

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: Nanci Macedo dos Santos

**Learner's University Registration Number:
1301733**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

Contents

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

Task 1

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

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

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

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

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

ANSWER:

Team work is a crucial aspect of the police service. Police officers are faced with daily challenges which require trust and confidence in one another, as well as in their skillset, to be able to function as a team. Officers depend on each other to work together through highly demanding and challenging environments. Working together and having trust in one another means work is more likely to be done more efficiently and correctly. If we are to think of a team as a machine, and every person as bringing skills and qualities into that machine, then the machine functions perfectly. However, if one piece of the machine breaks, the others may have to work twice as hard to cover and replace it, or, it may even make the machine break and come to a stop completely. Trust breaks between the team, morale lowers, and the team mates refuse to co-operate, reducing the overall team performance, and ultimately, inducing stress to peers. The College of Police also stresses the importance of working together. Part of the Competency and Values Framework (CVF), one of the core values is "We are collaborative". (CoP, 2016, p.11) Teamwork is a highly valued skill-set required by police officers to work both with other colleagues as well as with other members of public/business and other official bodies. This essay will therefore look at team cohesion and how teams function as well as why certain teams cannot function. It will look at group dynamics and wider organisational cultural norms. This essay shall also discuss interpersonal conflict and strategies on how to manage it. Finally, it shall look at examples of where profession standards have fallen, and the consequences within

the teams, other officers, and how it affects the public's perception/confidence in the police service.

When talking about teams and teamwork, firstly, there is a need to understand the difference between a "team" and a "group", as well as defining "cohesion". According to the Cambridge Dictionary, a team is "a number of people or animals who do something together as a group", in other words, they work together towards achieving a common goal (Cambridge, 2020a), whereas, a group, is a "a number of people or things that are put together...", but are not necessarily working towards a common goal. (Cambridge, 2020b) In regards to the definition of cohesion, there is a scholarly debate as to what it encompasses, and whether it is a "unidimensional" or "multi-dimensional" subject. Some will take Festinger's definition and argue that cohesiveness is "the total field of forces that acts on members to remain in the group". (Rosh et al, 2012, p.118) Whereas those who take the multi-dimensional approach to cohesion, will argue that this approach is too task-orientated and does not include social aspects required. Rosh, Offermann and Van Diest, have looked at this question and, using the multi-dimensional approach, considered team cohesiveness to include interpersonal attraction, commitment to the task and team pride. (Rosh et al, 2012, p.118).

Rosh touches on a very interesting concept. Teams require a balance of both good task-orientated skillsets as well as a good level of interpersonal relationship. An imbalance of either is likely to cause friction within teams. Without the personal connection between team-mates, the task may be achieved but under duress, or even, teams may find that they have "saboteurs", those unwilling to agree, and because they dislike others on the team, they will not discuss matters. (Goleman et al, 2002, p.55) Alternatively, there is room to argue that teams who are more orientated towards interpersonal relationships, whilst everyone engages well with each other, the group may lack concentration and motivation from being too focused on the social aspects. (Cronin et al, 2011, p.833) Thus, there is a necessity to strike the right balance within teams. One way this can be done, is through the use of Belbin's team roles theory. This theory, created by Meredith Belbin in 1981, discusses the roles necessary for a small group of people to function as a team, taking into account each individual's personality, mental ability, current values and motivation, field constraints, experience, and role learning. (Arizeta et al. 2007, p.99) These nine roles, listed as: Complete-finisher, Implementer, Team Worker, Specialist, Monitor Evaluator, Co-ordinator, Plant, Shaper, and Resource Investigator, each have their own characteristics, personalities, and skills that contribute towards a team/group. The roles aren't isolated; each team member can take on more than one role, and, similarly, multiple people may take on the same role. (Arizeta et al. 2007, p.99). For this to function appropriately, there is a need for strong leadership and management. The leader, supported by organisational goals and priorities, works together with each individual within the team and brings them together as a whole. However, as useful as these may seem, organisational culture also brings about hardship when the organisation attempts to make changes. In 2015, the American RAND Corporation published a book looking at the introduction of women into the marines, with one chapter in particular, discussion the implications on the group's cohesion. (Schaefer et al, 2015) In spite of the primary focus of the report being group cohesion, it is interesting to note the organisational culture having to change and adapt with the introduction of females

into a “male-dominated profession”. (Schaefer et al, 2015, p.17) Attitudes towards females are not a phenomenon exclusive to the USA. In the UK, there are also a number of reports of organisational culture and norms affecting the attitude of individuals, usually masked behind the term “banter”, to the point the organisation as a whole starts taking positive action to combat these attitudes. A recent example of this, as reported by the BBC, is of a black army officer who has left due to the discriminatory attitudes he experienced throughout his career. (Mark, 2020) Other examples include “initiations” such as for female police officers joining CID in the 70’s having their backsides “stamped” with the office stamp. (Garavelli, 2017)

