

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/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

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Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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

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

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

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

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

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

ANSWER:

‘Team dynamics are the unconscious, psychological forces that influence the direction of a team’s behaviour and performance’ (Team Technology) and affect how a team will interact, function and perform.

This essay will critically evaluate theories of team dynamics as a means of developing team cohesion including reasons why some teams are unable to function, and to what extent group dynamics are shaped by wider organisational cultural norms. Consideration will be given to why inter-personal conflict can occur within a team, outlining what strategies can be adopted to enhance individual and team performance. It will also 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.

One key model when assessing team dynamics is Tuckman’s Theory of Team Development 1965. This was broken down into four stages to continually review how a team is performing. The significance of this theory is the recognition that teams must go through these stages of evolution before they are completely formed and can function effectively. It also recognised that a team can go back to any stage at any time. The first stage of the model, ‘forming’, is the initial stage of team development where the group forms and relationships begin to develop. The members do not yet know their position within the team and are highly dependent on a leader for guidance. This then moves onto the second stage, ‘storming’, where individuals start to feel part of a team, and begin showing opinions on how things should be done which may lead to challenging one another, or the leader. A little conflict and

disagreement are often evident at this stage which is natural as personalities may start to clash. Trust is essential within these initial two phases as the team starts to bond, and so is the basis of team cohesion. The third stage, 'norming', is where rules within the team have been established and the concept of team building is completed. A respect for leadership and other team members is established which in turn leads on to the fourth stage, 'performing'. This was initially the final stage of the model where little supervision is required from the leader as the confidence of the team members grows.

The theory was then revised in 1977 when a fifth 'adjourning' stage was added. It is at this stage that, although the team working together has usually resulted in goals being achieved, there can often be a divide beginning within the team, and cracks may begin to show. As discussed, the model recognises there may be a need to repeat previous stages before progressing to the final stage of the model and reaching the desired performance, and so highlights that the journey for each team may differ, and there is no one correct way to achieve this. The introduction of the latter stage however indicates that once a goal has been achieved, the team may begin to disband which can be argued is no motivation for a team to strive to reach a target. It can also be argued that reaching said goal can only lead to motivation for further team performance, rather than resulting in a sense of insecurity which is indicated in this final stage. The significance of a fast paced, ever changing organisation such as the police force has an impact on the effectiveness of the Tuckman model. With team changes, department restructuring and low staffing levels being ever present, it is likely the initial two stages of the model will be revisited a number of times before reaching the desired performing stage.

Maslow's Hierarchy of Needs Theory 1943 illustrates how an individual's motivation can be increased if the most basic of human needs are met. Although arguably outdated, its simple format remains popular today. It differs to the Tuckman model in that it is a requirement that the lower levels are reached before being able to progress, therefore meeting these basic needs increases the motivation to achieve higher goals. The first four levels are the basic survival needs such as food and shelter and so naturally there is a strong motivation to achieve these. When these needs are met, the motivation decreases and they soon become the norm. On the contrary to this is the top level which comes from the desire to grow as a person. Here, the motivation grows as the need is met. Putting this in a policing context, gaining experience will result in an increase in confidence, and therefore a desire to succeed. As confidence increases, you can become more reliable and have the same level of confidence in team members who have a level of experience that you lack. When acting in unison together as a team it will inevitably instil confidence in the knowledge each individual can rely and depend on each other. Progression throughout the model can be hindered by failure to meet lower needs. Personal issues such as relationship trouble or other factors outside of the workplace can cause someone to fluctuate between tiers. People within a team may move through the tiers at different stages and so can cause conflict within that team as not everyone will have the same level of motivation at the same time.

In an ideal world, each member of a team or group would interact well and strive to work together, however the reality is that it is not uncommon for at least some individuals within a group to have such differences in personality that it causes them to clash. This can result in inter-personal conflict between the individuals involved, but also wider conflict spreading throughout the team. Franz (2012) theorised there are four main causes of conflict; dilemmas around individual versus group goals and resources, individuals failing to perform their work

within a team environment, unclear or incorrect communication, and working with people who have different styles and values. There can often be a difference of professional opinion between individuals. There are a number of ways to do something right, which does not necessarily mean an alternative method is incorrect, just different and so conflict may occur between those who aim to achieve the same objective. Although these differences of opinion can cause anything from slight disagreement to more serious conflict, good leadership is required, but also a willingness to understand different points of view and adapt to change. The role of a police officer, particularly those on response, is fast paced, demanding, stressful and often dangerous. The pressure of this role, along with other mitigating factors such as low staffing levels, particularly due to the current pandemic, can mean conflict occurs more within the police force than many other organisations.

