

## **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:** Hywel W. Davies

**Learner's University Registration Number:** 1815592

## **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](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](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

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

## 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:

To effectively critically evaluate theories of team dynamics as a means of developing team cohesion and to what extent group dynamics are shaped by wider organisational cultural norms we must first look at what exactly is meant by the term team dynamics. The term team dynamics has a variety of definitions and it is the umbrella term used to encapsulate a number of behavioural, emotional and psychological forces that influence a team, with consideration to both consciousness and unconsciousness behavioural elements. These 'forces' can have considerable influence on a team's direction, behaviour and subsequent performance. These forces are always present although they can present themselves in a huge variety of ways and effects. A common metaphor used to describe these forces is the comparison with the undercurrents present in the seas, which carry boats in a different direction to the one they originally intended to sail, just as the forces of team dynamics can steer a team in a direction they did not intend to go (Myers, 2013).

As mentioned above there a huge variety of sources that can be the root cause of both desirable and undesirable forces acting upon a team's dynamic. These may present themselves from within the team or from external factors. It is recognised that dynamics can be affected by the nature of the work that the team intends to undertake, the different and variable personalities within the team, external interactions both work and personal and the environment within which the

team operates. Dynamics can be both positive and therefore beneficial or negative and subsequently detrimental to the teams objectives and goals. Positive dynamics are demonstrated by mutual confidence and faith, as well as all members performing effectively to achieve a shared goal. There must also be an element of accountability, something which is fundamental within policing. As such if a team or member of a team is not held accountable or feels there are no repercussions or consequences in not achieving a goal then the team will likely fail to function effectively. Likewise if a team or member of a team believes there is no benefit or reward to achieving a goal then once again the team will again fail to function effectively. This is a fine balance and one which is very often difficult to manage or achieve perfectly. A good understanding of team dynamics and its forces and factors are crucial to developing an effective and thriving team. An understanding of team dynamics can also help identify root causes to problems or frictions within a team.

Therefore there are number of theorems of team dynamics and how forces can be identified, categorised and subsequently managed. One such theorem that is widely used around the world is that of Katharine Myers and her daughter Isabel Briggs Myers, known commonly as the Myers-Briggs Type Indicator (MBTI). Although recognised as a psychological personality questionnaire, it can be used to identify categories of people best suited to working together or facilitate an understanding of how a different person may form their decisions, subsequently allowing a leader to tailor tasks and goals to achieve best results. The theorem was developed during World War II to assist with women entering the industrial workforce to be able to identify jobs that would be “most comfortable and effective” this was achieved by developing an understanding of personality preferences (Myers & Myers, 1980). The theorem has been continually developed since with the third and most recent edition being published in 1998. The MBTI attempts to assign individuals one of four categories; introversion or extroversion, sensing or intuition, thinking or feeling and judging or perceiving (The Myers-Briggs Foundation, 2008). Using the Myers-Brigg Type Indicator within a team can allow members not only to better understand themselves but also be able to build an appreciation and understanding of their colleagues and subsequently allow for better team cohesion facilitated by a mutual respect of one another.

Another important theory of team dynamics was developed by Kurt Lewin, a social psychologist and change management expert. He first studied and offered a definition of team dynamics in 1939. Lewin explained that the term means to “understand the individuals that make up a team, a method of exploring behaviour and the reasons for that behaviour” (University of Notre Dame, 2019). The work done by Lewin is considered central in good management practices. Lewin found that a team with positive dynamics occur when team members are able to trust one another, work collectively and hold one another accountable. Therefore when a team has a positive dynamic its members are more successful and there is less chance of conflict (University of Notre Dame, 2019). Lewin also went on to describe teams with poor dynamics and found that teams with poor dynamics include people whose behaviour is disruptive to the flow of work and thus results in wrong choices, poor decision making or no decision making at all. Lewin concludes that poor dynamics leave a team more vulnerable to conflicts (University of Notre Dame, 2019). Professor Michael Crant who is an expert in proactive business management teaches that an effective manager must be an effective team leader who gets to know employees well enough to pair them successfully (University of Notre Dame, 2019).

Furthermore DeakinCo who are workplace capability and transformation specialists offer their six strategies for managing and improving team dynamics. These six strategies are as follows; conduct a diagnosis and get to know your team, address problems quickly, create a team charter, enhance team culture, build communication and always pay attention (DeakinCo, 2017). Again it can be seen that there is a reoccurring theme of trust, communication and accountability. Another expert on the subject of team dynamics who is of particular interest due to their 30 years' service with law enforcement is that of Rich Emberlin who served with the Dallas Police Department. Emberlin now teaches a ten part series on leadership with particular attention given to the study and understanding of team dynamics. As part of Emberlin's teachings he offers three theories to leaders to assist in developing team cohesion, these are entitled; "make everything a learning opportunity", "don't hijack your team's opportunity to provide solutions" and "great leaders empower teams with a sense of ownership" (Emberlin, 2018).

