

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

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:

The importance of a good team dynamic in a policing organisation is essential in providing a high level of service to the public. Working as a response officer the need for a good team dynamic is essential in the day to day role. This essay will look to critically evaluate theories of team dynamics as a means of developing team cohesion. It will look at how a team is formed, what aspects create a good dynamic and also will look at why some teams cannot function. It will look at to what extent group dynamics are shaped by the wider organisational cultural norms. It will consider why inter-personal conflict within a team can occur and outline strategies that can be adopted to enhance individual and team performance. It will consider how team dynamics within the police service can result in failing to comply with professional standards requirements. The first section will now look at the difference between a team and a group.

“Teams...differ from a mere group because the level of co-operation and coherence is on a higher plain. Team accomplish more than just the sum of the individual” (Honey 2001)

This section will look at how a team is formed and how it differs from just a group. Belbin (2013) suggests that there are certain differences between a team and groups, he states that a size of a team should be limited while a group is medium to large. He suggests that the selection of members of a team is crucial while the selection within a group is immaterial. It is widely accepted however that the main difference is that a team has a common goal and recognise that their personal success will depend on the success of the group and the members will recognise that they will achieve more by working together rather than as individuals. If you consider the above to a policing context a good team dynamic, is essential to providing a good service to the public by utilising each members strengths rather than just group of individuals merely coming into work to pass the hours rather than

achieving the common goal. How is a team formed and what are the key roles within a team? The next section will look at how teams are formed and what models and theories there are in relation to the formation of a team.

In a policing context, a team dynamic is built over years of recruitment and the core members of the shift are essential in setting the tone for new members, as they are welcomed to the team. It is essential that the core values of the company as a whole runs throughout each individual team to keep the company ethos despite regular changes to personnel. Tuckman(1965) states that in order for a team to grow and face up to challenges, plan work, find solutions when there is an issue and ultimately deliver results, there are 6 phases that a team will go through. The first stage is the forming stage whereby during at this stage it is suggested that the tea, acquaints and meets other members and learns about the opportunities and challenges that agrees on the common goals. Members at this stage are treated as strangers. The next stage is storming whereby members start to communicate and start to gain each other's trust. Members at this stage however view themselves as individuals rather than part of the team. They resist group leader's suggestions and possibly show some sort of hostility. The next stage is the norming stage; in this stage, each team member takes responsibility for the team's success and work towards the team goals. They start tolerating each other team member's points of view however; there is a danger than to avoid conflict that members are reluctant to share controversial ideas. The next stage is performing where by during this stage group norms and roles are established and all member are focused on achieving common goals. They are working in an open and trusting atmosphere and leadership at this stage is of little importance. The final stage is the adjourning stage; this stage is a review or an assessment of the team's achievements and recognising member's contributions. In a policing context, it may be difficult to go through all six stages with the same group of officers due to the constant changes in personnel. It means that it is important to have a core group of members with a good team dynamic, which will then have an influence on new members joining the team.

Honey (2001) however suggests that there are 5 key members of a team, the first being a Leader who gives clear aims and objectives for the team and ensures that every individual is focused on the job in hand. The second is a challenger who is a person who pushes for better results and questions the effectiveness of what the team is doing. The third is a worker, a person who is willing to work hard and dig in for the sake of the others. The fourth person considers each aspect carefully, They continuously analyse in order to improve. The last then is a helper who effectively is a peacekeeper and keeps the teams happy to achieve their goal. This theory is relevant to a policing team with the Sargent being the leader and you can identify all the other key members within a team, it could be suggested that by not having these key members would cause issues in the effectiveness of the team. The next section will look at why some teams cannot function and what are the key aspects of what causes a failing team.