Situations such as these may create interpersonal conflict between team members. Other causes of interpersonal conflict may derive, as briefly mentioned previously, from team members becoming over-friendly with each other and ending up creating subgroups, making others feel excluded. This then has an impact on performance, and ultimately, on the task completion. (Cronin et al, 2011, p.844) However, interpersonal conflict may also arise from someone’s characteristic being different from that which the organisation has established to be the norm, as for example with the army officer and the female police officer. Another example of such is with the case of “direct entry” schemes. These, whilst beneficial for the recruitment of officers of different backgrounds and experiences, directly into specialised or higher ranking positions, they are seen by colleagues as recruiting personnel who lack the experience gained from working their way up from the bottom rank. As a result, officers may experience lack of credibility and respect from colleagues, leading to a lower team cohesion. (Hoggett, 2019, p.150) This is in spite of the fact these direct entry programmes being beneficial towards the police service as a whole, as demonstrated in the College of Policing’s report on the direct entry Superintendent. (Campbell & Colover, 2020)

There are a number of strategies that can be adopted to tackle the issues. One such strategy adopted by, for example, the British Army, to tackle sexual harassment and assault, has been with the introduction of posters, exemplifying wrong behaviours. (Owen, 2015) This strategy, however, merely tackles the behaviour displayed by organisational culture and norms, and does not address individuals. Furthermore, as it can be observed by the title of the news report, some strategies whilst addressing the issue, can also be damaging towards the organisation, thus, these must be taken into account when developing strategies. For strategies to be implemented, strong leadership from line managers and senior management is also required to take effective steps. For the case of “bullying”, line managers can take steps to disrupt the behaviours which amount to bullying in its early stages. Jose Leon-Perez researched the issue, addressing the difference between “interpersonal conflict” and “bullying”, and theorised that bullying in the workplace often started with disagreement over a task and this disagreement has escalated into disagreements in regarding to personal issues and personalities. (Leon-Perez et al, 2015) Leon-Perez concluded that “problem solving and forcing seem the best strategy to prevent task conflict escalating to relationship conflict”. (Leon-Perez et al, 2015)

Another strategy which is currently also being explored to enhance team cohesion is through the use of “serious gaming”. As the name suggests, “serious gaming” is using video games and simulated scenarios with an objective, beyond entertainment, usually to address issues, as in this case, with team cohesiveness. Examples of team-related

serious games include: Gazebo, Tinsel town, eScape, GaMeTT. (Bozanta et al, 2016, p.381)

This concept, whilst being fairly new, Aysun Bozanta has proven that serious gaming does indeed improve team cohesion when the appropriate game is used for the appropriate team. (Bozanta et al, 2016, p.384-385)

Having explored various aspects and issues relating to team cohesion and group dynamics, the question which is now posed is, how does this translate to policing and team work as discussed within the College of Policing's CVF, and the impact when professional standards fall. Thus, the next part of the essay shall discuss two different cases within the police service, where professional standards have fallen with individuals, at times influenced by organisational culture and norms, and the related consequences.

The first example relates to a sergeant who shared an inappropriate image on a WhatsApp group. (IOPC, 2020) As a result of the image being shared on the group, an investigation is now being carried out by the Independent Office for Police Conduct (IOPC). This investigation is both looking into the sergeant's behaviour in the messaging group, as it was deemed racial discrimination, as well as other members of the group, for their response to the image, and the failure to report the matter. (IOPC, 2020)

This type of behaviour, as highlighted by the IOPC is not only deemed as acting in a manner which breaches Professional Standards behaviour, but also brings distrust from other officers, and members of the public. For this case in particular, the image seemingly distributed in the WhatsApp group has originated following the death of George Floyd on 30th May 2020. The use of WhatsApp groups is a sensitive issue. Not only does the officer who shares offensive and inappropriate material breach professional standards, but also those others who do not report it, or even agree with it. However, one must also take into consideration the fact that perhaps those colleagues that did not agree with the actions of the sergeant may have been scared of retaliation from others. In addition, the fact that the officer sharing the inappropriate image being the rank of a sergeant, may have added to the fact this behaviour was not challenged at first instance. Either way, the matter of the fact is that the sergeant's behaviour was deemed inappropriate and may even constitute as misconduct in a public office. He failed to comply with professional standards and to follow the code of ethics, which states that "I will act with fairness and impartiality. I will not discriminate unlawfully or unfairly." (CoP, 2014, p.7) Also the fact there are a number of officers from the group who failed to challenge the behaviour, this is also a breach of the code of ethics which states "I will report, challenge or take action against the conduct of colleagues which has fallen below the standards of professional behaviour." (CoP 2014, p.15) This has resulted in the officers being investigated by the IOPC as well as the original person who shared the post.

As a consequence, one must also acknowledge the rupture an incident, such as this one, may have brought upon the team and the team's cohesion. Furthermore, due to the sensitivity of the recent issue, relating to "Black Lives Matter", this incident in particular may leave a long-lasting impression towards the public's perception of the police.

The second example relates to an officer at a station whose behaviour was deemed to amount to gross misconduct. As part of the investigation, it was revealed that the officer broke wind outside the sergeant's office. Her conduct towards other officers also amounted to sexual harassment. The officer also used on a number of occasions crude and foul language towards other officers, however, has defended her use of language as being "banter". (BBC, 2019)

Returning to an argument made earlier in this essay, it is a fine line between "banter" and bullying. But even so, "banter" may end up being very harmful towards others and may make them feel excluded and as though they are not part of the team. Their performance becomes affected, and, ultimately, it may make them leave the job. Other consequences from this type of behaviour is, as observed by the officer in this case, their behaviour may be considered 'gross misconduct' and they may be fired, at the very least. When an allegation is made for a complaint against the police, an investigation ensues. The case is dealt with either as a local resolution, by managers, or a full investigation may take place. Where there is a full investigation, the officer may be suspended or put on restricted duties. Further to this, as a result of the investigation, a hearing may ensue for officers to respond to the allegation, which can be as much as criminal proceedings or as little as misconduct. (Home office, 2014) Police officers are also regulated by The Police Regulations Act 2003, which work similarly to a contract, stating the conditions of employment.