Therefore it can be seen that there are a number of fundamental elements that are present in all successful teams and relationships, these are generally identified as; open and honest communication, accountability and respect. These elements can be seen to match very closely with the Nine Policing Principles, set out with the Code of Ethics (College of Policing, 2014). The nine policing principles originate from the 'Principles of Public Life' published by the Committee on Standards in Public Life in 1995, as these continue to reflect public expectations. The nine principles are; accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect and selflessness (College of Policing, 2014). Upon the official launch of the Code of Ethics, The College of Policing surveyed 2,043 members of the public and asked how they might deal with some of the ethical dilemmas faced each day by those in policing. 68% of those surveyed stated they wouldn't want to be in the position of a police officer or staff member when making those decisions and 40% of those surveyed felt the challenges facing the police when making decisions were harder than they previously thought (Gov.uk, 2014). The Code of Ethics also includes the Ten Standards of Professional Behaviour, these standards of professional behaviour originate from the Police (Conduct) Regulations 2012 and from the Police Staff Council Joint Circular 54. These ten standards are; honesty and integrity, authority, respect and courtesy, equality and diversity, use of force, orders and instructions, duties and responsibilities, confidentiality, fitness for work, conduct and challenging and reporting improper behaviour (College of Policing, 2014). Any breach of these nine principles or the ten standards could result in disciplinary action being taken against an individual officer or a team. The Independent Office for Police Conduct (IOPC), previously known as the Independent Police Complaints Commission (IPCC) is a non-departmental public body in England and Wales which is responsible for handling of complaints made against police officers or forces within England and Wales. The IOPC has been involved in a number of misconduct hearings and subsequent dismissal of police officers since it was formed. A number of notable and recent examples of this are a Gwent police officer who was dismissed for misconduct after 25 charges of inappropriate behaviour, including swearing and breaking wind in her station (South Wales Argus, 2019). As well as two South Wales Police officers who were found to have committed gross misconduct by performing sexual acts whilst on duty, resulting in one being dismissed and barred from working in policing ever again and the other being given a final written warning (Wales Online, 2020) (Wales Online, 2020). As well as another South Wales Police officer who was dismissed after

engaging in a relationship with another officer and then lying in a police interview about the relationship, a hearing found that his actions had amounted to a lack of integrity and dishonesty (BBC News, 2020).

Consequently it can be seen that any breach of the nine policing principles or the ten standards of professional behaviour may and have resulted in the permanent dismissal without notice of officers. As such it is essential that officers realise the magnitude and seriousness of these standards and principles. Therefore they must conduct themselves in a suitable manner at all times, otherwise they will face serious career ending consequences. Moreover team dynamics must be considered to play a crucial and fundamental factor in whether officers fail to comply with professional standards requirements. If officers are allowed to begin to develop a mind-set that their team does not hold them accountable or even influences them to make poor decisions then this too can result in failing to comply with professional standard requirements. Sadly police are not exempt from peer pressure and bullying although efforts are continually made to counteract this, it would be naïve to think that it does not happen just to the pure fact that the team members are serving police officers. With this in mind officers may be encouraged or even pressurised into making decisions or acting in a way that is not befitting of the role, they may do this consciously or unconsciously, either way it is behaviour that must be challenged and reported. There are channels in place with all forces in the UK to be able to report behaviour anonymously to the professional standards department (PSD), it is an individual officer's duty to do this as part of 'challenging and reporting improper behaviour' as one of the ten standards of professional standards. However an officer must be careful not to be influenced by their teams' dynamics and must not become jaded into accepting a new norm, which might in turn be conflicting with the standards set out in the codes of ethics. Inter-personal conflict can also occur with any team but is especially important when considering the role that a serving police officer undertakes. Again there are tried and tested strategies in place to combat these conflicts and to enhance individual and team performance, but it must start at a personal level with each member ensuring to once again communicate honestly, hold themselves and other accountable and show respect both for themselves, their team members and for the public that they serve.