Conflict may not only exist between individuals within a team, but between teams as a whole. Within the police force, it is often the case that a number of departments or partner agencies may be involved in an incident and all share the same objective to reach a shared goal. This can often cause friction as one area may not believe the other is carrying out their role adequately, or a delay from one area may cause knock on effect preventing others from completing their role. This conflict may often arise from a competitiveness by each team to outperform another.

While Conflict can lead to a drop in performance, it can often be overlooked that conflict within a team can in fact be a positive thing in that it can bring to light problems within a team that need to be addressed. However, if that conflict is left unresolved or not handled correctly, the results can be problematic. As discussed, conflict is more evident in the early stages of team formation illustrated in the Tuckman model, if left unresolved, it will result in the group being unable to progress, and therefore remain in the storming stage thus preventing it from reaching the desired performing stage. This will no doubt lead to demotivation of team members and ultimately a failure to achieve goals.

The CUDSA model is a structured way of identifying, addressing and ultimately resolving conflict using five steps. In simplified terms, a group or leader must confront the conflict, understand each other's position, define the problem, seek and evaluate alternative solutions and agree on and implement the solution.

Whether it be because for those reasons identified by Franz or any other reason, some people simply do not get along and there is often little that can be done to overcome this. In the simplest of terms, a clash of personality is often unavoidable and is simply human nature.

Rogers (2012) stated that leadership is key to good performance in the Police service. Research conducted with police officers and staff indicated that they see recognition of their efforts by leaders as being an important feature (Home Office, 2004). This view supports the Mullins Theory (1996) which found performance is equal to both ability and motivation. Therefore the performance achieved is dependent not only on an individuals' ability to carry out a role, but also their motivation to do so.

Teamwork and leadership are essential elements of modern day policing. This is highlighted in the Policing Vision 2025, which recognises the effectiveness of the Police service is dependent on strong leadership. The aim of the vision is to develop effective leadership within the Police service, make a change in culture and leadership, and empower policing professionals. Although it can be argued leaders are empowered by rank, not all of those who

lead a group do so by position. Some believe that certain individuals are 'born leaders' and will naturally take on this role.

There are many styles of leadership such as the 'hands off' approach of the Laissez Faire style, or the more democratic leader who considers the opinions of the group. However, the two styles of leadership that dominate the police's approach are transactional and transformational. Bass (1985) found that transactional leaders reward their followers, which in turn allowed the leader to lead, not simply by rank, but with the respect and enthusiasm of the group. This mirrors the view there are two types of motivating factors. Extrinsic motivation factors are those for external gain such as financial reward or power. This differs to more intrinsic factors such as a sense of accomplishment, fulfilment and belonging. Research found that police officers saw recognition of their efforts as being an important feature (Home Officer, 2004), supporting the transactional style of leadership which is adopted within the police force. Therefore, it can be seen that consideration is already being given to ensure correct strategies are adopted to enhance both individual and team performance.

At the centre of every decision made by a police officer should be the Code of Ethics. 'The Code of Ethics is about self-awareness, ensuring that everyone in policing feels able to always do the right thing and is confident to challenge colleagues irrespective of their rank, role or position' (College of Policing), however evidence has shown that 'simply having a Code of Ethics is not enough to reduce unprofessional behaviour' (College of Policing). Within a training environment, it is easy to be shown what is right and wrong and how to abide by the professional standards, but in practice working within a team, particularly those young in service or of a lower rank can face fear of being extradited for not being 'part of that team'.

There is something of a canteen culture within the police force, and whilst I understand this can have varying effects on an individual, my understanding of it is that the probationer arriving on the team is given the menial tasks of running errands, making tea and even being the butt of most jokes. I give these examples of my own experience, however I must say that while I did not see myself as the subject of inappropriate behaviour, it could be argued that such behaviour may not be compliant with professional standard expectations. This demonstrates how much of a fine line there is as to when behaviour intended to build team cohesion and promote a sense of belonging to new team members may become inappropriate behaviour causing bad feeling within that team. With the growing numbers of police officers, it will not be long until current probationers have more junior officers on their team and be under the impression that the cultural behaviour should continue.