In conclusion, team work is essential in the police. Officers must work in teams and groups. To do so, officers must trust each other's capabilities. Also, in order for a team to perform its best, there must be team cohesion. As discussed throughout the essay, teams and groups differ in that teams are a small group of people brought together working towards a common whereas a group is just a number of people put together. Team cohesion is seen as either unidimensional or multidimensional. This essay has looked in depth into the multidimensional aspect of team cohesion, where it takes into account both the social/interpersonal, or affective, side as well as the performance and role adaptability. This essay has also looked at Belbin's role models and discussed various ways in which it cannot work, especially when there are external pressures, such as organisational cultures and norms. Successful teams and cohesion can be achieved, however, it is a very fine balance. Team members have to have not only the skills to complete the job but also the social and interpersonal balance for the team to perform at its best. When this does not happen, fights and disagreements occur, the teams end up with a person underperforming, even possibly losing their team mate, due to job unhappiness. Also when influenced by organisational culture, team ruptures may occur when a team/individual fails to perform as expected and, thus, does not keep up the standards expected as police officers, which leads to investigations into the conduct, and ultimately, the dismissal of those involved.

[2540]

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:

As part of the role of a constable, police officers often find themselves dealing with repeat victims and offenders, especially with children and young people. In England and Wales, for the financial year of 2018-2019, 21,700 children received a caution or sentenced. (YJB, 2020, p.2) Children also observed a higher reoffending rate (38.4%) when compared to young adults (29.0%) and adults (28.5%). (YJB, 2020, p.73) This worrying statistic means that, on average, each child has reoffended 4.05 times in that year. (YJB, 2020, p.62) This essay therefore aims to discuss a policing incident involving repeat offenders of a vulnerable background, with a focus on young offenders. It shall analyse how the incident occurred, what could have been done better and what strategies and options could have been considered. Due to word limitation, it will mainly explore repeat offending and vulnerability, however, the essay will also discuss repeat victimisation in brief.

During the course of a mobile patrol, the attention of officers was brought to a group of 3 young males who were gathering in the corner of a building smoking. As soon as officers approached, the young male holding a cigarette put it away immediately, however, there was still a strong smell of cannabis originating from the cigarette. One of the children stated straight away they had been caught smoking a “dubbie” they had found on the floor, and admitted to having a further “joint” on their person. The youngest male has subsequently produced a rolled up cigarette and lighter. Officers searched all males under Section 23 of the Misuse of Drugs Act and on the youngest, a cannabis grinder was found. All three items were seized as part of the search, and later disposed of. The two males who were present but nothing was found on their person had their details obtained and were directed home as they were in breach of covid-19 legislation. The youngest, who was found in possession of the items, was

taken home and the parents, who had been visited for the second time that week, were informed of what had occurred.

The incident itself would not have caused much alarm should it have occurred and the children were unknown to the police however, after checks were made for the children, there was intelligence suggesting that they had been involved a number of times with the police, of which, one of the times was for the serious offence of robbery. The boys, who were between the ages of 12-14, also had intelligence linking them to knife crime and that they carried weapons on them. There was also an apparent attitude of “I don’t care” linked with the youngest boy, the same one the cannabis-related products were found. Two of the three boys were also found the next day in breach of the covid-19 lockdown rules and were immediately escorted home. The fact they are all young repeat offenders further aggravated the issue as they are vulnerable young people and the knife crime and drugs intelligence puts them at a higher risk of being involved in the so-called “county lines” drugs trafficking and becoming victims of other serious criminality, such as Child Sexual Exploitation (CSE). (Home office, 2018, p.5)

This is quite an interesting duality on how repeat offenders can become repeat victims themselves. A similar parallel is also drawn with missing persons who are linked to also county lines activity; those involved in modern slavery’s drug trafficking and cannabis factories; and those who are forced and groomed into being drugs “runners”, as part of the county lines model. With all those examples above, the common factors are that they are both victims and offenders. At the lowest level, they are offenders – drug runners are actively taking part in the distribution of drugs, however, this is because they are being coerced, or, groomed into doing it, thus they are also victims and more than likely will re-offend as they do not see themselves as victims. (NCA, unknown)

As addressed in the introduction, this essay will focus mainly on repeat offending. It shall briefly discuss repeat victims as this is also a critical subject, resulting in serious consequences when not addressed adequately as with the seemingly less serious case of Anti-social Behaviour repeat victim, Fiona Pilkington that resulted in a murder-suicide. These require just as much attention as repeat offenders, if not more, due to the secondary harm which is also experienced by the victim. One way of dealing with repeat victims can be through the use of Problem-Orientated Policing, and analysing repeat victimization, as suggested by Deborah Weisel (Weisel, 2005).