In a police force, a failing team could have a significant impact on an investigation, a victim, a witness and public confidence. It is important therefore to identify the causes of a failing team in order to identify and rectify those issues. This section therefore will look at what causes a failing team, Lencioni (2002) suggest that there are five dysfunctions of a team, which causes it not to perform:

1. Absence of trust – This occurs when the team members are reluctant to admit mistakes and share vulnerabilities with fellow team mates. Without a comfort level among team members, it is not possible to build trust with each other.
2. Fear of conflict – As the team lack trust with each other they are incapable to partake in passionate debate about key issues. This causes the team to waste a lot of precious time due to inferior decisions being made.
3. Lack of commitment - As there is no conflict; it creates an environment where ambiguity prevails. It can make employees disgruntled.
4. Avoidance of team accountability- Due to teams not committing to a clear action plan. Even the most focused and driven individuals do not feel confident to call their peers on actions and behaviours. This allows for poor performance and makes the leader being the soul source of discipline.
5. Inattention to team objectives – Team members start putting their own need an ambition before the collective team. The individuals are not held accountable for this and as a result, the team suffers.

According to Rayner (1996) however suggests there are three key areas as to why a team fails. The first being Leadership, Creating a lack of support, consistency of direction, lack of vision. The next is Focus, a lack of clarity around team purpose, roles, strategy and goals. Lastly Capability, lack of critical skill sets, knowledge, ongoing learning and development. Both theories have similar ideas and show the importance of good leadership in the effectiveness of the team, not only by the supervisor but also by leadership from within the group. In a policing context, Rayners idea is particularly relevant with the budget cuts causing issues with availability of learning and development and a lack of numbers causing single crewing which means less time spent as a team to forge those bonds required to create a good team dynamic. The next section will look at leadership and what leaders can do to create a good team dynamic.

Leaders within the police have a vital role to play and there are many different types of leaders within the police. The leader to an everyday police constable is a police sergeant who is responsible for leading the team of police constables in their day-to-day role. The sergeant are expected to guide and advise a group of individual police constables with individual skill sets and characters and create a team that has to function in sometimes highly demanding and stressful situations. A team in the police is in some ways unique to other professions. Officers being expected to work alone single crewed all shift and may not see their colleagues for the whole of the shift, then other times having to work double crewed with another officer all shift. Your double-crewed officer can change shift to shift with the Sargent picking the pairing for the shift. Due to different personalities, skill sets, level of service, officers may not get along with their colleagues causing conflict and it is vital that the leader manages this to prevent further issues within the team and a lack of productivity as a result.

There are various different viewpoints on what a leaders role is within a team McKenner and Maister (2002) suggest that the importance of the group leader it to establish Trust and helping the team member understanding how their behaviours build trust within the group. However, Farrell (2012) suggests that managers are ultimately responsible for creating a balance in the work place and should take the lead in setting standards of behaviour in teams. As we have seen in previous studies and theories, the role of a leader within a group setting is essential in creating a good team dynamic. There can be an argument that without good leadership a team is ultimately not going to succeed as much as one with good leadership. This is evident in a policing aspect from experience seeing how different shifts operate and they are a reflection of their leadership. The leaders who are not engaged with their team is reflected in the officers that they manage.

'Teams tend to be a mirror image of their leaders. The form of management and style of leadership adopted with influence the relationship between the group and the organisation and are major determinants of group cohesiveness' (Mullins 2010, p317)

This next section will look at how conflict occurs within groups and how management /leaders can remedy these conflicts. In any team, you will always have personality clashes and people who will struggle to work with other members of the team or the leadership style. Mullins (2010) suggests that Role conflict arises from inadequate or inappropriate role definitions and needs to be distinguished from personality clashes. In a policing context, I suspect the increasing demand and work overload of a police officer can often cause the officer to be disgruntled and can affect their relationship with the role and their peers. Even though the job role is, clear and their expectations are clear the reality of the amount of work expected and the stress that this causes can cause role conflict. A good leader will identify this and put things in place to lessen the burden and support their staff through the issue that is causing the conflict. They may assist them with their workload and give them the required time to complete the work or offer them training and development to improve their knowledge and productivity. A good leader will identify the sole needs of each individual however encourage a team support unit to improve trust and build a stronger working unit. The role of organisational culture has a major part to play in how the local policing teams operate. The police force have a strong and clear organisational culture which has been built over many year however, how does that effect the individual teams and how can that cause issues with professional behaviour and standards? The next section will look at the organisational culture within the police.