It can be argued that within the police culture there is a 'set of values that motivate attitudes and behaviour' whether positive or negative (Burke, 2006, pg312). Some believe there is a 'code of silence' within the police force in that there is a pressure to support members of the team under any circumstances. There is a question of loyalty versus professionalism, particularly for officers of a lower rank or young in service. There is again a fine line in simply disagreeing with someone or adopting a wilfully blindness attitude to more serious issues which should not be overlooked.

The 'always done it this way' attitude and culture, particularly with senior longer serving members of the group, suggests there is little will to embrace change to progress cultural habits. Discussions, regular learnings, regular team briefings, creating an honest and open

environment of support to discuss issues in a comfortable and confident way are all strategies that can be adopted to enhance individual and team performance.

In conclusion, there are many theories as to what develops team cohesion and what shapes the dynamics of a team. There are ways of addressing inter-personal and team conflict, but in some instances personalities will clash and people will simply not get on and there may be little that can be done to resolve that. Differences of opinion will almost certainly present themselves within any group of individuals, but every member of a team may bring something different to the picture. This may initially result in conflict in the early stages as evidenced by Tuckman, but can also assist in its cohesion.

Some may argue there is a 'peer pressure' period within the initial phase of starting a new role, including that of a probationary police officer, to abide by the unwritten code of silence and continue to do things the way they have always been done. However, there is an overriding obligation to preserve professional integrity, and comply with professional standards. There is often a culture of unwillingness to change within organisations, including the police force, and this may need to be addressed to ensure compliance with professional standards remains.

Word Count 2430

Task 2

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

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

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

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

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

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

ANSWER:

This essay will discuss and carry out a critical evaluation of the appropriateness of different approaches used in supporting and managing vulnerable people who may be at risk of harm. It will include an assessment including social and legislative contexts and any relevant cultural, ethnicity and language issues surrounding an incident in which I played a significant role. It will explore the effectiveness of measures used in relation to tackling repeat victimisation and repeat offending weighing up what works against what doesn't.

The incident in question occurred in February 2021 when a female presented herself at the police station, visibly shaking and clearly in a state of fear. After reassuring the female of her safety, she stated she had been granted a Non-Molestation Order preventing her ex-partner from contacting her or her daughter. Her ex-partner, the suspect, had breached the order by sending her intimidating messages via social media, which directly contravened the terms of the order. The Non-Molestation Order carried a power of arrest, as a breach of this order constitutes an offence under s.42a Family Law Act 1996.

After discussing the matter in more depth with the female, she advised that as she and her ex-partner were from the travelling community, she feared the repercussion of making a complaint against him. Not only was she in fear of violence from the suspect, she was also terrified of the reactions of the wider community. It was clear she was reluctant to make a formal complaint, and had a lack of faith in the police concerning the safeguarding of her and her daughter.

Firstly, the effectiveness of the non-molestation order must be brought into question here. While the victim had taken the steps to seek this first line of protection which was granted to support her, it clearly failed her on this occasion. The suspect had shown a complete

disregard for the conditions of this order, in the same way he had previously breached similar bail conditions put in place with the view to protect and support the victim, and so the cycle of repeat victimisation is evident. The victim made it known she had little confidence in police action at this time, and felt nothing could be done to protect her. This course of action clearly failed to act as a deterrent for reoffending by the suspect. However, the counter argument to this would be that although the offender breached the order itself, this then provided the power of arrest to take a more drastic action as a way of supporting this clearly vulnerable victim from her abuser thus aiding in the attempt to break this cycle of repeat victimisation.

A detailed statement was taken from the victim and recordings made of the messages in question. Under s.17 Youth Justice and Criminal Evidence Act 1999, it was likely the victim would qualify for special measures as she fell into the 'intimidated witness' category as she was experiencing fear and distress about providing evidence, and so an application for these special measures was made. Special measures are actions that can be taken in court to assist the victim, for example providing evidence by video link if the victim feels they are unable to face the offender due to fear. It was essential to provide this support to the victim in order to help them through the criminal justice process which 'in turn, impacts on the quality of evidence he/she is able to give' (Bryant and Bryant, 2020, pg 619). This is supported by the view that "Establishing a good relationship with victims increases the chances that they will cooperate effectively with the investigation and prosecution" (Bryant and Bryant, 2020, pg 297).