However, returning to the topic at hand, youth offending in England and Wales as a whole is lowering, as per the latest Youth Justice Board report, for the financial year of 2018-2019. However, it is worrying that reoffending itself is on the rise, compared to data from the past ten years. (YJB, 2020, p.62) The apparent disregard from young persons to commit further offending can have a severe impact on career prospects, as well as, on the welfare and stability of any children they themselves may have. This can cause any possible child the original young offender has to immediately be exposed to one Adverse Childhood Experiences (ACEs) – incarceration of a parent. Children who have been exposed to ACEs are more likely to have negative impact on their lives, such as health conditions, risky behaviours, and socioeconomic issues. (CDC, 2019) Interestingly, according to Kowalski, there seems to be a lack of research done between those who have been exposed to ACEs and their reoffending rates (Kowalski, 2019, p.355). It is also interesting to note that there is a lack of taking into

account possible trauma suffered by the child when determining the appropriate “correctional programming”, as the child may not engage with such, due to the pre-existing trauma. (Kowalski, 2019, p.355)

Having addressed various underlying issues with repeat offending in children and young people, including the consequences, it is worth discussing some of the available schemes currently being used and any new emerging schemes. The College of Policing offers officers toolkits and strategies for dealing with reoffending children and young person. It is worth noting some of the more promising methods include: Mediation, Moral Reconation Therapy, Outdoor Challenges, Restorative Justice, and Therapeutic Communities. (CoP, 2020b)

Other strategies, local to each authority include:

- The Welsh government “Youth Justice Blueprint for Wales”
- The Scottish government “Prevent Offending: Getting it right for children and young people”.
- The Youth Justice Board “Children and Young People First”

As well as working with the local Youth Offending Service and Team (YOS and YOT), which is a multi-agency service who deal with children and young offenders.

Looking back at the incident, the main cause for that disposal method was due to operational necessities. Response officers were the ones who came across the young males, whilst carrying out patrols, and thus, did not have the full time to spend with the youths to explain the consequences of their actions. Officers also did not have the time to speak with the family and have an in-depth conversation regarding the children and their offending, the consequences that may have on their life prospects as well as the gravity of some of the offences. A Public Protection Notice was submitted regarding the incident, and so the Public Protection Unit was made aware. Intelligence was submitted as well, however, ideally, the problem would be better to be solved in its root, for the children to stop their re-offending. When spoke to, the parents of the youngest stated that they were already receiving support from social services, however, they seem to benefit from a further input, and thus, a chat with the Public Protection Unit, to raise the issue with them may also have been appropriate.

The case may have also benefitted from a multi-agency meeting between schools, health professionals, and social services, to understand what the core issue is and prevent any further reoffending.

Repeat offending and repeat victimisation are two very complex issues. There are many strategies still being trialled and implemented. This essay has discussed mainly repeat offending and vulnerabilities associated with youth-related reoffending. It has further discussed how those offenders are perhaps victims of more serious crimes, and how ACEs may impact and contribute towards the cycle of offending. This essay has also discussed the various strategies in place to deal with youth reoffending.

In terms of the incident itself, whilst it was dealt with appropriately and there were no issues, all the procedures were followed appropriately, the fact all three males reoffended after being charged with such serious offence, is worrying. Looking back at the incident, more was needed to be done. One of the males was engaging with

officers who was speaking with him, however, more was needed to be done, such as multi-agency meetings and much more engagement time with authorities. [1482]

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: Nanci Macedo dos Santos (Learner – electronic signature accepted.)

Date: 23/08/2020

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:

The first Peelian principle states *"The basic mission for which the police exist is to prevent crime and disorder"* (Police Federation, 2018, p. 16), and, as such, the disruption of criminal activity is essential to achieve this. In current times, some of the most prevalent criminal activities include human trafficking, county lines drugs activity, and Organised Crime Groups (OCG's). One of the common factors with all these types of criminal activities is the movement within and outside the country. These types of crime can occur within a police force's own boundaries, however, more often than not, they are committed across borders, as with, for example, county lines, who commonly use the roads to travel between the main city and its targeted area of operation. One way to disrupt these types of crime is through the effective policing of roads. To do so, police use Automatic Number Plate Recognition software (ANPR), combined with the knowledge of intelligence relating to vehicles and any occupiers. This essay aims to discuss what intelligence and information is, the National Intelligence Model (NIM), and how it can aid investigations. It shall look at intelligence-led policing and how it is used in reactive and proactive investigations. The essay will also look at roads policing and ANPR critically analysing how well it works and suggesting how it could be further improved. Finally, the essay will discuss a case study relating to drugs trafficking during the recent coronavirus pandemic and how ANPR aided investigations.

To be able to discuss and critically evaluate how intelligence is used to disrupt prevalent criminality, firstly, there is a need to understand what intelligence is and how it is sourced. The college of policing explains that intelligence is information which is gathered and, subsequently, processed, through analytical processes, in order to form a wider picture, and then disseminated to others. (CoP, 2015) This is the "intelligence cycle", a process used by police as well as other agencies to transform different pieces of information into useful intelligence. In the collection stage, information is collected through three main processes: routine collection, tasked information, and volunteered information.