In the police, there is a golden thread that runs through the entire police force with its code of ethics and expectations around professional standards, which are instilled throughout your initial training period.

“A pattern of basic assumptions that are considered valid and that are taught to new members as the way to perceive, think and feel in the organisation.” (Nelson and Quick, 2007)

The code of ethics within the police force which centre on the expectations of professional standards within the police. There are 10 standards of professional behavior:

1. Honesty and integrity
2. Authority, respect and courtesy
3. Equality and diversity
4. Use of force
5. Orders and instructions
6. Duties and responsibilities
7. Confidentiality
8. Fitness for work
9. Conduct
10. Challenging and reporting improper behavior

Within the local policing teams, each team is aware of the organizational culture that the standards of professional policing uphold. Issues within these teams however can cause a conflict between upholding these standards and individuals behavior because a team is not functioning correctly. As suggested in the studies already discussed above a team that works well can manage these standards within the team and uphold these standards within the team unit but challenging and supporting each other in abiding by the standards set by the organization.

Leadership have a major influence within the police on ensuring the standards are met by its staff members. There is a discipline system in place if there are consistent breaches of the code of ethics, there is a specific department allocated for this called the standards of professional behavior department which look at instances where by officers may have fallen short of the standards expect. There is therefore a consequence to not meeting the standards set. Promotion is often awarded to those members who uphold the standards and show an excellent commitment to the culture. The culture effects every member of policing staff from the chief constable to a probationer police offer, that's why it's imperative that leaders lead by example to uphold these standards, it creates a bond between the whole organisation and strives for excellence with no one exempt from it.

‘There is nothing accidental about cultural strength, There is a relationship between an organisation’s culture and its performance.’ (Heller Cited in Mullins, 2010)

In conclusion, this essay has looked at how team dynamics are vital in a creating a successful and productive team. In terms of policing with the ever-changing dynamics of the job, it is even more prevalent that management ensure that their teams are working together and reflect the golden thread that is the code of ethics that ties everyone together. The above on reflections shows the importance of having different types of characters within a team in order to work effectively and how important the leader of the team is in supporting and guiding their team so they work collectively to reach their common goal, which in a policing context is providing an excellent service to the public. There are unique pressures and dynamics within the police force, which makes it a challenging environment to work in and the above shows how important an effective team will have on the wellbeing and productivity of those police officers.

Word count 2563

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:

Being a Victim of Crime or Anti-social behaviour can have a profound impact to their wellbeing. A police constable when dealing with the victim can have big impact on lessening the impact on the victim by offering support and referring them to partnership agencies. This essay will give a brief description on a policing incident involving a victim of crime and how I have dealt with it. I will reflect on the incident and critically evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm. I will also explore what works in relation to tackling repeat victimisation and repeat offending.

Under the revised (2015) Victims' Code, a "victim" is defined as:
'A natural person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence' (CPS.GOV)

As a police officer you deal with victims of crime, antisocial behaviour on a daily basis, each incident has its individual impact on a victim, and therefore each victim will have their own needs and requirement for support. I attended a call recently where by I was asked to take a statement from a victim of a domestic incident. The initial call came in that her ex-partner had threatened to stab her via text messages and phone calls. Subsequently the victim arrested the male due to the initial disclosure. I was requested to attend her sisters' address where she had fled to with her child out of fear to take a statement and to provide safeguarding advice and completed a DASH form with her in order for us to assess the risk to the victim.

At the time, I thought a few things from the initial disclosure jumped out at me. For me, the fact that she had fled her own address told me that she must be terrified and in fear of the perpetrator. The second was that she had a small child, which again increased the risk, and the need for safeguarding them was paramount. Domestic violence incidents are always treated with care due to the risk of escalation and potential harm it can cause or in some cases potential loss of life.

