

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

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Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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

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

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

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

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

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

ANSWER:

A team can be defined as a work group consisting of a small number of people with matching skills, devoted to a joint goal and considered mutually responsible for the manner and activities that lead to accomplishment of the goal (Gratton, L. Erickson, T.J. 2007). The team includes people with the necessary capabilities, knowledge and skills to perform certain tasks. People in the teams can have a tendency to take on different team roles required by the situation.

Belbin (1993) alleged that team roles are tendencies of persons to behave, contribute and connect with others in a certain way, reliant on the role of a member of the team and they contribute differently to the success of the team. Belbin put forward 9 team roles that have an influence on the success of a team: Co-Ordinator, Team Worker, Plant, Shaper, Monitor – Evaluator, Implementer, Completer-Finisher, Resource Investigator and Specialist.

Belbin devised a questionnaire that proved to be valuable in the assessment of a team, it enables quality selection of team members, identification of team members with the strongest roles, understanding of unique strengths between the team members and optimal distribution of work tasks (Nedeljkovic, Mijovic, Stosic 2016 p.224)

Belbin held the belief that in order for a team to operate at its prime, it should consist of one Co-Ordinator to be the leader, a Plant to stimulate ideas, an Evaluator to provide clarity and honesty in task and one or more Implementers, Team Worker, Resource Investigators to set things in motion.

Another theory is that of Herzberg and his Two-Factor Theory. The theory is used to explain how motivation and job satisfaction have an impact on employees in the work force. The theory states that satisfaction in the workplace is driven by motivation and hygiene factors. Motivation is considered an inner force that drives employees to attain personal and organizational goals. Motivating factors are considered to be intrinsic to the job, or the work carried out. Furthermore, hygiene factors are all related to aspects of the working environment such as supervisory practices, working conditions and organizational politics (Kula & Guler, 2014).

Inter-personal conflict occurs within most team dynamics and is best illustrated through analysis of Tuckerman's theory and in which of the team members he discussed the conflict is likely to take place and how using the Police acronym CUDSA (Confront, Understand, Define, Seek & Advise) this can be neutralised to benefit the team and improve cohesion. Lastly Organisational Justice plays a huge role in the Police and is can be linked to Professional Standards through how officers feel they are treated, which in turn can affect the morale. Officers when being disciplined like to have their voices heard and taken into account and need to believe that the organization will be taken in consideration, however should they believe that their voice is not being heard they may take actions that will be damaging to the organisation.

Belbin's team-role theory, appears to have been inspired by earlier research conducted by Benne & Sheats in the late 1940's however this hasn't been directly referenced, however Belbin took it a step further. Belbin examined the connection between team roles necessary for effective team functioning and their referred behaviours (Belbin, 1981). Belbin put forward the idea that while the types of behaviour that people engage in are limitless, the range of useful behaviours that make an effective contribution to team performance is fixed. Furthermore, Belbin grouped the behaviours into eight groups, each describing a pattern of behaviour characteristics of the way in which one member engaged with another, to which he referred to as 'team role'. Belbin identified that of all the team roles he had unearthed, "SHAPERS" were potentially the most disruptive role in that team. Shapers have been characterised by a pattern of behaviour which is highly-strung, outgoing and dynamic. They also showed drive and readiness to challenge complacency and ineffectiveness, however they also shown that they are susceptible to provocation, irritation and impatience. He found that teams that consisted of Shapers showed high work rates and were quick to explore all possible avenues when dealing with incidents. However, it was noted that they rarely liked working together and in spite of a great deal of positive goal directed activity, they displayed high levels of in-house fighting which in turn led to poor results (Pritchard & Stanton 1999).

