhanced through every police occurrence and subsequent case file. Further support in the form of a Hub attachment will help with this skill.
Time management between DHEP university workload and practical policing			8			8	Use PLT days effectively and continue with this steady development.
Social media use	4				7		Increase use of social media to promote work of SWP and ongoing events.
Complex investigation of serious offences		5			7		CID attachment
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Traffic incidents		7		4			Attachment with RPU and look to attend these incidents when reported.
Charging process in custody		6				8	Understand the process of charging prisoners in Custody. Attachment with Hub for experience with this.
Complex interviews		5				8	

							Hub attachment for experience conducting complex interviews.
--	--	--	--	--	--	--	--

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.

Atkinson, M., Jones, M. & Lamont, E. (2007), 'Multi-agency working and its implications for practice', *CfBT Education Trust*. Available at: <https://www.nfer.ac.uk/nfer/publications/mad01/mad01.pdf>. [Accessed 29th March 2020].

BBC (2020), 'Stalking: New order for stalker investigations has 'teeth''. Available at: <https://www.bbc.co.uk/news/uk-51165055>. [Accessed 29/04/2020].

Bensammane, S., Ohana, M. & Stinglhamber, F. (2018), 'Team justice and thriving: a dynamic approach', *Journal of Managerial Psychology*, 33(2), pp229-242.

Brough, P., Chataway, S. & Biggs, A. (2016) 'You don't want people knowing you're a copper!' A contemporary assessment of police organisational culture', *International Journal of Police Science & Management*, 18(1), pp28-36.

College of Policing (2013), 'Intelligence strategy'. Available at: <https://www.app.college.police.uk/app-content/investigations/investigative-strategies/intelligence-strategy/#intelligence-sources>. [Accessed 30/04/2020].

College of Policing (2014), *Code of Ethics: A Code of Practice for the Principles and Standards of Professional Behaviour for the Policing Profession of England and Wales*. Available at: https://www.college.police.uk/What-we-do/Ethics/Documents/Code_of_Ethics.pdf. [Accessed on 30th March 2020].

Crown Prosecution Service, (2020), 'Human Trafficking, Smuggling and Slavery'. Available at: <https://www.cps.gov.uk/legal-guidance/human-trafficking-smuggling-and-slavery>. [Accessed 30/04/2020].

European Court of Human Rights (2019), 'Guide on Article 8 of the European Convention on Human Rights'. Available at: https://www.echr.coe.int/Documents/Guide_Art_8_ENG.pdf. [Accessed 30/03/2020].

Gardner, S. D. & Quigley, N. R. (2015), 'Toward a dynamic multilevel theory of team personality', *Organizational Psychology Review*, 5(4), pp364–384.

Great Britain: Criminal Justice Act 1967. Chapter 80. London: HMSO, 1967.

Great Britain: Domestic Violence, Crime and Victims Act 2004. Chapter 28. London: HMSO, 2004.

- Great Britain: Modern Slavery Act 2015. Chapter 30. London: HMSO, 2015.
- Great Britain: Protection from Harassment Act 1997. Chapter 40. London: HMSO, 1997.
- Great Britain: Road Traffic Act 1988. Chapter 52. London: HMSO ,1988.
- Great Britain: Stalking Protection Act 2019. Chapter 9. London: HMSO, 2019.
- HMICFRS, (2019), 'Organisational Justice', Available at: <https://www.justiceinspectorates.gov.uk/hmicfrs/glossary/organisational-justice/>. [Accessed 29th March 2020].
- Home Office (2019), 'Code of Practice: National Intelligence Model'. Available at: <http://library.college.police.uk/docs/npia/NIM-Code-of-Practice.pdf>. [Accessed 30/04/2020].
- Home Office (2019a), 'National ANPR Standards for Policing and Law Enforcement'. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/806674/NASPLE - January 2019 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/806674/NASPLE_-_January_2019_.pdf). [Accessed 30/04/2020].
- Home Office (2019b), 'National Standards for Compliance and Audit of Law Enforcement ANPR'. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814216/ANPR Compliance and Audit Standards V1.1 July 2019.p df](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814216/ANPR_Compliance_and_Audit_Standards_V1.1_July_2019.pdf). [Accessed 30/04/2020].
- Ilies, R, Lanaj, K, Pluut, H. & Goh, Z. (2018), 'Intrapersonal and Interpersonal Need Fulfillment at Work: Differential Antecedents and Incremental Validity in Explaining Job Satisfaction and Citizenship Behaviour', *Journal of Vocational Behaviour*, 108, pp151-164.
- Lencioni, P.M. (2003), 'The trouble with teamwork', *Leader to Leader*, (29), pp35-40.
- Logan, T. & Walker, R. (2015), 'Stalking: A Multidimensional Framework for Assessment and Safety Planning', *Trauma, Violence, & Abuse*, 18(2), pp200–222.
- McKenzie, D.M. (2015), 'The Role of Mediation in Resolving Workplace Relationship Conflict', *International Journal of Law and Psychiatry*, 39, pp52-59.
- Ministry of Justice (2015), 'Code of Practice for Victims of Crime', Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/476900/code-of-practice-for-victims-of-crime.PDF. [Accessed 29th April 2020].
- Moyle, L. (2019), 'Situating Vulnerability and Exploitation in Street-Level Drug Markets: Cuckooing, Commuting, and the "County Lines" Drug Supply Model', *Journal of Drug Issues*, 49(4), pp739-755.