I visited the property and at first, I thought the most important thing was to reassure the victim that she is now safe and the perpetrator has been arrested. The victim was visibly upset and shaken by the

threats made and I feel knowing that the perpetrator was no in police custody would put her mind at ease for the night while he was in a cell.

Having told the victim that the perpetrator had been arrested for me the, most important step was to make the victim feel at ease in order for her to engage with police to gather as much information and evidence as possible in order to protect her against the perpetrator in the future.

‘Domestic abuse is likely to continue to be a priority area for police forces owing to the potential for serious harm and the high demand for a police response. First responders play an integral role in this response, as they will typically be the first point of contact a victim has with the police. It is vital that they understand what a victim might be going through and the impact that might have on how they engage or otherwise with the police and other agencies’ (College of policing, 2016)

As the college of policing suggests, as the police are normally first responders to the victims of crime it is essential that they try to build up trust to ensure the victim engages and therefore opens up options for support to be offered. Having experienced many domestic abuse incidents previously I now feel that the best next step after reassuring her would be to offer a Domestic abuse Stalking and harassment form (DASH). This form allows us to risk assess their relationship and what has happened in order to support the victim fully and as a result I would be able to signpost the victim for support through partnership agencies.

The victim had agreed to go through the DASH form, which I was grateful of as I felt that the victim would benefit through going through the questionnaire. During the questionnaire, it was clear that she was frightened of the perpetrator and the fact that she only lived a street away from him was causing an issue. Having, discussed this information with the victim this allowed me to document what support she would like in order to safeguard her and her daughter. I have significantly developed my understanding and knowledge of what domestic abuse victims go through and how much of an effect and incident like this can have on their lives and I feel I am now in a position where I can have a significant positive impact on safeguarding and improving their lives going forward.

Having discussed the victims worries and concerns and having looked at the previous incidents I scored the risk assessment as medium risk due to the amount of previous incident and the fact they have a child together this increases the risk of escalation. Gwent police's approach in supporting victims is to submit a referral to the relevant partnership agencies in order to document what the victim feels she needs in support and what our thoughts are as officers in order to safeguard them.

The victim provided me with a statement and the screenshots of the messages that where sent to her, which I documented and exhibited. In order to safeguard her in the future and to prevent her potentially being a repeat victim I asked the victim did she want to apply for a restraining order to prevent the perpetrator contacting her, she agreed to this and was relieved that there could be something in place going forward. I documented her request in the body of the statement. Having taken the statement, for me, the most important next step was to go through a safety plan for her and her child, I have significantly developed my ability to discuss a safety plan with a victim and this means that we can come up with the best option to keep her and her child safe. A safety plan is a plan the police advises to the victim in order to keep her safe from the perpetrator, for example, keep all windows and doors locked etc. A safety plan is unique to each individual victim as they all have different needs and dynamics.

As a next step, I submitted the relevant referral to partnership agencies. According to College of policing (2020)

‘Sharing police information must be linked to a policing purpose. APP on information management – management of police information defines such purposes as:

- protecting life and property
- preserving order
- preventing and detecting offences
- bringing offenders to justice
- any duty or responsibility arising from common or statute law.’

By sharing this information this allows other agencies to offer support to victims of crime in order to safeguard them. In this case the two main factors that the victim wanted support with were, the location that she was housed being so close to the perpetrator and the management of child contact for her daughter. At the time, I was unsure what level of support would be offered by other agencies, as we do not have a great deal of feedback from the referrals we input. However, on this occasion I was contacted the next day to say that the victim had received a phone call from the housing association offering an alternative address and also social services had already been in touch. The victim was also issued a TecSOS phone, which is a GPS device, which allows the police to track her location if she ever is in danger.

Subsequently a few days later, there was a multi-agency meeting with the victim in order to discuss what the best way to support her and safeguard her was. This demonstrates the effectiveness a multi-agency approach has and how each individual agencies can build a big support network for the victim. I feel this approach is essential in safeguarding a victim and having experienced this I feel this understanding will be essential to me a practitioner because I have witnessed its effectiveness.