There have been some criticisms such as (Furnham et al, 1993) of the psychometric properties of Belbin's Self-Perception Inventory, however there have been no published tests of the psychometric properties of the current nine-role versions (Senior, 1997). However, a study conducted in 2018 SPI's completed by a variety of practicing managers (Swales & Senior, 1996) provides some statistical evidence of the independence of each role. Further criticism of Belbin's work is in relation to the "*question of identification of an individual's preferred team roles based on self-perception alone*" (Parkinson, 1995). In the most recent versions of Belbin's assessment, these have been completed utilising e-Interplace computer programmes. These programmes can offer the additional option to integrate observers assessments into the analysis (Smith, Polglase & Parry, 2014). As a result, it was found that when observers are with familiar with individuals, it produces a prime opportunity to increase the robustness of the analysis, however a Van Dierendonck & Groen (2011) identified that there is little to no research in this area of observer's assessments and will require further study.

Herzberg, Mausner and Snyderman in 1959 published a two-factor model of work motivation and further developed the motivation-hygiene theory, which was heavily influenced by Maslow's hierarchy of needs (Jones, 2011). Herzberg et al (1959) wrote that at the centre of the two-factor theory is the difference between motivation and hygiene factors, or intrinsic

and extrinsic factors. *"Herzberg described motivation factors as intrinsic to the job and hygiene factors as extrinsic to the job and thus motivation factors operate to only increase and improve job satisfaction, with hygiene factors work to reduce job dissatisfaction"*. (Alshmermri, Shahwan & Maude, 2017 p 12)

Within the Hygiene factors, when they break down to a level below the standard that the employers expect then it is a clear indication of job dissatisfaction. However, when reversed the same cannot be inferred. When a job context can be characterised as optimal, we will not get dissatisfaction but neither will we get many positive attitudes, it is mostly motivators that serve to bring around job gratification. Herzberg et al (1959 cited Alshmermri, Shahwan & Maude, 2017 p 13) further stated that the *"of motivational factors can produce job satisfaction, but their absence leads to no job satisfaction. Therefore, poor hygiene factors can cause job dissatisfaction, while better hygiene factors can reduce dissatisfaction but cannot cause job satisfaction."*

Mitchell (2009) conducted a study and utilised Herzberg's motivation-hygiene theory as the framework and analysing job satisfaction of burnouts among 453 nurses. The study found that job satisfaction was influenced by both the factors that Herzberg had identified, Hygiene and Motivation and were effected by further factors, such a recognition of the work itself, salary, work conditions, achievement, company policy and administration, relationships with supervisors and relationships with peers. However, they attributed job dissatisfaction to hygiene factors, such as company policy and administration, work conditions, status, relationships with supervisors, security and personal life. Further studies have been conducted by Alshmermri, Shahwan-Akl and Maude (2016) & Jones (2011), which demonstrate support for Herzberg's motivation-hygiene theory and asserts that hygiene factors were less important to job satisfaction; nevertheless, the motivation factors were most import and lead to job satisfaction.

"There has been criticism of the two-factor theory which has been on three fronts, which include the basic assumptions of the study, its methodology and findings of the study, furthermore the biggest criticism of the two factor theory has been its methodology. Motivating and hygiene factors are still well regarded" (Sanjeev & Surya, 2016 p 5).

However, a separate range of both satisfaction and dissatisfaction has been considered more often then not as a figment referred to by Herzberg a the 'Critical Incident Technique' which has been accepted nowadays that they exist on the same continuum as satisfaction and dissatisfaction (King, 1970). Lodahl (1964) stated that the relationship between motivation and satisfaction was shallow in nature and trying to interpret one from the other not very prudent. Lawler (1964) stated that the two factor theory that was based on the satisfaction-performance relationship was considered 'indirect', another study conducted by Schwab & DeVitt (1971) further stated that the satisfaction theory put forward by Herzberg held 'good' however they found that there was no connection between satisfaction and performance. A further study conducted by Farr (1977) into Herzberg's method identified a casual relationship due to social desirable responses given by the research participants, he stated that it is human nature to attribute satisfaction to internal factors and dissatisfaction to external factors.

"Interpersonal conflict at work involves exposure to negative forms of interactions that range from minor disagreements to more severe altercations, including violations or insults to the self, unfairness and/or being targeted by another personal or physical abuse" (Schieman & Reid, 2008 p 297).