In this incident, police intervention was a necessary step to support this victim, but this is in no way something that can be tackled by the police alone. A high risk Public Protection Notice (PPN) was submitted with the victim's consent, which enabled the police to share her information with other agencies to provide multi-agency support such as Multi-Agency Public Protection Assessment (MAPPA), Multi-Agency Risk Assessment Conferences (MARAC) and the Multi-Agency Support Hub (MASH). It is widely agreed 'multi-agency working is key to the early and effective identification of risk to vulnerable people' (Gov.uk) which was evident in this scenario as the victim stated it was her IDVA who assisted her in obtaining the Non-Molestation Order through the Family Court. 'Independent Domestic Violence Advisors (IDVAs) are professionally qualified, specialist domestic abuse workers, who support high-risk victims of domestic abuse' (ONS, 2020). Crimes of this nature are often hidden sometimes due to a previous lack of confidence in the police, evidenced in this case, and what is sometimes a poor public perception of the police, particularly within the travelling community as seen here. It took the additional support of the IDVA from a support network separate to the police to allow this victim to find the courage to provide the evidence required to assist in a prosecution.

After MARAC involvement and enhanced information sharing, it is believed '6 in 10 victims had not been revictimised' (Robinson, 2006), which strongly indicates the multi-agency approach is effective. However, it may be naïve to think 40% of victims still facing revictimisation is in any way a success, and there is still room for improvement in supporting vulnerable victims who may be at risk of harm, or face repeat victimisation.

The gold model standard would be for a multi-agency approach to address all incidents, and research has shown a total of 83,136 high-risk cases were discussed at multi-agency risk assessment conferences in the year ending March 2017 (ONS, 2017). However, in reality due

to the high volumes of domestic violence and abuse alone – believed to be around 1.3 million women and 695,000 men in England and Wales (ONS, 2018) without any consideration for offences of any other nature, this is simply unmanageable due to resource, particularly during the current climate, funding and many other factors.

The victim in question was given information around Claire's law. Claire's Law was introduced in 2014 and is a form of disclosure scheme which, providing certain criteria are met, allows a police officer to inform an individual of information about their partner's history which would otherwise be confidential, for example if they have previously been a domestic violence aggressor. The aim of this scheme is to protect victims who are deemed to be at risk in their new relationship, and attempt to break the cycle of revictimisation. In addition to supporting the victim, outside and partner agencies are also crucial in the management of offenders. S.325 Criminal Justice Act 2003 places a duty on 'responsible authorities (chief of police, probation board and the Prison Service) to establish arrangements of offenders. Therefore, through the prison sentence and on release, agencies other than the police will play a major role in the rehabilitation of the offender in an attempt to break the cycle of reoffending.

'In the UK, 75% of ex-inmates reoffend within nine years of release, and 39.3% within the first twelve months' (UKRI.org). It is astonishing to think that of every ten offenders having been convicted of a crime and served a prison sentence, four will reoffend within a year of release. It would appear from these figures that prison may not be acting as the deterrent it should be. With three out of four then going on to re-offend within nine years of release again suggests that the probation system is not fully effective. It is clear from these statistics that more intervention is needed in the attempt to tackle reoffending.

In conclusion, there can be little argument that 'Multi-agency approaches are essential in preventing and addressing domestic violence incidents' (Bryant and Bryant, 2020, pg 289). In this case, it was evident that the support received from the police as well as that of the IDVA and other partner agencies allowed the victim to find the confidence to proceed with a formal complaint even when feeling at her most vulnerable.

It is the view of some however, that there is a great need for additional training for front line officers around offences such as coercive control and domestic violence as 'unfortunately, first response officers sometimes overlook the fact that domestic violence often involves repeat victimisation' (Gov.uk). Effectively tackling repeat victimisation can lead to a victim feeling secure and protected. However, ineffectively dealing with repeat victimisation can have catastrophic effects of leaving the victim feeling alone, vulnerable and living in fear.

Word Count 1412

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: Alexandra Smith (Learner – electronic signature accepted.)