The perpetrator was subsequently charged and was found guilty at court for the offence however; the most significant result for the victim was that a restraining order was issued. This provided the victim with reassurance going forward. I feel that I along with partnership agencies have had a positive impact on the victim's wellbeing and safety going forward which is ultimately, what I joined the job to do. I feel this experience has significantly developed my skills and understanding on safeguarding and supporting victims when they have been exposed to crime.

Word count 1488

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

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.

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

Date: 20/08/2020

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:

Information and intelligence is the backbone of most policing investigations particularly in disrupting prevalent criminal activity in order and assisting on bringing offenders to justice. This essay will firstly look at the national intelligence model and how it is used within the police and why it was introduced. It will then look to go onto how information and intelligence is gathered and where the information and intelligence is sourced. It will look at Covert human intelligence sources (CHIS) and what restrictions are in place for covert intelligence. The essay will then move onto Automatic number plate recognition (ANPR) and analyse how that is used within the forces roads policing team to assist with investigations and the disruption of criminals. It will then look at its wider use with TARIAN and WECTU and also the introduction of the investigatory powers act in 2016.

In 1993 the UK audit Commission Identified that there was a vicious cycle of failure to address crime and subsequently the enquiry revealed that there where a huge variation of practices with sharing and managing information and intelligence. As a result of this the national crime intelligence service created the national intelligence model to create a model for best practice in sharing and managing information. The model was formulated by the 43 police forces across England in Wales to produce a nation standard. It looks to reduce barriers that there previously were by producing a standardised process in storing, evaluating and sharing intelligence and information. NIM operates at three levels:

- Level one Local or BCU - This is localised crime and focuses on issues specifically for that local area. An example of this would be a local anti-social behaviour issue within a town centre.
- Level two Force level – This is force wide issues and allows information and intelligence to be shared force wide as it may be an issue that is across the force. Such as a car thefts across the force with the same M.O.
- Level three national and international – This is a nationwide or international issue such as a terrorism issue or serious and organised crime such as county lines etc.

This ensures that the right intelligence and information is shared to the correct area so it can be used effectively in intelligence led policing. Each bit of intelligence is inputted and classified using the 3x5x2 method, which provides uniformity to all intelligence that is submitted. All police officers will be able to use this system to test the reliability of the intelligence and it ensures the intelligence is disseminated to the correct areas of the police force. The 3x 5 x 2 looks at the areas below:

Source – This looks at the source and ranks it as one of three options, 1. Reliable, 2 untested and 3 not reliable. This allows us to test the reliability of where the information is coming from.

Intelligence – This looks at the five areas of how the intelligence has been obtained. A. Known directly, B. Known indirectly but corroborated, C. Known indirectly, D. Not Known and E. Suspected to be False.

Handling – This looks at how the intelligence can be shared P. Lawful sharing permitted and C. Lawful sharing permitted with Conditions.

By using this model, officers can assess the confidence levels of the intelligence. An easier approach than prior to when the national intelligence model was introduced. The next part will now look information, intelligence, and the different areas where this is provided to the police.

‘The collection, development and dissemination of intelligence allow decisions to be made about priorities and tactical options. Intelligence collection is a continuous process and there may be specific requirements for its recording and use’ (College of policing, 2015)

The police force collect information that is needed for policing purposes only. The legal basis is provided by what we collect the data for and it has to be for the purpose of, the protection of life and property, ensuring order, preventing crime, bringing those offenders to justice and any duty or responsibility in relation to common or statute law. There are many types of intelligence sources some are freely available however, some are controlled by the Regulation of investigatory powers act 2000 (RIPA). A lot of important intelligence comes from human intelligence sources such as victims, witness, suspects, PSCOs, police officers, respected members of the public etc. There is also a lot of internal systems within the police that provide us with information such as the Police national computer or Police national database. There are also come covert intelligence that is gathered by covert human intelligence sources (CHIS) and undercover officers who can use listening probes, devices and tracking technology.