Jehn & Mannix (2001 p. 238) proposed that conflict in work groups can be categorized into two types; *"Relationship Conflict, this is an awareness of interpersonal incompatibilities, including affective components such as feeling tension and friction."* Furthermore Relationship conflict involves personal issues such as irritation, frustration and annoyance. This way of groups these issues is consistent with past causes of conflict that are distinguishable between affective and cognitive conflict (Amason, 1996). Task_Conflict as stated by Amason & Sapenza, (1997) is a consciousness of differences in the viewpoints

and opinions relating to a group task. This is similar in ways to cognitive conflict and how it relates to further conflict around the ideas and different opinions about the task at hand. Task conflicts can occur during animated discussions and where personal excitement is present and by definition do not contain the intense interpersonal negative emotions that are more commonly associated with relationship conflict.

Spitz and Sadock (1973) conducted observations on student nurses using Tuckermans theory. They observed that during the 'Forming' and 'norming' stage the group demonstrated hostility towards outside forces, and during discussions the group demonstrated noticeable characteristics of intragroup conflict. As the group was largely female, this may have been a factor, as women have traditionally been socialized to be more passive and trusting, therefore suggesting that group composition plays a role in inter group conflict. (Tuckman & Jensen, 2010). Within the police service an approach has been developed as a means to assist in addressing inter-team conflict, this is known by the acronym CUDSA, which is the following: Confront the conflict, acknowledging that there is conflict and that you want to resolve it, Understand each other's position, making clear statements about your own position and listening actively to the other person to clarify positions and diffuse emotions, Define the problem, ensuring that you both accept that you will need to give ground and change position, Seek for and evaluate alternative Solutions mutually generating possible alternatives and through making trade offs and compromises, and finally Agree upon and implement the best solution.

Organisational Justice was put forward originally by Greenberg in 1987, it is embedded in equity theory which refers to the employee's perception of the fairness of their organisations behaviours, decisions and actions. It is also affected by how these influence attitudes and behaviours at their place of work. Most of the existing literature on this subject has focused on whether employees see themselves as fairly treated but more recent studies/theories have considered how employees view and respond to the ill-treatment of their colleagues. Discipline is an area in which employees will strongly desire to make their voices heard and have their point of view considered. Whilst keeping in line with procedural justice, employees may be willing to accept a seemingly unfavourable outcome if the process by which the decision was made is seen to be fair in their opinion (Baldwin 2006). Equally, if the employee believes that they have been treated unfairly/harshly or believe that they have not had an equal opportunity to put forward their rationale before the decision was made, they may take steps to respond to the perceived unfairness in ways that could be damaging to the company/organisation.

Furthermore, conflict resolution is a growing concern for most companies/organizations.

There has been a rise in team-based work which creates frequent opportunities for disputes between colleagues and has further tensed government regulations placed on organizations at a higher risk of litigation for unlawful dismissals and other perceived injustices, that is why it is important that all parties involved are given a voice during conflict resolution procedures (Baldwin, 2006)

In conclusion, in this essay we have explored, both Herzbergs two factor theory and that of Belbins theory, and how they help identify personality traits and factor effecting a ability to work together. There have been some criticism of both theories which appear to lie in the methodology for Herzbergs and the psychometric properties identified in Belbins and that psychometric testing of the traits identified by Belibin resulting in an area that requires further study. From the reading I would sway towards Herzbergs theory having the greater impact and usefulness in regards to Team development and cohesion. Examination into inter personnel conflict led to a closer look in to Tuckermans theory in a study of nurses which identified that during the Storming and Norming phase there was greater hostility to outside forces rather than within. An examination of how organisational justice is accepted showed that there are conditions as to how it is accepted, such as that the employee needs to feel that their views have been heard by, for the police service would be the Professional Standards Department and their views considered in the decision that they make, if the employee felt that their views had not been heard, they may take actions which could cause damage to the organization.