The first, consists of information which is generated through every day policing activities such as incidents, patrols, arrests, and stop and searches. Information is

stored in local and national systems, and may be analysed for the purposes of, for example, informing targeted patrol strategies or informing successful crime reduction strategies, as part of Comp Stat. (CoP, 2019) This concept is part of what is called “Intelligence-led policing”. Intelligence-led policing aims at creating proactive responses to issues through the use of analysis of intelligence, and other information sources. It does so by prioritising crime and disorder hotspots, repeat victims and crime series, prolific offenders and Organised Crime Groups (OCGs). (Rattcliffe, 2003, p.2)

The second process, perhaps more pertinent to the question this essay is addressing, is tasked information. According to the college of policing, tasked information is information which is collected, directly linked with someone, whether a victim or suspect, and is identified as necessary as part of an investigation or operation. (CoP, 2015) This is information generated every day and stored in databases, such as automatic number plate recognition (ANPR) which are located throughout the country and record all vehicles with number plates, passing the system, storing the time, date, and location in a nationally accessible database, also known as National ANPR Service (NAS) database. (Home Office, 2019, p.14) Accessing this type of intelligence is useful to determine how and where victims/criminals’ movements in order to build the case file. However, this process is perhaps one of the most problematic sources for intelligence as one can very easily infringe article 7 of European Human Rights Convention, right to a private life. One must also bear in mind the guidelines as dictated by Regulation of Investigatory Powers Act (RIPA) 2000 when accessing this type of intelligence, especially when dealing with proactive investigations, such as investigating a possible drug “line”.

Lastly, the third type of information gathering process is that which members of the public or organisations volunteer through interaction with police officers. Any persons may come into contact with police and disclose this type of information that, whilst it may not be pertinent to the investigation at hand, may come in use, after being processed by the relevant officers, as a way to build a bigger picture. (CoP, 2019) Having looked at how intelligence is created and how the police service collates these, it is necessary to address how this type of information is used in the wider picture and how it is stored. Thus, following the Ian Huntley murder’s in 2003, the Bichard enquiry was carried out, and as a result the Police National Database was created. It stores local information for each police force and collates it in a central system, accessible by all forces. (CoP, 2020a) This is greatly beneficial when, combined with the National Intelligence Model (NIM), investigations are conducted with the aim to disrupt force-level and inter-force criminality as well as at a national level. The NIM is a business model created with the intention of *“improved community safety, reduced crime and the control of criminality and disorder leading to greater public reassurance and confidence...”* (CoP, unknown, p.6).

As such, intelligence is in essence processed information, originating from three main sources, one of which, is where ANPR data is produced, which will now be looked at in more detail.

ANPR is a widely spread camera system, capable of identifying vehicle’s registration marks (VRM’s) through the use of a wide range of camera technology. First introduced in the 1980’s, ANPR systems have greatly expanded since then and are now used

throughout the world. In the UK, the public appear to be more favourable to the use of ANPR rather than speed cameras, for their ability to help deter more serious crime. Although, a study conducted in 2006 regarding the public's perception of ANPR in comparison to speed cameras as ways to enforce the law, demonstrated that whilst the public were more favourable towards the use of ANPR as a law-enforcement tool, it was also outlined that they did not fully understand the extent of ANPR technology. (Haines & Wells, 270, p.2011) Indeed, ANPR technology comes in various forms and not all are used for policing purposes. Private companies can also acquire ANPR technology and use it to enforce their own rules, such as the car park company "NCP" who use ANPR as a "ticketless" car park. (NCP, 2018) Other uses of ANPR include electronic tolls, as for example in Portugal (Ascendi, 2020), the recently introduced average speed cameras (also known as SPECS) (RAC, 2020), and the use of ANPR to monitor traffic flow, as with Highways England. (Highways England, unknown)

In a policing context, however, ANPR is used in three main forms: static camera units, mobile units, and portable systems. It links the Police National Computer (PNC) and information from the DVLA about vehicles. When ANPR is used in portable systems, it provides officers with real-time information about vehicles, including MOT and insurance expiry dates, where they are registered to, and ownership, as well as any information markers which may be placed on the vehicles. (Home office, 2019, p.24) These markers, called "ACT marker", work as a form of intelligence, indicating that the vehicle is of interest. The ACT marker, may include information from the Schengen Information System (SIS II), such as a request for a discreet check to be conducted on a vehicle (EU Council decision 2007/533/JHA: (12)(13)) for vehicles which may be likely to, or may have been involved in serious criminal offences, such as drugs trafficking. (EU Council decision 2002/584/JHA, article 2)

All ANPR data also cross-references a list of Vehicles of Interest (VOI), also commonly termed as a "hot list". This list provides an alert to whichever police force placed the alert on the system and informs the police force, in real-time, of the vehicle passing that specific ANPR unit, whether this is a mobile, static, or portable unit, allowing for action to be taken. (Home office, 2019, p.24) This type of alert is useful for vehicles which may have been involved in a serious criminal offence, such as a kidnap, and need to be stopped as soon as possible. Alternatively, this alert may also be used to stop and recover a car which is believed to be stolen.