To conclude there is wealth of knowledge and theories available when critically evaluating team dynamics as a means of developing team cohesion. It is important that team leaders and team members have an understating of their own personal style and working methods to be able to work in a cohesive manner. It is also important that consideration is given to wider organisational and cultural norms and that each individual understands what is expected of them and subsequently conducts themselves in the correct manner. Within a policing context the codes of ethics exist to instruct officers on what is considered the correct professional standards, it is therefore of up most importance that officers regularly reflect on these standards and continually strive to not only hold themselves accountable for their actions but also their teams on their actions too. Inter-personal conflicts can form a root cause of problems within teams and subsequently have a negative effect on the team's success. As such conflicts must be addressed and managed to ensure that moral and the overall goals are not adversely affected. Team dynamics undoubtable have a tremendous and sometimes unseen influence upon a team and its effectiveness. The dynamic of a team can also have a lasting influence on the individual members and result in failing to comply with standard requirements. A perception of what is acceptable can sadly be warped by the dynamics of a team

and a 'pack mentality' can influence actions with the justification that it was what the team would have done or expected of a member, even though it may be in direct conflict with the professional standards required of them. Accordingly individuals, teams and leaders all have a pivotal role to play, in endeavouring to undertake an active role in ensuring that consideration is given to the unique dynamics of a specific team and upholding the standards expected of them. These standards are both that which is required of the organisation but also that which is expected by the fellow team members. Communication, accountability and respect are the crux of team dynamics, even exceptional teams will still require guidance, scrutiny and rectifying and it is each individual member's responsibility to reflect upon these to be able to guarantee success.

Word count: 2283 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:

During the second year of my probationary period as a police constable I was allocated by my sergeant as the Officer in Case (OIC) for an incident whereby a local business was consistently being targeted by a large group of youth acting in an anti-social manner. Being the officer in case for this incident I played a significant role in the matter, communicating with the victim and conducting the subsequent investigation. The victim in this case was the owner of a local business that is situated on a local industrial estate with its own car park which is relatively secluded. The car park was being used as a gathering location for between four and 25 youths in their cars. This led to littering, street drinking, vehicle and noise nuisance, drug paraphernalia, rowdy and inconsiderate behaviour and criminal damage to the building. Needless to say this was having a huge impact on the owner of the business and his staff, as such the matter was reported to the police as anti-social behaviour and criminal damage.

To look at what is considered anti-social behaviour we must first explore the formal definition. This can be found in Section 2(1) of the Anti-social Behaviour, Crime and Policing Act 2014 and it states "Anti-social behaviour means; conduct that has caused, or is likely to cause, harassment, alarm or distress to any person. Conduct capable of causing nuisance or annoyance to a person in relation to that person's occupation of residential premises. Or conduct capable of causing housing-related nuisance or annoyance to any person" (Anti-social Behaviour, Crime and Policing Act, 2014).

Further to this it is regarded that there are a total of three different categories to define anti-social behaviour, dependant on the number of people affected. These are; personal anti-social behaviour: when a person targets a specific individual or group, nuisance anti-social behaviour: when a person causes trouble, annoyance

or suffering to a community, environmental anti-social behaviour: when a person's actions affect the wider environment, such as public spaces or buildings (Metropolitan Police, 2020). These three headings can be further expanded into 13 different types of anti-social behaviour; vehicle abandoned, vehicle nuisance or in appropriate use, rowdy or inconsiderate behaviour, rowdy or nuisance neighbours, littering or drugs paraphernalia, animal problems, trespassing, nuisance calls, street drinking, prostitution-related activity, nuisance noise, begging and misuse of fireworks (Metropolitan Police, 2020) (Home Office, 2004). Six of these sub categories were present in this case.

As the officer in the case my first step to investigate the matter was to attend at the location and to gather any necessary evidence. I spoke with the reporting person who was the manager and owner of the business, he described to me what was happening and how it was affecting him, his employees and subsequently his business. I obtained a written victim statement from this male and a copy of the high definition CCTV at the location which had recorded the anti-social behaviour on a number of dates. The victim stated he just wanted the youths to stop going there as it was intimidating and he was reaching the end of his tether with having to clean his car park every morning. I also took photos of the window that had been damaged by the youths, again this had been captured on CCTV. I took the time to reassure the victim that the police would be taking this matter seriously and he was subsequently supportive of the police prosecuting the males reasonable for the criminal damage. I discussed at length with the victim how the police and the council could support him with dealing with this matter as well as the wide variety of disposal methods available in such circumstances. I explained that I would be submitting an anti-social referral form, which would be seen by a number of supporting agencies outside of the police but also by the local neighbourhood policing team. I further explained that as part of this I would arrange for additional patrols in the area to try to speak with and subsequently educate the parties involved. I also advised the victim to continue to report any further issues to the police and reiterated the appropriate use of the emergency (999) and non-emergency (101) phone numbers.