Words: 2336

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:

Introduction	In this log I will be using the Gibbs Reflection model (insert date) to reflect on and how I was able to safeguard the victim with further support from partner agencies. The incident being explored was a domestic incident whereby the victims ex-partner attended her property with a metal car jack, assaulted her and then caused damage to her vehicle before he left. My reflection will show my thought process throughout the incident and how I was able to manage the risk to her and mitigate any future incidents. Further more, I will critical evaluate how the approach of the police and partner agencies in the safeguarding of the victim and future support that could be offered.
Reflection	Our victim called in to report that earlier in the day, her ex partner attended her address, walked into her home and started an argument with her and another male that was in the house, our victim noticed that in her ex partners hand was what looked like a car jack. The argument has over the fact that there was another male in the property. Whilst arguing, the other male left the address in his vehicle, the victim stated that the ex partner pushed her several times on to the sofa, whilst he phoned members of her family in a bid to embarrass her, before walking out of the address. However before leaving the ex partner walked over to her vehicle and let down her tyres and scratched her car. Feelings: Initially I found the incident perplexing as the victim reported the incident 5 hours after it had taken place because she was 'busy', but stated she was

	scared that he may return but didn't want police to attend the address and wanted a phone call instead. The victim relayed the incident to me over the phone and further added that her kids were not in the address at the time and were at her mothers so did not witness the incident, this was a big relief. As the victim continued to talk I deduced that the root of cause of the incident is she is seeking a divorce and she has found a new male, which is causing her ex-partner to be jealous. Furthermore, the most worrying issue for me was that the perpetrator had no previous on niche or PNC, and yet walked into the house and had a metal jack in hand, this escalation was deeply troublesome. Evaluation: I felt I dealt with the matter promptly and ensured the safeguarding of the victim was completed and thoroughly discussed with her. The victim was at one point reluctant to make a statement however, following a hospital appointment decided it was the best cause of action. I gained the confidence of the victim and completed the DASH with the appropriate grading and obtained her consent to share the DASH with 3rd parties to for further support. In the initial call the victim stated that she wanted a phone call from police which I obliged with, however I felt that given that it was a domestic incident and that violence was used, I should have attended to ensure that all was well at the address and to have a visual of the injuries. Analysis: The incident has clearly stemmed from the fact that the victim and the perpetrator are splitting up and that the perpetrator was not happy that she has met someone else. Whilst the perpetrator maintained that he did not have in his possession a metal jack, the CCTV from across the street, caught the moment he had it in the car however this was not pursued by the CPS. Conclusion: I did evaluate the option of arresting the male for affray as he had in his position the metal jack, however the victim stated that he did not brandish the jack or do anything with it so she was not in fear of him using it. The other male present refused to make a statement or be involved in the matter so I was unable to confirm this. The preparator in interview denied assault but admitted to the criminal damage of the vehicle, and was subsequently charged by the CPS for the same. Action Plan: If the incident were to happen again I would insist on attending the address to carry out a further welfare check, to view any injuries and as it is DV related have my body worn video on to capture the initial disclosure. Furthermore, the victim insisted that this unknown male didn't want to be involved however I felt I should have pushed back and asked to see him to see what occurred at the house so there was an independent account taken whether it was a statement or a pocket note book entry.
Managing vulnerable people or people at risk of harm	One of the fundamental responsibilities of the police is protecting the public, however this cannot be achieved by them solely. Police work with other agencies in order to protect vulnerable individuals or those at risk of harm. Section 325 to 327B of the Criminal Justice Act established Multi-Agency Public Protection Arrangement (MAPPA), which were designed to protect the public,