According to the Regulation of investigatory powers act 2000 a person is a covert human intelligence source if—

- (a) he establishes or maintains a personal or other relationship with a person for the covert purpose of facilitating the doing of anything falling within paragraph (b) or (c);
- (b) he covertly uses such a relationship to obtain information or to provide access to any information to another person; or
- (c) he covertly discloses information obtained by the use of such a relationship, or as a consequence of the existence of such a relationship.

The role of a CHIS is to covertly obtaining Intelligence by going undercover and subsequently gaining information about the subject for a policing purpose. Due to the potentially controversial nature of CHIS it is regulated by the Regulation of investigatory powers act 2000. It ensures that the undercover work carried out is applied correctly, proportionate, lawful and ethical at all times. This type of policing can provide an effective means of obtaining evidence and intelligence. The use of a CHIS has to be authorised by at least an assistant chief constable and the surveillance commissioner must be notified. A warrant must be obtained prior to phone calls etc. can be intercepted.

The idea of covert surveillance can be controversial to the public, due to it effecting peoples human rights. Human rights in the UK are covered by the Human Rights Act 1998, there are 16 basic rights and are there to protect the citizens of the UK. There are some human rights that are limited and can be breached if there is a legitimate reason to protect others. In the case of covert surveillance, there are two articles that it may breach Article 5 Right to liberty and security and also Article 8 Respect for your private and family life, home and correspondence. Covert surveillance would certainly breach Article 8 in most cases of covert surveillance. As a result of this there are some restrictions on the use of covert surveillance this is to help protect people's human rights. RIPA includes provisions to place strict limits on the organisations and the people who can use covert surveillance techniques. It sets the purposes for and conditions under what techniques can be used and specifics how information obtained from covert surveillance can be handled. The act restricts the use of the most intrusive methods used such as installing cameras and microphones in a person's house to the most extreme cases that are a threat to national security

Another useful tool for the police to use is Automatic number plate recognition (ANPR) cameras, which cover most main roads in the UK. They were introduced on mass in the UK around 2005 and they were introduced to help detect, deter and disrupt criminality and all levels, local, force, regional and national level. It can be used to track a local missing person to a terrorist's movement. The use of ANPR cameras is particularly useful in policing the roads of the UK. They can be used to identify cars who have been previously involved in crime and track their location. For example if there is intelligence that a car is used for county lines and the transportation of banned substances across the UK. A marker can be put on that car so that every time it passes on of the ANPR camera the local roads policing officer are notified and can stop the vehicle and check on why they are traveling to that area. This kind of disruption tactic can have a real impact on how the criminals try and move the banned substances around the United Kingdom and make it as difficult as possible for the criminals. The ANPR cameras are linked to the PNC to provide up to date information on vehicles passing through the camera.

All traffic officers have ANPR devices installed in their vehicle and are a major part of their day-to-day role. As they are linked to the Police national computer the technology within the vehicles automatically, read the number plate and provide the officer with up to date information on insurance, tax, MOT and latest intelligence on that vehicle. This technology allows the police officer to risk assess and consider doing a stop check on the vehicle which may result in disrupting those individuals who are committing crime. The ANPR cameras also have a facility to capture images of the car as they drive passed the cameras, which is particularly useful to identify if there are cloned or stolen plates being used on another vehicle.

There is a vast amount of criminal activity involving vehicles, not only traffic offences however the use of a vehicle to transport to and from the location of the crime. The ANPR system is a proactive policing tool, which can prevent criminality through by targeting criminals through their use of the road network. The ANPR can also be a vital tool in intelligence operations to gather intelligence on a criminal's activity on the road, which can lead to building a bigger picture on the criminal and can provide vital information to create a plan of action on how to bring the offender to justice.

I can provide an example of when ANPR has been used during my attachment on the roads policing team of Gwent police. There was a reported stolen car from the local hospital and the vehicle index number was provided, CCTV also showed a second vehicle that conveyed the males who stole the car to the hospital. Using ANPR we could track the movements of both cars, this allowed the tactical advisor to come up with a plan of stopping both vehicles and where to strategically place police vehicles in order to bring the offenders to justice. The vehicles was subsequently stopped after a pursuit and the use of a stinger, which pierced the stolen cars tyres after failing to stop. Inside both vehicles, there was a large amount of Class A drugs found, cash and equipment concerning the possible supply of the drugs. On reflection without ANPR, it would have been very difficult to put a plan in place as to where the car was and also how to stop the vehicle safely and bring the offenders to justice. This result boosts public confidence and justifies the use of ANPR to the general public who may question its use.