Date: 29/04/2021

Task 4

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

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

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

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

ANSWER:

This essay will provide a critical evaluation of how information and intelligence can be used in the disruption of more prevalent criminal activity by effectively policing the roads. It will also attempt to analyse how Automatic Number Plate Recognition (ANPR) can be used as an investigative resource when disrupting criminal activity.

Information is the life-blood of policing. It is defined as 'all information obtained, recorded or processed for a policing purpose. It includes information which is processed (known as data, including personal data) and information which has been subject to a process of evaluation (known as intelligence)' (College of Policing). Information can be gathered by, and provided to the police in a number of different ways. It can be internal – directly obtained by officers, external – provided by partner agencies, or through force policy and national guidelines. Information is then processed through the Intelligence Cycle which is the formal model that allows information to pass through 5 stages to be developed into intelligence. Intelligence is defined as 'collected information that has been developed for action. It may also be classified as confidential or sensitive. Intelligence collection is a continuous process and there may be specific requirements for its recording and use' (College of Policing). Gathering intelligence is paramount to the prevention, detection and disruption of crime due to factors such as the increased mobility of criminals, changes in the nature of crime, and international and domestic terrorism.

The National Intelligence Model (NIM) was established in 2000. It provides a standardised framework to place intelligence at the forefront in reducing crime and disorder, and allows strategic and tactical decision making. Level 1 of the model relates to local area policing and neighbourhood crime. Level 2 relates to force wide and regional crimes, and level 3 relates to more serious national and international activity such as organised crime. If the NIM is correctly implemented, it will provide focus to operational policing. It is dependent on a clear framework of analysis of information and intelligence, allowing a problem solving approach to law enforcement. Thorough evaluation of intelligence is important as it can allow further investigative techniques to be properly assessed and considered. For example, I am aware of a case where an application for an investigative order was made at Crown Court where the source of the intelligence was not known. However, after the intelligence had been correctly

evaluated, it was sufficient to satisfy the Judge that the intelligence was reliable despite the source being unknown, thus granting the order. This demonstrates the importance of correctly assessing and disseminating intelligence in order for it to be an invaluable tool in the disruption of criminal activity.

Intelligence in relation to policing the roads does not only apply to traffic officers. Every officer has a degree of responsibility of policing the roads. This again highlights the importance of correctly disseminating intelligence. This can be by way of briefings of police officers who are directly concerned with policing the roads as appropriate for example if intelligence indicates a suspect is using motorways as a primary route, briefings to the relevant traffic departments would be appropriate. Alternatively, if intelligence indicates the suspect is more local, for example to a particular neighbourhood policing area, then proper briefings and intelligence dissemination to community and response officers would mean more effective policing of local roads, for example those around schools or any other area where the particular intelligence relates.

In order to conduct any investigation, all information and intelligence must be gathered which will then lead to lines of enquiry being identified. With regards to roads policing, police officers are granted a number of powers under The Road Traffic Act 1988 (RTA), the Police and Criminal Evidence Act 1984 (PACE) and the Terrorism Act 2000 to stop vehicles either as a result of a suspected offence or as a means of prevention where certain activity is anticipated (subject to authorisation). Section 1 of PACE states 'a police constable may detain any person or vehicle, or anything in or on a vehicle...if they have reasonable grounds for suspecting that a stolen or prohibited article, a prohibited firework, or a bladed or sharply pointed article may be found'. All information and intelligence gained from the stopping of such a vehicle is gathered by the officer and recorded and retained in line with the requirements set out in the Criminal Procedure and Investigations Act 1996 (CPIA). Stopping a vehicle may also result in the identification of assets of a particular criminal or criminal group. This may be important and provide further opportunities of disruption, even without additional conviction, where that particular criminal may be subject to a confiscation order following an earlier conviction. Pursuant to the Proceeds of Crime Act 2002 (POCA), the recovery of that asset, which in some cases may be the vehicle itself, may be an appropriate course of action thereby disrupting serious criminal activity. Similarly, there may be need to research the existence of other sanctions, for example, but not limited to, a serious crime prevention order (SCPO) which is a court order which is 'intended for use against those involved in the most serious offences, including drugs trafficking, fraud and money laundering.' (Gov.uk)

It is clear that both information and intelligence are vital components in tackling organised crime and more prevalent criminal activity. However, it can be argued that due to the advances in technology and the complexity of increasingly sophisticated techniques used by organised crime groups, law enforcement will always be one step behind and play catch up in the fight against crime.