Although the outcome of the police investigation is of a high importance to the victim, their satisfaction and subsequent public perception of the police, the importance of just "being heard" must be regarded as a very close second when it comes to incidents involving anti-social behaviour. The victim can often feel embarrassed to contact the police for what some might view as an inconvenience or nuisance behaviour. Matters involving anti-social behaviour can also often be wrongly viewed by individual police officers as purely of a nuisance nature, however it is imperative that victims are given as much time and effort as any crime or incident reported to the police.

One such case in which the police failed to recognise the importance of tackling anti-social behaviour and the huge impact it can have on people's lives is that of Fiona Pilkington. Fiona Pilkington killed herself and her 18 year old disabled daughter in October 2007 after being the victim of anti-social behaviour that the police failed to investigate over a span of 10 years, this resulted in four officers facing misconduct action and the force being sued by Pilkington's family (Dolan, 2009) (BBC News, 2011). For many it was a watershed case when looking at anti-social behaviour and the police's involvement in the UK, a number of learning outcomes were found from the subsequent investigation into Fiona Pilkington and her daughter's deaths. One of the findings was the failure to link the number of anti-

social reports together to form a greater picture of the family's vulnerability and the importance for the need of a multi-agency response (Evans, 2011).

Therefore it is crucial the police always keep an impartial and investigative mindsight, not only to secure best evidence and to help in the prosecution of offenders, but to ensure that victims are safeguarded and that positive action is taken to ensure that anti-social is dealt with effectively. As such in the case that I played a significant role in, I ensured that the victim was regularly updated about the investigative process and knew how to report any further incidents, as well as implementing any relevant safeguarding measures. Whilst undertaking my investigations a small number of other incidents were reported by the victim, I ensured that these were all connected as linked occurrences, either by them occurring at the same address or involving the same subjects. The offending youths were identified using the vehicle registration number plates recorded on CCTV and all were spoken to in regards to their behaviour in the presence of parents or guardians. Three of the males involved were issued with £90 Penalty Notices for Disorder (PND) after admitting to causing the criminal damage. All were apologetic about their behaviour and were given suitable words of advice. The victim was again contacted and updated on this outcome, they were highly satisfied that three males had been fined and that the rest offered suitable words of advice. Again it was reiterated that if any further incidents occurred to contact police once again.

In conclusion there are a large amount of different approaches available to the police and other professionals when supporting or managing vulnerable people or people at risk of harm. No one method is better than the rest and each incident should be dealt with appropriately and proportionately, however it is of crucial importance that the cumulative effect is considered and as such the appropriate approach might have to be escalated to match. Repeat victimisation and repeat offending offer a considerable strain on victims, the police and the justice system as a whole as such it is imperative that a robust system is in place to ensure any repetition is identified and the subsequent approach is proportionate to the offence, with consideration given to it being a repetition of previous incidents. It is important that any method of disposal that is implemented is proportionate to the incident, however it is also important in the case of repeat offenders that lower level disposal methods are not continually reused and that there is an escalating approach. This in turn should reiterate to the offender that any repeat offending will not be tolerated and harsher punishments may be used to deal with an offence of the same nature in the future. This approach should therefore demonstrate to the victim that their welfare and concerns are taken seriously. This may only be achieved by recording and sharing information in a suitable and coherent way, links must be made between incidents involving the same victim, offender and location. Thankfully in the age of the computer this is easier than ever but regulations and guidelines must be complied with by the individual to ensure that incidents do not go unseen. The importance of updating the victim should also not be overlooked, even when a desirable outcome is achieved if the victim is not informed of this then how are they to ever know. This in turn will help foster positive relationships between the community and the police, with victims feeling heard and seeing the subsequent actions that the police and other professionals take to tackle anti-social behaviour.

Word count: 1559 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: Hywel W. Davies (Learner – electronic signature accepted.)

Date: 04/08/2020

#### 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:

In 2018 the National Police Chiefs' Council released the national roads policing strategy with a three year plan for 2018 to 2021 entitled "Policing our Roads Together", in which the following four topics were identified as the main priorities for roads policing; patrolling the roads, reducing road casualties, countering terrorism and disrupting criminality (College of Policing, 2018). This strategy was introduced by Chief Constable Anthony Bangham who is the national lead for policing the roads, he states "I will do all I can to ensure that we prioritise, through an intelligence-led approach, the business of road safety compliance; this is what we do and the public expect us to deal with those who break the law to help reduce road risk and increase safety" (National Police Chiefs' Council, 2018). The report goes on to state that "Under the Roads Policing strand of the Police Reform and Transformation Board we will seek to explore a proposal focused on intelligence sharing, joint planning and coordination between agencies and organisations involved in assuring the safety, security and efficiency of the strategic road network" and "We will adopt the PIER (Prevent, Intelligence, Enforce and Reassure) approach as we seek to identify improved and efficient ways of working to successfully deliver reductions in the number of people killed and seriously injured on the roads and a reduction in the ability of criminals to use the roads when committing crime" (National Police Chiefs' Council, 2018).