For static and mobile units, information is directly fed into a database, named National ANPR System (NAS). ¹ This database stores all ANPR "hits" and images of the vehicles. The database can be accessed by persons given the appropriate access and vetting for it, and data can be admissible in court, as long as it follows the directions given, as per the *National ANPR Standards for Policing and Law Enforcement* (NASPLE). For ANPR to be accessed, users must take into account RIPA, NASPLE, its proportionality (JPLANE), and common issues with the use of ANPR. (Home office, 2019, p.19)

As much as it is a useful tool for reactive and proactive investigations, as will be exemplified later in the case study, ANPR systems are not a perfect tool. Common issues with ANPR include cloned plates, lack of information regarding hire vehicles,

¹ For the case of portable units, information must be downloaded into the NAS as soon as practicable.

and perhaps most crucially, and one to always bear in mind – whilst ANPR can give an indication of further lines of enquiry, it does not place an individual in the vehicle, thus other evidential lines must be pursued in conjunction with ANPR, such as cell-site analysis, and any visual evidence. (Kirby & Turner, 2007, p.38) Nonetheless, ANPR is a great tool, not only for responding to emergency calls, and using ANPR as a reactive tool, but also when conducting investigations into a crime, due to its admissibility in court, as well as, an intelligence tool for disrupting serious criminal activities. This later aspect will now be discussed, as part of a case study, focusing on drug dealing and OCG activity during the recent lockdown as a response to the outbreak of covid-19.

As discussed previously, ANPR can play an important role when policing crime and disrupting Organised Crime Groups (OCG's), who cross borders. According to the *Europol 2019 EU Drug Markets Report*, the main routes of drugs into Europe (and consequently the UK) are mainly from outside Europe, mainly, through the use of shipping containers, for the case of cocaine, and using terrestrial transportation, for heroin. (Europol, 2019, p.61) However, once the drugs have entered the UK, they are distributed throughout the country. One of the main drug trafficking methods used in the UK is commonly known as "County Lines". According to the NCA,

"the county lines offending model involves gangs and organised criminal networks moving drugs into one of more supply areas within the UK and using dedicated mobile phone lines, known as deal lines, to take orders". (NCA, 2019a, p.1)

Young people are recruited into a gang, with promises of financial and material payments. In exchange, the children are exploited, in a variety of ways, including through Child Sexual Exploitation (CSE), grooming, and modern slavery. They are made to run the drugs throughout the UK, most commonly using railways (40% of trafficking in 2018), followed by private vehicles (25%), and hire cars (16%). (NCA, 2019a, p.6) Thus roads policing can become crucial when tackling drugs trafficking. During the recent 2020 lockdown period, as a measure imposed by the government to tackle the spread of the COVID-19 virus, movement was restricted to only essential travel, namely to and from workplaces, or to seek medical assistance, or to flee domestic violence. (BBC, 2020a) This brought along a new challenge to police officers patrolling the streets, as there was a new "normal". Along with those new rules, there was also a necessity to stay local. It is interesting to observe the impact that the rules took both with drug supply and drug use. Drug dealers ran many more risks with dealing during lockdown, as police were stopping vehicles from outside local area, as they should not be traveling such distances. In order to do so, roads policing cars used their portable ANPR systems to run real-time checks on vehicles and discover that they were not from the area, by accessing either local intelligence systems, and/or PNC. On a number of occasions, when attempting to stop the vehicles to speak to the driver, the vehicles would fail to stop, triggering a pursuit, or alternatively, allowing for vehicle to be checked and searched, resulting in arrests being made for drug trafficking.

As a result, the recent pandemic has brought about how crucial roads policing can be when disrupting the flow of drugs by stopping vehicles on the street. A mere search

on Google shows various examples of this effectiveness, such as an example from Sussex police. (BBC, 2020b)

Whilst a useful reactive tool for officers on the road, ANPR can also be very useful when used in a proactive manner. For example, North Wales Police, have recently created a unit who will specifically target county lines and drugs trafficking, through the use of ANPR. (North Wales Police, 2020) This is done with the assistance of intelligence analysts, who look into data provided by NAS and can create various analytical products, and evidence/create further lines of enquiries for persons involved in serious crimes, as well as detect any vehicles which may be connected to the crimes in question. (Kirby & Turner, 2007, p.38-40)

ANPR data is a relatively new process to help roads policing, however, when used correctly, it can be highly beneficial, especially in court and to help build an intelligence picture. ANPR works in two main ways: proactively and reactively. For police officers to use ANPR reactively, portable ANPR cameras cross-reference cars with both police intelligence and DVLA systems to establish if the car has any “ACT” markers, or to establish if the car is legal to be on the road. All ANPR cameras also cross-reference with a “hot list”, and the system will send a real-time message to the local unit for any cars from this list, which pass any ANPR cameras. ANPR data is stored nationally in a database and can be accessed by specific users as part of investigations, bearing in mind RIPA and data protection legislation. Furthermore, this essay has also taken a closer look at intelligence and how it is formed and used, as well as organised crime groups (OCGs) and County lines. ANPR data, and roads policing in general, has proven highly success also during the covid-19 lockdown, in order to tackle and disrupt drugs trafficking throughout the country, due to targeted patrols, as government guidelines stated that everyone must stay local and not travel. This has been further examined in the case study and the county-lines model has been examined and analysed on how roads policing contributes hugely and successfully into disrupting it. [2490]

Task 5

Personal Study programme / Individual Learning Plan

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

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

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

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

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Attending court giving evidence			8		5		Do some reading around the subject. Ask others who have already attended court. Attend a court session and see what the process is.
2. Roads policing			9		6		Improve my traffic laws by doing more reading around the topic. Go on my traffic attachment.
3. Crime scenes: thinking about packaging items and requesting CSI to attend, as			8		5		Brush up on the topic and try and attend more incidents where this is likely, such as burglaries.