One restriction of the reliability of intelligence held, is the effectiveness of information put in to databases, for example if the registered owner of a vehicle is not kept up to date. Best practice is to seek evidence to corroborate and substantiate any intelligence submission in order to ensure the information held on the Police National Computer (PNC) is accurate and up to date.

The PNC holds details of all registered vehicles, linked to the DVLA data which allows officers to research the registered owner and other details of all registered vehicles and driver details in the UK. The PNC has many other functions which are not relevant for this topic and so will not be explored in this essay.

Information and intelligence added to the PNC then links to ANPR, so depending on what is input into the PNC will determine what can be seen on ANPR. 'ANPR is technology, which reads, and stores number plates of vehicles passing a camera' (Disrupting Serious and Organised Criminals). It is a sophisticated computer system with a policing purpose of denying criminals use of the roads, and is capable of checking 3,000 number plates per hour of vehicles travelling up to 100mph. (Henerson, 2004, pg 37). It can locate the registration of a vehicle and establish a specific journey that vehicle has made. The use of ANPR cameras can be deployed in different ways, for example static units, transportable units or covert cameras. ANPR checks number plates against the known information held on PNC, for example 'act now' markers and so it runs hand in glove with PNC; it cannot be as effective without the use of the back office of PNC. To use an example, if a 'flagged' white van is parked outside a school, the PNC will activate the ANPR system to inform officers to stop the vehicle, detain occupants, preserve the scene etc and carry out any other relevant duties in relation to the vehicle, thus disrupting any potential threat. This partnership is vital in sharing information and intelligence as a way of disrupting criminal activity.

A general misconception is that ANPR is primarily used to target motoring offences outlined by the RTA, however, it is well known that the roads network is used to facilitate the planning and commission of more serious crime. ANPR can be used to help detect, deter and disrupt criminality at local, force, regional and national level. It provides lines of enquiry and evidence in the investigation of crime. Police officers can intercept and stop vehicles, check evidence and arrest if necessary. All passing vehicles are recorded, including vehicles not known to be of interest. Information may be, in appropriate circumstances, assessed for investigation purposes. A study (Rose, 2000) identified a link between road traffic offences and other criminal behaviour in that 79% of those driving whilst disqualified also had a criminal record. The study also concluded that half of those convicted of dangerous driving offences had a previous conviction. This shadows the findings of Junger et al (2001) who also concluded there is a link identified between those committing traffic offences and those involved in more violent criminal behaviour. 'Prior to the introduction of ANPR, the volume of traffic helped to conceal those committing vehicle related crimes' (Henderson, 2004, pg 38). The power to stop a vehicle afforded to police officers under s.136 RTA allows an officer to 'stop a person driving a mechanically propelled vehicle on a road if they believe that officer has reasonable cause to believe they were committing an offence'. Therefore, this supports the view that the transparency of these lower level motoring offences as a result of ANPR can often lead to the disruption of criminality at a higher level. For example the lawful stop and seizure of vehicle with no insurance may result in a member of an organised crime group (OCG) being unable to utilise this vehicle for the transportation of drugs.

ANPR can be used in reactive investigations for example to help to locate stolen vehicles, identify the movement of vehicles in the commission of a crime, identify the vehicles of people in a particular location during a particular time. It can also be used in proactive investigations in researching the movements of a vehicle linked to a suspect, supporting surveillance operations by locating vehicles, initiate an arrest plan and develop intelligence about the activities and lifestyles of a subject prior to an operation. If used correctly,

‘proactive road policing can deny them the unchallenged use of the roads and is an effective measure for containing and deterring crime.’ (West Yorkshire Police)

While traffic offences are committed on the roads, the roads network is an essential tool utilised by serious organised crime gangs in other criminal activity such as drug smuggling, human trafficking, child sexual exploitation, counterfeit goods and the ‘county lines’ method of drug trafficking.

More often than not, illegal drugs are transported to the UK by various routes including vehicle traffic from continental Europe (National Crime Agency). ANPR can read foreign and international number plates and so can identify vehicles leaving and entering UK ports and therefore provide the police with the number plate details of vehicles they do not yet know may be of interest, as well as those which are known to be of interest.