As such it is immediately clear that to be able to achieve any of the four roads policing priorities identified above there must be a system to communicate and disseminate information and intelligence effectively at a national and international level. The danger of not having a national system in place that enables sharing of information and intelligence between different forces and relevant law enforcement agencies has previously been seen on a number of occasions and the subsequent consequences can be catastrophic. One such case, although not roads related, where the inability of being able to easily and swiftly share and access information and intelligence between different forces had unimaginable consequences is that of the murders of Holly Wells and Jessica Chapman. The caretaker of the local school at which the girls attended, Ian Huntley, was convicted of the murder of the two 10 year old girls in December 2003 (BBC News, 2003). After the trial it was found that

Ian Huntley had applied to the school under false credentials and that there was no background check made of him. It was further found that if information and intelligence had been effectively shared between police forces it would have come to light that Ian Huntley had previously been investigated on six different occasions by Humberside Police over sexual assaults or sexual relationships with underage girls. In addition to this, North East social services had also investigated Ian Huntley on four different occasions for relationships with underage girls, one being only 13 years old and an alleged indecent assault on an 11 year old girl (The Guardian, 2003). Therefore if this information and intelligence had been made available it would have been seen that Ian Huntley should never have been allowed to work at the school in the first place. Such failings, although rare, only show the importance that such information and intelligence holds. It is therefore of crucial importance that this information and intelligence is freely accessible by all law enforcement agencies, when a legitimate policing purpose to access the information or intelligence exists.

A system that is fundamental when policing the roads and aspiring to reach the four policing priorities is ANPR – Automatic Number Plate Recognition. Automatic Number Plate Recognition was invented in 1976 in the UK by the Police Scientific Development Branch (PSDB) now known as Home Office Scientific Development Branch (ANPR International, 2018). The first arrest credited to ANPR detection was in 1981 following identification of a stolen vehicle (ANPR International, 2018). In 1993 ANPR was deployed around the City of London in an attempt to end the Irish Republican Army (IRA) bombings of the financial district (ANPR International, 2018).

Automatic Number Plate Recognition (ANPR) technology is used to help detect, deter and disrupt criminality at a local, force, regional and national level (Home Office, 2018). This includes tackling traveling criminals, Organised Crime Groups (OCGs) and terrorists. ANPR provides lines of enquiry and evidence in the investigation of crime and is used by LEAs (Law Enforcement Agencies) throughout England, Wales, Scotland and Northern Ireland (Home Office, 2018). There are currently 66 different law enforcement agencies listed as approved organisations by the Home Office, these are mostly police forces but also include a number of other agencies such as HMRC, DVLA, Driver and Vehicle Standards Agency (DVSA) and Environment Agency (Home Office, 2018). There exists a National Law Enforcement ANPR capability (NAC) which enables law enforcement agencies to benefit from operational use of ANPR (Home Office, 2018). The NAC comprises of the National ANPR Service (NAS) and the National ANPR Infrastructure (NAI). NAS is a single national system comprising standardised functionality to enable use for operational response, investigation and intelligence purposes as well as a single national store of data (Home Office, 2018). The NAI is a network of ANPR cameras, communication links, firewalls and other related supporting components (Home Office, 2018). ANPR operates under a complex framework of legislation of general application, including the General Data Protection Regulations (GDPR), the DPA, the Surveillance Camera Code and Common Law. The National Law Enforcement ANPR capability (NAC) is subject to the Information Commissioner's Office regulatory provisions and regulatory oversight by the Surveillance Camera Commissioner (SCC) (Home Office, 2018).