well as processes associated.							
4. Major incidents			8		6		Do more research and reading around the topic either on the college of policing, NCALTs, or with the Blackstone's handbook.
5. General knowledge of policing			8		6		Take one day per month dedicated to enhancing knowledge into ACEs, knife crime, mental health and wellbeing, either by reading up on things on national police library or look at seminars.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Dealing with mental health cases/suicidal persons			8		6		Learn more about mental health crisis issues. Look at college of policing Crisis Intervention Training.
2. Managing my workload			9		6		Improve my time managing skills. Speak more with line manager if I'm struggling with cases/workload. Try to procrastinate less and relax more. Try doing the work by doing small tasks at a time.
3. Improving communication skills			9		7		Do some research and reading about this. Try looking at books on verbal communication and different techniques of speaking to persons.

4. Issuing tickets/ other disposal methods			8		7		Try to look for more opportunities to issue tickets. Do some refreshers on ticketing and other disposal methods. More practice on issuing them.
5. Stopping vehicles			8		5		Go out with a more experienced officer initially and do some more traffic stops. Complete the roads policing attachment. Complete the emergency response course training.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Dealing with more suburban crimes (neighbour disputes; dwelling burglaries)			8		5		(This applies to all the points) Go out of patch to attend more suburban crimes. Do some shifts in other areas of the city. Complete CID
2. Dealing with missing persons			8		5		attachment and HUB
3. Dealing with rapes			8		5		attachments. Try and read up on material and how to deal with those incidents, to refresh myself. Pair up with an experienced officer.
4. Dealing with cybercrimes			8		5		
5. Issuing cannabis warnings			8		5		

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.

Aritzeta, A., et al. (2007) "Belbin's Team Role Model: Development, Validity and Applications for Team Building", in *Journal of Management Studies*, Vol. 44 (1), pp. 96 – 118

Ascendi (2020) *Electronic Tolls*, Ascendi, online edition. Accessed on 12/08/2020, via: <https://www.ascendi.pt/en/portagens-electronicas/>

BBC (2019) *Gwent Police detective fired for breaking wind and swearing*, BBC News, online edition. Accessed on 22/08/2020, via <https://www.bbc.co.uk/news/uk-wales-47626419>

BBC (2020a) *Coronavirus: Strict new curbs on life in UK announced by PM*, BBC News, online edition. Accessed on 12/08/2020, via: <https://www.bbc.co.uk/news/uk-52012432>

BBC (2020b) *Coronavirus: Drug dealers 'stand out' during lockdown*, BBC News, online edition. Accessed on 12/08/2020, via: <https://www.bbc.co.uk/news/uk-england-sussex-52344249>

Bozanta, A., et al. (2016) "Effects of serious games on perceived team cohesiveness in a multiuser virtual environment" in *Computers in Human Behaviour journal*, Vol. 59 pp. 380 – 388

Cambridge Dictionary (2020a) *Cambridge Dictionary*, Cambridge University Press, online access. Accessed on 20/08/2020 via <https://dictionary.cambridge.org/dictionary/english/team>

Cambridge Dictionary (2020b) *Cambridge Dictionary*, Cambridge University Press, online access. Accessed on 20/08/2020 via <https://dictionary.cambridge.org/dictionary/english/group>

Campbell, I., & Colover S. (2020) *Direct Entry Superintendent programme: Five-year evaluation report 2014 – 2019*, College of Policing

CDC (Centre for Disease Control and Prevention) (2019) *Vital Signs*. Accessed on 20/08/2020. Source: <https://www.cdc.gov/vitalsigns/aces/index.html>

Cronin, M.A., et al. (2011) "Subgroups within a team: The role of cognitive and affective integration" in *Journal of Organizational Behavior*, Vol. 32, No. 6 pp. 831 – 849

CoP (College of Policing) (2014) *Code of Ethics*, College of Policing

CoP (College of Policing) (2015) *Intelligence management: Intelligence collection, development and dissemination*, College of Policing: Authorised Professional Practice. Accessed on 12/08/2020, via: <https://www.app.college.police.uk/app-content/intelligence-management/intelligence-cycle/>

CoP (College of Policing) (2016) *Competency and Values Framework for Policing: Overview of framework*, College of Policing

CoP (College of Policing) (2019) *Intelligence management: Collection and recording*, College of Policing: Authorised Professional Practice. Accessed on 12/08/2020, via: <https://www.app.college.police.uk/app-content/information-management/management-of-police-information/collection-and-recording/#routine-collection>

CoP (College of Policing) (2020a) *PND - Police National Database*, College of Policing. Accessed on 12/08/2020, via: <https://www.college.police.uk/What-we-do/Learning/Professional-Training/Information-communication-technology/Pages/PND-Police-National-Database.aspx>

CoP (College of Policing) (2020b) *What Works: Crime Reduction Toolkit*, College of Policing. Accessed on [20/08/2020]. Source: <https://whatworks.college.police.uk/toolkit/Pages/BubbleMode.aspx#filter=1#pop=Child&Young+Person#stage=Reoffending>