Lewis, K. (2016), 'Privacy fears as police surveillance cameras capture 34 million number plate images a day', *The Independent*, 25th May 2016. Available at: <https://www.independent.co.uk/news/uk/home-news/police-number-plate-surveillance-raises-privacy-concerns-as-cameras-capture-34-million-images-a-day-a7047721.html>. [Accessed 30/04/2020].

National Crime Agency (2018), 'National Strategic Assessment of Serious and Organised Crime 2018'. Available at: <https://www.nationalcrimeagency.gov.uk/who-we-are/publications/173-national-strategic-assessment-of-serious-and-organised-crime-2018/file>. [Accessed 30/04/2020].

National Crime Agency (2019), 'National Referral Mechanism Statistics Quarter 4 2018 – October to December'. Available at: <https://www.nationalcrimeagency.gov.uk/who-we-are/publications/294-modern-slavery-and-human-trafficking-national-referral-mechanism-statistics-october-to-december-2018/file>. [Accessed 20/04/2020].

National Crime Agency (2019a), 'County Lines Drug Supply, Vulnerability and Harm'. Available at: <https://www.nationalcrimeagency.gov.uk/who-we-are/publications/257-county-lines-drug-supply-vulnerability-and-harm-2018/file>. [Accessed 30/04/2020].

National Crime Agency (2020), 'National Strategic Assessment of Serious and Organised Crime 2020'. Available at: <https://nationalcrimeagency.gov.uk/who-we-are/publications/437-national-strategic-assessment-of-serious-and-organised-crime-2020/file>. [Accessed 30/04/2020].

National Offender Management Service (2015), 'Wales Reducing Reoffending Strategy 2014-2016'. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/453579/Wales-Reducing-Reoffending-Strategy- e .pdf. [Accessed 29/04/2020].

NSPCC, (2020), 'Child Sexual Exploitation'. Available at: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/>. [Accessed 30/04/2020].

Office for National Statistics (2015), 'Crime statistics from the Crime Survey for England and Wales and police recorded crime'. Available at: <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/compendium/crimestatisticsfocusonpublicperceptionsofcrimeandthepoliceandthepersonalwellbeingofvictims/2015-03-26/chapter3personalwellbeingandcrime#section-2-victims-of-crime-and-personal-well-being>. [Accessed 29/04/2020].

Pollard, S. (2019), 'A culture of secrecy is harming trust in our police', *The Telegraph*, 13th November 2019. Available at: <https://www.telegraph.co.uk/news/2019/11/13/culture-secrecy-harming-trust-police/>. [Accessed 30/03/2020].

Raubolt, R. (1999) 'Trauma, Regression, and the Intensive Group Experience', *Eastern Group Psychotherapy Society*, 23(3), pp157-171.

Rhead, M, Gurney, R, Ramalingam, S & Cohen, N. (2012), 'Accuracy of automatic number plate recognition (ANPR) and real world UK number plate problems,' *IEEE International Carnahan Conference on Security Technology (ICCST)*, pp286-291.

Roberts, J.V. & Manikis, M (2011), 'Victim Personal Statements: A Review of Empirical Research'. Available at: <https://www.justice.gov.uk/downloads/news/press-releases/victims-com/vps-research.pdf>. [Accessed 29th April 2020].

Rose, T. & Unnithan, P. (2015) 'In or out of the group? Police subculture and occupational stress', *Policing*, 38(2), pp279-294.

Salas, E., Cooke, N. J. & Rosen, M. A. (2008), 'On Teams, Teamwork, and Team Performance: Discoveries and Developments', *Human Factors*, 50(3), pp540–547.

Schein, E. H. (2010), *Organizational Culture and Leadership*. (4th edn), San-Francisco: Jossey-Bass.

Tekleab, A.G., Karaca, A., Quigley, N.R. & Tsang, E.W.K. (2016) 'Re-examining the Functional Diversity–performance Relationship: The Roles of Behavioural Integration, Team Cohesion, and Team Learning', *Journal of Business Research*, 69(9) pp3500-5307.

Townsend, M. (2020), 'New measures to beat stalking could put victims at risk', *The Guardian*, 19th January 2020. Available at: <https://www.theguardian.com/uk-news/2020/jan/19/new-stalking-prevention-orders-victims-at-risk>. [Accessed 29/04/2020].

Tracker, (2020), 'Trends', 8th January 2020. Available at: <https://www.tracker.co.uk/tracker-hub/news/can-you-protect-your-vehicle-keyless-car-theft>. [Accessed 30/04/2020].

Trippe, B. & Baumoel, D. (2015), 'Beyond the Thomas-Kilmann Model: Into Extreme Conflict', *Negotiation Journal*, 31(2), pp89-103.

Tuckman, B.W. (2001) 'Developmental sequence in small groups', *Group Facilitation*, (3), pp66.

Turmanis, S. & Brown, R. (2006), 'The Stalking and Harassment Behaviour Scale: Measuring the incidence, nature, and severity of stalking and relational harassment and their psychological effects', *Psychology and Psychotherapy*, 79, pp183-198.

Victim Support (2018), 'Beyond Crime', Available at: https://www.victimsupport.org.uk/sites/default/files/01%20Beyond%20Crime%20leaflet_0.pdf. [Accessed 29th April 2020].

Wickham, R., Williamson, R., Beard, C., Kobayashi, C., & Hirst, T. (2016), 'Authenticity attenuates the negative effects of interpersonal conflict on daily well-being', *Journal of Research in Personality*, 60, pp56-62.

Windle, J., Moyle, L., & Coomber, R. (2020), 'Vulnerable' Kids Going Country: Children and Young People's Involvement in County Lines Drug Dealing', *Youth Justice*, 20(1-2), pp64-78.