As a vehicle passes an ANPR camera, a photograph is taken of the Vehicle Registration Mark (VRM) and using complex algorithms a computer identifies its registration number and instantly checks it against a database records of vehicles

of interest (VOIs). Vehicle of Interest (VOIs) lists are maintained by the relevant law enforcement agency, these lists help form the nation database used by the NAS. The interest in the specific vehicle is the responsibility of that law enforcement agency but it may be to support intelligence development, operations and investigations. There are also a number of third party databases that are accessed as part of the national database such as MIDAS – Motor Insurance Database, which shows whether a vehicle is insured or not. ANPR systems are required to capture 98% of all VRMs that are visible to human eye and accurately read 95% of the captured VRMs (Home Office, 2018). Therefore if 100 vehicles were to pass a camera all with visible VRMs, then 93 of the 100 VRMs would be accurately read and compared against national databases. All ANPR systems must also be capable of reading number plates that form part of the Schengen community, that is to say that cameras in the UK must not only read vehicle registration marks that comply with the British Standard (BS AU 145d) but also vehicle registration marks that comply with countries that are part of the Schengen Information System. The SIS (Schengen Information System) enable the authorities of signatory countries to have access to reports on person and objects for the purpose of border checks and controls and other police and customs checks (Home Office, 2018).

Once an alarm has been triggered by an ANPR system police officers can then intercept and stop a vehicle, check it for evidence and where necessary make an arrest. The officer also has the ability to check the vehicle and occupants against other databases such as those used by their local force as well as those used national and internationally, such as Niche, Police National Computer and the Police National Database. Again these systems form a greatly important link in the intelligence and information sharing chain. A record for all vehicle passing by a camera is stored for a period of year from the time of capture, including those for vehicle that are not known to be of interest at the time of the read that may in appropriate circumstance be accessed for investigative purposes (Home Office, 2018). At present ANPR cameras are used in a multitude of applications, from parking enforcement all the way through to building and gathering intelligence on terrorist suspects. In a regards to a policing context cameras are either mounted statically as part of the NAS (National ANPR Service) and are found in strategic locations on trunk roads and motorways whereas mobile cameras are mounted on all roads policing vehicles, armed response vehicles as well as a small number of patrol vehicles. All these cameras link to the same database and can be accessed by any person of any of the authorised law enforcement agencies nationwide who has a legitimate policing purpose, it does not matter whether it is a static or mobile camera or in that agencies region.

Therefore ANPR is a crucial investigative resource when disrupting criminal activity. It facilitates a number of possible occasions for police officers to disrupt criminality. Firstly it allows easy identification of vehicles that are not legally allowed on the road, whether this be that they are not MOT'd, taxed or insured. Secondly it also allows for intelligence of vehicles of interest to be shared nationwide and accessed in a matter of seconds and displayed to the officer automatically whilst they carry on with their normal duties. A vehicle may be added to a vehicle of interest list for any number of huge a range of different reasons, there may be intelligence to suggest that the vehicle is being driven by an uninsured driver, a driver who does not have a valid licence, or a driver who regularly drives whilst under the influence of drugs or alcohol. It may also relate to non-traffic related offences such as there being intelligence to suggest the vehicle is involved with drug smuggling, human

trafficking, child sexual exploitation, counterfeit goods, organised crime groups or county lines. This information which is available to the officer in an instant allows for the officer to carry out a number of different approaches. Dependant on the markers on vehicles there may be stipulations that it is "sighting only" and the vehicle is not to be stopped. This may be the case when there is a larger scale operation on going and the relevant agency wishes to only build a picture of the vehicles movements or that the occupants possess a significant threat to police. There might be a more specific marker such as "hides drugs or weapon under passenger seat" again this might influence the officer to request armed response or a dog unit to assist in stopping the vehicle. There are also information only markers, these might provide information that the vehicle may be carrying drugs, it may be on cloned plates or that it may have been involved in a suspicious incident. All this information and intelligence being so freely available not only helps protect officers but also to allow pro-active and intelligence led policing operations, it may also influence the officers decision in how they deal with the subject vehicle and raise their awareness of a specific threat or offence. Officers may also use ANPR to be able to map a vehicles movements when investigated crimes, although it does not allow for minute by minute location of the vehicle it does help identify where a vehicle was at a given time and what direction it was travelling in. This may help support or disprove suspect accounts of events or alibies. All searches carried out on the NAS must record the reason for the search ensuring it is for a legitimate law enforcement purpose. As such all searches must be proportionate, justified and withstand scrutiny (Home Office, 2018).