	including victims of crime, from serious harm by sexual or violent and other dangerous offenders (College of Policing, 2020) The lead agencies within MAPPA are the Police, Prison Service & Probation service. Every MAPPA offender falls within different levels of management depending on the risk Level 1: Ordinary Management. These offenders are subject to the usual management arrangements applied by which every agency is supervising them Level 2: Active multi agency management. The risk management plans for these offenders require the active involvement of several agencies via regular MAPP meetings Level 3: Active multi agency management. As level2 but with the involvement of senior officers to authorise the use of special resources, such as police surveillance or specialised accommodation and/or to provide ongoing senior management oversight By using this Multi-Agency Approach, it should ensure that the appropriate authority commits resources to the correct level and it allows different services to be appropriately represented at each MAPPA meeting and ensures that the staff involved have the skills and competency to perform their roles. Further to MAPPA, VISOR (Violent Offender & Sex Offender Register) is another multi agency databased and is a key tool in the management of offender and other persons who pose a risk of harm to the public. The key to effectively managing these individuals is the timeliness of intelligence and information and how it is interpreted. Within the Police, these individuals are managed by MOSOVO unit who ensure that the risk is managed and ensure that all records are up to date.
Repeat Victimisation/ Repeat Offending	Stopping an individual from re-offending is not straightforward. Workers in positions to help them cannot provide around the clock guidance and supervision, however they can be assisted by co-ordinated programmes. Collaboration between different government services is main goal and has been highlighted in the 'Collaborative approaches to preventing offending and re-offending by children (CAPRICORN). The guidance aims to help justice services and health services support working with vulnerable children and young people and helps identify the importance of understanding social care needs and their health, furthermore the guidance identifies risks and the protective factors to support these individuals and talks about how to develop a framework for action by utilising a a whole system approach to target re-offending. (Gov.UK 2019). In a bid to reduce Re-offending in young people, CAPRICORN advised that two levels to target are that of the Family Level, by Police and partners introducing the individuals to peer mentoring programmes in the home, school or community with some of these programmes being delivered by Youth Justice Services. Promoting family based interventions by building on parenting skills and relationships within that family or by helping the individual build on their life skills by having them participate in sports which will have an impact on their health and could lead to job opportunities. Further actions could then be taken at the Community Level, by promoting nurturing environments, use trauma informed services, meet young person's health needs and support young people access to education, training and employment. <i>The best thing that police can do to reduce crime is to target resources based on analysis of the problem and at the same time ensure the fair treatment of all those they have contact with</i> (College of Policing, 2020)

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:  (Learner – electronic signature accepted.)

Date: _16/08/2021 _

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:

The police service receives information and intelligence in different forms. Information could be obtained through a phone call to the police reporting an incident to them. Intelligence is more difficult to define but generally is considered to be information derived from many sources that has been recorded, graded and evaluated. Once intelligence has been graded, the information is then stored within the Police National Computer (PNC), Police National Database or in the local system that that police service uses. If the intelligence has high significance to Organised Crime, then the information is likely to be uploaded to PNC or PND so that other forces can have access to it.

Organised Crime is a massive enterprise and is present all over the United Kingdom and is a major concern for local authorities and Police. Gangs will move in to areas and either remove the current gang through means of violence or look to exploit vulnerable members of the community, such as the elderly or prevalent drugs users, by moving in to their homes in a method called 'cuckooing'. Once the gang has a base of operations they will look further to exploit younger vulnerable members of the community and use them to sell and move drugs for them via the roads through the use of their own vehicles or off road bikes.

As a result of gangs use of the roads to expand their enterprises, Traffic officers have to utilise more modern forms of surveillance and intelligence gathering, such as Automatic Number Plate Reader (ANPR) camera. These camera capture vehicles number plates and store them for authorities to have access to and by utilising different forms of analysis, patterns can be identified, and actions can be taken to minimise gang behaviour. However it has been identified that in recent years there has been a decline in traffic officers, partly due to pay cuts, however it has been acknowledged that Traffic officers have been diverted in local policing incidents to assist causing traffic offences to go unchallenged.

Information can be obtained through a number of different sources these can be either internal, external or Police policy. Internal sources of information for police is information obtained through our own means, such as directly/indirectly obtained information, like a member of the public calling in to the police to report an incident or officers being stopped on the street to be told something. Specialist departments such as neighbourhood policing team or the Public Protection Unit having uncovered further information on one of there incidents and uploading it to the system so that the relevant department can be made aware and

utilise it. The use of the Police National Database (PND) to link vehicles used in criminal activity to link to local criminal within the area and supervisors passing information that has been disclosed to them from high ranking officers.