CoP (College of Policing) (unknown) *Code of Practice: National Intelligence Model*, National Centre for Policing Excellence; Home Office; Centrex. Accessed online on 12/08/2020, via: <http://library.college.police.uk/docs/npia/NIM-Code-of-Practice.pdf>

Europol (2019) *EU Drug Markets Report*, Europol; European Monitoring Centre for Drugs and Drug Addiction

Garavelli, D. (2017) "Ex-policewoman: 'They would lift up your skirt and use the office stamp on your buttocks'" in *The Herald*, online edition. Accessed on 22/08/2020, via <https://www.heraldscotland.com/news/15683849.ex-policewoman-they-would-lift-up-your-skirt-and-use-the-office-stamp-on-your-buttocks/>

Goleman, D., Boyatzis, R., McKee, A. (2002) "The Emotional Reality of Teams", in *Journal of Organizational Excellence*, Vol. 21 (2), pp. 55 – 65

Haines, A. & Wells, H. (2011) "Persecution or protection? Understanding the differential public response to two road-based surveillance systems" in *Criminology & Criminal Justice*, Vol. 12(3), pp. 257 – 273

Highways England (unknown) *Traffic camera services*, Highways England, online edition. Accessed on 12/08/2020, via: <https://highwaysengland.co.uk/travel-updates/traffic-camera-services/>

Hoggett, J., (2019) "Challenges for Police Leadership: Identity, Experience, Legitimacy and Direct Entry" in *Journal of Police and Criminal Psychology*, Vol. 34, pp. 145 – 155

Home Office (2014) *Police Officer Misconduct, Unsatisfactory Performance and Attendance Management Procedures*, Home Office

Home office (2018) *Criminal Exploitation of children and vulnerable adults: County Lines guidance*, Home Office

Home Office (2019) *National ANPR Standards for Policing and Law Enforcement (NASPLE)*, Home Office.

IOPC (Independent Office for Police Conduct) (2020) *Investigation under way after inappropriate image allegedly shared by Devon and Cornwall Police sergeant*, in Independent Office for Police Conduct, accessed online on 22/08/2020 via <https://www.policeconduct.gov.uk/news/investigation-under-way-after-inappropriate-image-allegedly-shared-devon-and-cornwall-police>

Kirby, S., & Turner. G. (2007) "Think Crime, Think Car, Think ANPR: The Use of ANPR in Major Crime Investigations" in *Journal of Homicide and Major incident investigation*, Vol.3 (2), pp. 35 – 42

Kowalski, Melissa A., (2019) "Adverse Childhood Experiences and Justice-Involved Youth: The Effect of Trauma and Programming on Different Recidivistic Outcomes", in *Youth Violence and Juvenile Justice*, Vol. 17(4), pp. 356-384.

Leon-Perez, J., (2015) "The relationship between interpersonal conflict and workplace bullying" in *Journal of Managerial Psychology*, Vol. 30 (3). Accessed online on 21/08/2020, via <https://www.emerald.com/insight/content/doi/10.1108/JMP-01-2013-0034/full/html?journalCode=jmp>

Mark, K. (2020) "It wasn't just Army banter - it was racism" on *BBC News*, online edition. Accessed on 22/08/2020, via <https://www.bbc.co.uk/news/uk-52966077>

NCA (2019) *County Lines Drug Supply, Vulnerability and Harm 2018: Intelligence Assessment*, National Crime Agency

NCA (unknown) County Lines, accessed on [20/08/2020]. Source: <https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>

NCP (2018) *Our ANPR ticketless car parks*, NCP, online edition. Accessed on 12/08/2020, via: <https://www.ncp.co.uk/help-centre/payonexit/>

North Wales Police (2020) *New police team set up to target organised crime gangs*, North Wales police, online. Accessed on 12/08/2020, via: <https://www.north-wales.police.uk/news-and-appeals/new-police-team-set-up-to-target-organised-crime-gangs>

Owen, J. (2015) "MoD anti-rape campaign launched with shocking posters of 'army sex attacks'" on *Independent*, online edition. Accessed online on 22/08/2020, via <https://www.independent.co.uk/news/uk/crime/mod-anti-rape-campaign-launched-with-shocking-posters-of-army-sex-attacks-10413865.html>

Police Federation (2018) *The office of constable*, Police Federation

RAC (2020) *Motorway cameras - what you need to know*, RAC, online edition. Accessed on 12/08/2020, via: <https://www.rac.co.uk/drive/advice/cameras/motorway-cameras/>

Ratcliffe, J., (2003) "Intelligence-led Policing" in *Trends & issues in crime and criminal justice*, no. 248, Australian Institute of Criminology, pp. 1 – 6.

Rosh, L., (2012) "Too close for comfort? Distinguishing between team intimacy and team cohesion", in *Human Resource Management Review*, Vol. 22, pp. 116 – 127

Schaefer, A.G., (2015) *Implications of Integrating Women into the Marine Corps Infantry*, Santa Monica: RAND Corporation

Weisel, D. L., (2005) "Analysing Repeat Victimization" in *US Department of Justice's Problem-Orientated Guides for Police*, Problem-Solving Tools Series No. 4

YJB (Youth Justice Board) (2020) *Youth Justice Statistics 2018/2019: England and Wales*, Youth Justice Board/ Ministry of Justice. Accessed on 20/08/2020. Source: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/862078/youth-justice-statistics-bulletin-march-2019.pdf