However there are a number of difficulties faced by ANPR systems and software. The first and most obvious is the assumption that all vehicles will display the correct vehicle registration mark, which although required to by law, is becoming an increasing trend, whereby a small number of drivers believe that they can either display their front number plate within their front windscreen or not display one altogether in a belief that it makes their vehicle more aesthetically pleasing. This is a non-endorsable traffic offence but possess a bigger problem of potentially being able to evade ANPR cameras. Most drivers do not do this with the intention of evading ANPR but unfortunately a small percentile do. However they should still be stopped by a pro-active officer as they are committing an offence, although in reality this is not always practicable or an appropriate use of police time. The vehicle registration plate must also be legible which again is obviously required by law but once again a small number of vehicle owners feel they do not need to comply with this for aesthetic reasons. Secondly a more serious criminal who has the intention of evading ANPR may purposely display the incorrect vehicle registration mark or the registration mark of a similar vehicle, this act is known as "cloning". Again this possess a significant risk as it will be read correctly by an ANPR camera and no alarm will sound as the system recognises the vehicle as being completely legal and the vehicle not having any markers on it. This offence often goes missed until the legitimate owner is alerted to their vehicle being involved in traffic offences such as speeding. Thirdly the National ANPR Standards for Policing and Law Enforcement published by the Home Office stipulate that camera locations are not to be disclosed and no map is be published displaying camera locations (Home Office, 2018), this is in an attempt to stop circumvention techniques for example choosing to use a different route to avoid cameras. Although these standards are followed by law enforcement agencies the cameras are easily recognisable to any individual who

knows what they are looking for and as such allows an individual to build a personal map of their local cameras.

In conclusion the ability to easily and quickly share information and intelligence on a national and international stage is a vitally important and powerful tool for the disruption of criminal activity. The use of automatic number plate recognition forms a critical part of this system when analysing the ability to effectively police the nation's roads. Although there are a number of difficulties faced by the technology it is important that these are understood and that small and seemingly unimportant offences, such as not displaying the correct font of number plate, are recognised as a contributing factor to ANPR's effectiveness and as such are dealt with by police officers when appropriate. ANPR and its national infrastructure do however allow for quick and automated identification of vehicles of interest. Vehicles can be added to the lists of interest by officers quickly and are immediately available anywhere in the country, allowing fast deployment of resources to tackle time dependant crimes. It is clear that ANPR alone is not perfect, just like any technology, but by using it in support of other police databases and systems then it can have a massive impact on the effectiveness of disrupting criminal activities on the nation's roads.

Word count: 2528 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 NEEDED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------|------------|------------|--------------|------------|------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KNOWLEDGE | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | <p>To keep up to date with relevant legislative powers and procedures, as well as effectively retaining knowledge.</p> <p>Learn and implement a range of disposal methods for a range of incidents, to be able to effectively and efficiently deal with offenders.</p> <p>I regularly consult with colleagues and online resources to ensure my decisions are well thought out. In addition discussing thought process with colleagues allows for a productive learning environment where knowledge is shared and expanded.</p> |
|           |            |            | 8            |            | 6          |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                   |            |                            |                              |            |                            |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------|------------|----------------------------|------------------------------|------------|----------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SKILLS</b>     | Low<br>1-4 | Med<br>5-7                 | High<br>8-10<br><br><b>8</b> | Low<br>1-4 | Med<br>5-7<br><br><b>5</b> | High<br>8-10 | <p>Gain more practical skills to be able to better assist team, such as taser, method of entry and other applicable courses.</p> <p>Endeavour to maintain a high physical and mental skill set to effectively undertake my role.</p> <p>Broaden my understating of skills and associated powers to be able to implement them as and when required.</p> <p>After review with peers and supervisor I am satisfied that my verbal conflict management skills have progressed and are of a high standard. However I wish to develop other skills and broaden knowledge of when these can and should be used.</p>                       |
| <b>EXPERIENCE</b> | Low<br>1-4 | Med<br>5-7<br><br><b>6</b> | High<br>8-10                 | Low<br>1-4 | Med<br>5-7<br><br><b>5</b> | High<br>8-10 | <p>Although my length of service is still very short compared to others the experiences I have been exposed to have been vast, no two days are ever the same. I however feel there is always more to learn.</p> <p>I feel I am close to the experience level required for my role and have shown this by completing my OCP, I have also found on occasions I have used my experience to assist other colleagues on my team both with longer and shorter lengths of service.</p> <p>Through a continued eagerness for learning I feel that I will reach the required experience level before the end of my probationary period.</p> |