There are also other units and organizations linked to Gwent police who benefit from the use on ANPR cameras. Tarian who is the regional organised crime unit, which is funded by the home office, and the three welsh forces that cover the South Wales Area.

'With departments ranging from fraud and cyber-crime investigators to asset recovery experts and intelligence specialists, the teams within Tarian are dedicated to disrupting and dismantling Serious Organised Crime Groups across the whole of Southern Wales' (Tarianrocu.org.uk,2020)

According to Tarianrocu.ork.uk (2020) Tarian have several teams that benefit from the use of ANPR. They have a regional intelligence Unit, which works with other agencies across the UK in order to provide intelligence about organised crime groups. The role of the department is to identify where an intervention needs to be made to prevent harm. The use of ANPR can be used to provide intelligence and disrupt the movement of these crime groups with the end goal of intervening and preventing harm to the public.

The other unit that ANPR can be a benefit for is WECTU who are the Welsh Extremism and Counter Terrorism Unit. The unit is a collaboration of the four welsh police forces and looks to tackle any terrorist activity. They work around four principles, which are

- Persure terrorists wherever they are and stop terrorist attacks
- Prevent people from becoming terrorists or supporting violent extremism
- Protect the UK by strengthening our defences against terrorism
- Prepare to respond to an attack to lessen its impact.

The unit use ANPR to help with all four principles. It enables them like the other units to trace those individuals who they are monitoring via their use on the roads. It helps them monitor their movements and build intelligence on these individuals in order to protect the UK from the threat of terrorism.

On reflection, this essay shows the need for ANPR camera in law enforcement in the United Kingdom. With the introduction of the national intelligence, model which has made the inputting and sharing of intelligence to all levels easier. Tools such as ANPR can be used as not only a tool for traffic police it can be used for all aspects of policing from a shoplifter to a terrorist, It can be used for initial response policing and also intelligence led policing. It can be used as a tool to build intelligence and evidence on criminal activity and be used to create a working strategy to bring the offenders to justice. Although we would normally associate the ANPR use as just used in roads policing to stop those with no insurance or no MOT. The use has a much wider use within law enforcement and can be used to gain and share intelligence on all levels on the national intelligence model as discussed within this essay.

Word count 2348

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
	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
KNOWLEDGE							
1. Knowledge of bail process, ABP period, when does the bail clock stops etc.			9		6		1. Research bail act 1976 to improve my knowledge around the functions of bail, So I can gain confidence for when I have an offender on bail.
2. Knowledge of neighbourhood policing and how they tackle an going issue			7		4		2. link in with local ward manager more often to improve my knowledge around the neighbourhood policing aspect.
3. Knowledge of dangerous dog offences			6		3		3. I've had a few dog incidents. I will study the Dangerous dog act and speak to local dog

							handlers to improve my knowledge in this area.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Filling out Streamline disclosure for files			10		6		1. Improve my skills around inputting SDC in case files. I will use examples from experienced officers to improve in this area
2. Blue light driving			9	3			2. Will await my blue light driving course to be able to improve my skills on blue light driving
3. Intox procedure in the custody unit			9		5		3. I have booked onto an intox course to be able to use the intox machine in custody.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. The use of special warnings			9		6		1.I have not had the opportunity since tier 2 training to use a special warning. Try and include one where applicable when the opportunity arises
2. The use of bad character in interviews			9		6		2.I have not had the opportunity since tier 2 training to include bad character. Try and include it where applicable when the opportunity arises

3. The experience around giving evidence in court			9	2			3.I am yet to give evidence in court. I will speak to experience members of my team to gain more insight on what is required when attending court.
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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.

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