Information can also be obtained through external sources, which include partner agencies like local authorities and housing associations. These sources can be useful to police as members of the public maybe more likely to accidentally divulge information to them which they maybe more cautious about disclosing to a police officer out of fear of reprisals. A further useful source of information is that of house to house enquiries at a scene, members of the public maybe more comfortable talking to officers in their own homes and away from prying eyes, and furthermore many people have home CCTV and ring doorbells which they are happy to give police, this is a great source of information was CCTV cannot be argued with.

In the UK there are two large databases of information for police use: the Police National Computer (PNC) and the Police National Database (PND). PNC contains information on people, including their previous records and warning markers; Vehicles, including there registered keepers, driver licensees and property. PNC can be accessed via the officers handheld mobile phone or via their radio, depending on the situation. PND enables information to be shared between police forces and contains "POLE" data, which is information about: People (offenders and suspects), Objects (stolen vehicles) Locations (addresses of offenders) and Events (Crime reports). The data is located within five discrete but interconnected sets of records: custody, intelligence, crime, domestic abuse and child abuse (Bryant & Bryant 2020 p. 93-94).

Effective policing is reliant upon the lawful sharing of information within the service itself, with other agencies, with individuals and with the general public. Sharing information between partner agencies has great benefits to the police, it enables links to be made between people, objects, locations and events using data that might not have been available to the other party without being shared. By sharing the information between partners, it allows both police and other agencies to make better informed decisions on how best to protect the public. Sharing information with other agencies is subject to any handling codes applied to the information, police forces can freely share information with one another as long as it is for a policing purpose. Before information can be shared with bodies outside the police service there must be one of the following: Statutory Obligation, a specific legal obligation or requirement to disclose police information to another party. Statutory Power, a specific legal power, but not an obligation, to share police information and Common Law, if there is no statutory obligation or power to share information then a common law policing purpose must be established.

'County Lines' is a major cross-cuttings issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery and missing persons... the response to tackle it involves the police, the NCA, a wide range of government departments, local government and voluntary and community sector organisations Home Office (July 2017).

Gangs from outside areas more in and challenge existing groups or other county lines enterprises for territory resulting in escalations in violence. Gangs will use the local properties, generally belonging to a vulnerable person as a base for their activities. They achieve this either through the use of force or coercion in a method referred to as cuckooing. Once established, gangs will exploit children to deliver drugs from the urban area to the county location, they do this through intimidation, violence, debt bondage and grooming. Adult drug users and vulnerable females are also exploited for their properties or to assist with dealing within the chosen county. Although there is no driving factor, there is a clear link between County Lines and Child Sexual Exploitation.

Disruption of these criminal activities is one of the main issues and a centre of the Peelin Principles. By using the roads, criminals provide opportunities to Police to exercise their road powers to behaviour, ranging from minor offences to international crime. Police know that there is a link between offending on the roads and other of criminality, i.e 79% of disqualified drivers had criminal records, which is four times that of the general public, this includes risky

traffic behaviour and violent crimes. The Police powers enable them to stop, search and seize vehicles on a road, if it may have been used to commit a crime or if it is left in a dangerous position. The most common police power used is Section 163 of the Road Traffic Act 1988; a person driving a mechanically propelled vehicle on a road must stop the vehicle on being required to do so by a constable in uniform or a traffic officer. (College of Policing, 2020).

Within these organisations there is the possibility to develop a CHIS (Covert Human Intelligent Source) these are individuals who have been tasked by the police with cultivating or sustaining a relationship with a third person, and that third person does not know about the police involvement (Bryant & Bryant, 2020 p.524) The information gathered by the CHIS is given to their handler which is passed in its raw state to Force Intelligence Bureau where it is assessed against what is already known, considered in the wider context and then sanitized. The force intelligence bureau falls within the National Intelligence bureau which has been described by the Home Office as 'a validated model of policing...representing best practice in the use of intelligence to fight crime' (Home Office, 2001, p.45 cited in Bryant & Bryant 2020 p 536). The key part of the NIM process is the Tasking and Coordinating Process which is conducted at three levels: Level 1, Local BCU Level in to local crime which can be managed by local resources. Level 2, Force and Regional, inter force and regional criminal activity and Level 3, National in relation to the most serious organised crime. (Bryant & Bryant, 2020 p 536).