## 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.

## Bibliography

- ANPR International, 2018. *History of ANPR*. [Online]  
Available at: <http://www.anpr-international.com/history-of-anpr/>  
[Accessed August 2020].
- Anti-social Behaviour, Crime and Policing Act, 2014. *Anti-social Behaviour, Crime and Policing Act*, s.l.: s.n.
- BBC News, 2003. *Huntley guilty of Soham murders*. [Online]  
Available at: <http://news.bbc.co.uk/1/hi/uk/3312551.stm>  
[Accessed August 2020].
- BBC News, 2011. *Fiona Pilkington officers face misconduct proceedings*. [Online]  
Available at: <https://www.bbc.co.uk/news/uk-england-leicestershire-13504618>  
[Accessed August 2020].
- BBC News, 2020. *South Wales Police officer sacked for patrol car sex act*. [Online]  
Available at: <https://www.bbc.co.uk/news/uk-wales-51023014>  
[Accessed August 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*, Coventry: College of Policing.
- College of Policing, 2018. *Road Policing*. [Online]  
Available at: <https://www.app.college.police.uk/app-content/road-policing-2/>  
[Accessed August 2020].
- DeakinCo, 2017. *6 strategies for managing and improving team dynamics*. [Online]  
Available at: <https://www.deakinco.com/media-centre/news/6-strategies-for-managing-and-improving-team-dynamics>  
[Accessed August 2020].
- Dolan, A., 2009. *Police thought mother who killed herself and disabled daughter in blazing car was 'over-reacting'*. [Online]  
Available at: <https://www.dailymail.co.uk/news/article-1214393/Police-dismissed-30-pleas-Fiona-Pilkington-killed-disabled-daughter-escape-yobs.html>  
[Accessed August 2020].
- Emberlin, R., 2018. *Lessons in Leadership: How real police leaders empower teams*. [Online]  
Available at: <https://www.police1.com/chiefs-sheriffs/articles/lessons-in-leadership-how-real-police-leaders-empower-teams-kaLHDoRAZiPr80Sc/>  
[Accessed August 2020].
- Evans, S. A., 2011. *IPCC report into the contact between Fiona Pilkington and Leicestershire Constabulary 2004-2007*, s.l.: Independent Police Complaints Commission.
- Gov.uk, 2014. *Code of Ethics launched*. [Online]  
Available at: <https://www.gov.uk/government/news/code-of-ethics-launched>  
[Accessed August 2020].
- Home Office, 2004. *Defining and measuring anti-social behaviour*, London: Open Government Licence.
- Home Office, 2018. *National ANPR Standards for Policing and Law Enforcement*, London: Open Government Licence.
- IOPC, 2020. *South Wales Police officer dismissed after making dishonest statement*. [Online]  
Available at: <https://www.policeconduct.gov.uk/news/south-wales-police-officer-dismissed-after-making-dishonest-statement>  
[Accessed August 2020].
- Metropolitan Police, 2020. *Antisocial Behaviour*. [Online]  
Available at: <https://www.met.police.uk/advice/advice-and-information/asb/asb/antisocial->

behaviour/what-is-antisocial-behaviour/#:~:text=Antisocial%20behaviour%20is%20defined%20as,and%20Social%20Responsibility%20Act%202011%20).  
 [Accessed August 2020].

Myers, I. B. & Myers, P., 1980. *Gifts Differing: Understanding Personality Type*. Mountain View: Davies-Black Publishing.

Myers, S., 2013. *Definition of Team Dynamics*. [Online]  
 Available at: <https://www.teamtechnology.co.uk/team/dynamics/definition/>  
 [Accessed August 2020].

National Police Chiefs' Council, 2018. *Policing our Roads Together*, London: NPCC.

South Wales Argus, 2019. *Gwent Police detective Claire Fitzpatrick fired for breaking wind and repeatedly using four-letter swear words*. [Online]  
 Available at: <https://www.southwalesargus.co.uk/news/17511115.gwent-police-detective-claire-fitzpatrick-fired-for-breaking-wind-and-repeatedly-using-four-letter-swear-words/>  
 [Accessed August 2020].

The Guardian, 2003. *Vetting blunders let Huntley slip through net*. [Online]  
 Available at: <https://www.theguardian.com/uk/2003/dec/17/soham.ukcrime2>  
 [Accessed August 2020].

The Myers-Briggs Foundation, 2008. *MBTI basics*. [Online]  
 Available at: <https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>  
 [Accessed August 2020].

University of Notre Dame, 2019. *Understanding the Importance of Team Dynamics*. [Online]  
 Available at: <https://www.notredameonline.com/resources/leadership-and-management/understanding-the-importance-of-team-dynamics/#:~:text=Team%20dynamics%20are%20those%20psychological,how%20successful%20it%20might%20be.>  
 [Accessed August 2020].

Wales Online, 2020. *Police constable keeps her job and former sergeant barred after sex acts at station*. [Online]  
 Available at: <https://www.walesonline.co.uk/news/wales-news/jemma-dicks-adam-reed-police-18763128>  
 [Accessed August 2020].

Wales Online, 2020. *Police officers found to have committed gross misconduct after station sex acts*. [Online]  
 Available at: <https://www.walesonline.co.uk/news/wales-news/police-hearing-adam-reed-jemma-18757528>  
 [Accessed August 2020].