When the drugs have entered and are distributed throughout the UK, they are often transported by organised criminal groups and in some cases by a method commonly referred to as ‘county lines’. This is where dealers utilise a number of couriers, or ‘runners’, to facilitate the distribution down to street level. The very essence of county lines is travelling between areas for the transportation of drugs and committing moving crimes, or crimes in action. This often includes crossing boundaries of one police force to another and so the national use of ANPR allows information and intelligence to be shared easily between forces. As part of the ‘county lines’ arrangement, organised criminals often use children and young people as the couriers, or ‘runners’, in the transportation of drugs with the average age being 15-16 years (Home Office (2020a)). Therefore it is unlikely they would have access to a vehicle, rendering ANPR ineffective particularly in the latter stages in the drug distribution process.

It is without doubt ‘ANPR technology can and does help detect, deter and disrupt criminality at a local, regional and national level, including tackling travelling criminals, organised crime groups and terrorism’ (Gov.uk), however it may not yet be a complete success. Although criminals often use some of the most sophisticated methods to avoid detection; a simple manipulation of the digits on a number plate, or a false number plate altogether may be sufficient to minimise the risk of being detected through ANPR. Rhead et al. (2012) found ANPR readings are sensitive to lighting and the way number plates are fixed and so argues ANPR cameras do not always read number plates correctly. While it is clear this may hinder the locating of a vehicle, the ANPR system is sophisticated enough in that it can be instructed to identify for example all vehicles that started at point A, travelled to point B, and then returned to point A. As a result, even if the index of the vehicle is unknown or the number plate is altered in any way, there is still a distinct possibility that the vehicle can be identified and located using specific search criteria and further analysis of that data.

Another restriction is criminal activity operating in areas where there are simply no fixed ANPR resources and mobile resources may be limited. As stated previously, ANPR is national and needs to be recognised as such, as it is one of the few national police systems. It could be argued that the use of ANPR is not being exploited to its full potential within South Wales Police compared to other forces. This viewpoint is due to the fact there is only one ANPR specialist member of staff in the whole of the South Wales Police force, compared to upwards of 10 staff across other forces. It is indicated that ANPR and its success is ‘being recognised as additional funding is now being used for ANPR technology to target county lines’ (Police Professional), and so it’s effectiveness will increase.

There is also the issue that has been raised around the reliability of information captured by ANPR cameras. The accuracy of these images may be brought into question when images are used in evidence if the ANPR cameras are not calibrated correctly (National Policing Improvement Agency, 2009). However this may be an outdated view and the technology behind the ANPR system has improved over time.

In conclusion, it has been highlighted throughout this essay that information and intelligence is the foundation of disrupting more prevalent criminal activity by effective policing of the roads. However, the effectiveness of this is often reliant on the accuracy of manual input thus leaving it open to human error.

It has also been proven that ANPR 'provides a tactical option to disrupt, prevent and detect criminal activity and, by doing so, helps to increase public confidence' (College of Policing). It can identify a pattern of movement which then allows the police to target criminal activity. It is a fantastic tool used in the disruption of criminal activity, and ensuring 'the roads aren't easy get-aways for suspected organised crime groups' (West Midlands Police).

Word Count 2497

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	
Complex interviews		7		3			I would like to increase my knowledge of multiple defendant cases, serious drug trafficking cases and investigation of more major crime. This would then improve my knowledge in case building but also complex disclosure which would inevitably arise, thereby improving knowledge in CPIA issues.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Interviewing			8		5		I would like to improve my interviewing skills, particularly with more complex interviews. I have sought advice from more senior officers, and established that the HUB is a valid route to achieve this. I have taken steps to address this

							development need and taken steps to express my interest in a secondment to the hub at the next opportunity. I believe this expression of interest to the HUB will assist me in enhancing my interview skills, investigation skills and case file submission.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	While my deployment to the HUB was greatly beneficial in increasing my knowledge of file building and the new regulations around disclosure, while back on response the frequency of dealing with case files is far lower. I would like to increase my experience of case files and progressing a case for CPS advise/charging decision whilst on Response. I believe I can achieve this by volunteering to deal with prisoner hand ons, assisting colleagues with file building where possible and viewing examples of previous case files from more experienced officers.
File building			9		6		

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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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