Whilst engaging with any person concerned with criminal activity on the road officers should carry out a dynamic risk assessment prior to stopping the vehicle and ensuring that it is safe to be stopped by ensuring that the position is safe and that oncoming traffic have sufficient warning. Additional factors to consider when a vehicle is stopped on suspicion of being involved in terrorism or organised crime is the occupants maybe carrying, Firearms, drugs or vulnerable people – such as those subjected to child sexual exploitation, human trafficking or missing persons (College of Police).

Technology can assist how police tackle criminality on the roads. Automatic Number Plate Recognition (ANPR) technology is widely utilised within the police to help detect, deter and disrupt criminal behaviour at a local, force, regional and national level, including tackling travelling criminals, Organised Crime Groups and terrorists (Humberside Police). They provide lines of enquiry and evidence in the investigation of crime and is used throughout the UK. It works by as a vehicle passes the camera, its registration plate is read and instantly checked against database records to see if it is a vehicle of interest. Using this information Police Officers can stop the vehicle and check it for any evidence and make any necessary arrests. Further more ANPR camera provides tactical option to disrupt, prevent and detect criminal activity and by doing so increases public confidence. There are however shortfalls in ANPR, in that some members of society have raised privacy concerns and dislike the idea of having their personal information stored for months, furthermore there is a concern that storing the information could lead to data leaks, theft and misuse of personal information (The benefits of ANPR systems)

Other technology that can disrupt criminality includes: vehicle tracking, devices can be fitted to vehicles by manufacturers or the public. Some of the devices allow vehicles to be immobilised remotely, as a result many police vehicles and air support have the tracking equipment fitted. Smartwater, which is a clear liquid substance that is only visible under ultraviolet light and is used to mark property as it has a unique code. Most traffic officers now have roadside fingerprinting which will allow them saved time on this matter rather than having to convey to custody to achieve this. The legislation that governs the information that police acquire is that of the Regulation of Investigatory Powers Act 2000 (RIPA), it is the *"law that governs of covert techniques by public authorities. It requires that when public authorities, such as the police or government departments, need to use covert techniques to obtain private information about someone, they do it in a way that is necessary, proportionate and compatible with human rights. The actions referred to in RIPA cover, intercepting communications such as calls or emails, the use of covert human intelligence sources or conducting covert surveillance, either in private premises or vehicles or in public....RIPA can*

be applied to a wide number of investigations in which private information maybe obtained, such as terrorism, crime and public safety (Home Office, 2013)

Once information and intelligence has been acquired, Police and other agencies need to be able to look at the big picture and identify trends in movements. This can be completed through Network Analysis as it shows links between people, groups, vehicles and addresses often through creating association charts. The aim of this form of analysis is to highlight different types of associations and assist in intelligence gaps, disruption opportunities and intervention points (College of Policing, 2020). This form of analysis allows the analyst to provide a comprehensive overview of the roles played by the individuals involved and identify the hierarchy within that network of criminals, including the roles that each member plays and any links to any outside organizations (College of Policing, 2020).

Another form of analysis which can be aided by the use of ANPR camera is that of "Pattern Analysis". This form of analysis can be used to assist in the identification of; emerging and current trends, linking crimes or incidents, hotspots in activity and common characteristics of offenders/offending behaviour (College of Policing, 2020). Pattern analysis allows people to make predictions as to what maybe occurring and is likely to occur in the future if criminality continues without police involvement. Using this form of analysis, analysts can produce timelines and sequences of events to show the chronological order of incidents that have occurred. Factors which effect can include, people, vehicles, groups, addresses, communication data, CCTV and ANPR or another other form of data that is relevant to the investigation/operation.

Over the past decade the number of dedicated traffic officers has been reduced (Policing & Road Safety 2004) as a result the number of motoring offences being detected. While most would criticise the recent cuts in police budgets, it is also common for Roads policing officers to participate in other non-road-related police work, which results in them being unable to police the roads. The disruption of criminality is at the centre of the Governments Serious and Organised Crime Strategy which had been revised in 2018 as a result of the Stark assessment of the scale of the challenge of such crime, and policing of the roads should be considered as part of a 'whole system approach' to safety and security and the aim of which is to protect citizens and their prosperity by leaving no safe space for serious and organised criminals to operate (Serious and Organised Crime Strategy 2018).

Throughout this essay we have explored the impact of how information and intelligence can be used to disrupt the more prevalent forms of criminal activity, such as drug smuggling, human trafficking, child sexual exploitation all of which come under "county lines". In conclusion, with in the Police there are two main databases, the Police National Computer and the Police National Database (PND), both of which are kept update to date to ensure accuracy. In order for Police to share the information there must be either a Statutory Obligation, a specific legal requirement or a requirement to disclose police information to another party, with out one of these then information cannot be shared.

Words: 2461

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	
I would assess myself as a high 7 in regard to knowledge as there are times when other more experienced officers illuminate me to different methods of dealing with a matter:			X		X		Out of Court disposals: S – identifying offences that would be better suited to be dealt with through FPN as opposed to court M – Review current and past incidents whereby a FPN could have been issued. A - the goal is achievable providing that I have the consent of the aggrieved

						R – Will reduce the amount of paperwork i.e case files T – 6 months Sexual Offences - S – Stronger knowledge on offences involving Paedophiles. M – being able to attend a scene concerning children and adult individuals and being able to identify that specific offence. A – Yes, through reading legislation and case studies R – Yes, Paedophile hunting groups are very active in Gwent T – 6 months Case file building – S – Being able to identify which MG forms go into GAP, NGAP and remand files M – Being able to recall the forms with ease without needing to look at any guidance A – Yes, many incidents go to court depending on what they are and so itll be
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							clear when it is achieved R – This goal is important as building case files is part of the job T – 6 months Powers of Entry S – To be able to arrive at a scene of an incident and be able to identify whether we have a power of entry M – Increase the amount of incidents I attend where the subject is in a property and see if I am able to accurately advise if we have a power of entry A – this is achievable as many of the incidents we attend, the offences will provide powers of entry R – Key to the role of being a police officer T – 6 months
SKILLS I would assess myself as a solid 6 in regard to skills as there are times when other more experienced officers	Low 1-4	Med 5-7	High 8-10 X	Low 1-4	Med 5-7 X	High 8-10	S – Taser trained Officer M – Be able to completed the training and be allowed to carry one will on duty

have the relevant skill that I am not qualified to do						A – Yes, officers with my level of experience have already completed the training and have passed R – Ensure the safety of myself and colleagues and calls which turn violent T – 12 months Search Trained Officer S – Search Trained Officer M – Pass the initial papersift and ultimately the exam A – Courses run every now and again and are open to all officers regardless of experience R – Searching for items/people is a large part of policing T – 12 months Method of Entry: S – Be able to facilitate Methods of Entries into properties safety. M – Pass the MOE exam and role play exercise A – Yes, courses run regularly and tutors work closely to ensure
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							that you are competent and capable
							R – MOE is a large part of policing, not only in order to gain access to a subjects property but to assist other emergency services too, such as ambulance
							T – 12 months
EXPERIENCE I would assess myself as a solid 7 in regard to experience as there are times when other more experienced officers have offered advice and there are still many different types of incidents that I have yet to be too	Low 1-4	Med 5-7	High 8-10 X	Low 1-4	Med 5-7 X	High 8-10	Conflict: S – be able to control an out of control subject, utilising the correct amount of reasonable force M – Attend more conflict related incidents and assist in controlling the subject A – Yes, as a police officer there are many incidents where the subject(s) can turn violent and aggressive towards officers R – Yes, plenty of opportunities and must ensure the safety of my colleagues T – 6 months Interviewing S – Being able to control the solicitor and prevent them from undermining me and trying to take control of the interview

							M – Keep track during interviews of what went well and what didn't and reflect on it to identify where I could have improved A – Yes, there are multiple opportunities to conduct interviews and plenty of chances to practice and improve. R – It is in the interest of the Police for me to become better in this area, as if solicitor controls the interview then the correct questions may not be asked T – 8 months
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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