

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)
(SOUTH WALES POLICE, GWENT POLICE AND UWTSO)

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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.

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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

Teamwork can be defined as a collaborative effort but a group of individuals who are working to achieve a common goal or complete a task in the most effective and efficient way (Salas et al, 2008). Teamwork can be interpreted in the context of a 'team', which can be defined as an entity which comprises of a group of interconnected individuals who work together (Glenn, 2008).

In order to fully explore the definition of a 'team' it is useful to compare the idea to that of a 'Group'. A group can be defined simply as a number of people who have gathered together. The main differential between a 'group' and a 'team' is that members of the team work together and cooperate on a fundamental level, whereas a 'group' does not (Honey, 2001).

The differences between a team and group have been further discussed by Belbin, who differentiates between the two by way of size, selection of members, leadership and the overall 'spirit' behind the two.

During this essay the author will first introduce and define theories of team dynamics before subjecting them to an evaluation. This essay will then go onto a discussion of why conflict can occur within a team and what strategies there are to ease this. This essay will also seek to consider why certain teams can function and why others fail. Further to this the essay will consider why conflict can occur within the context of a team and outline strategies which can improve individual and team performance.

Finally, this essay will take the theories discussed and consider how they apply to a Police force and attempt to balance Police team dynamics and the Professional Standards which all Police Officers are bound to follow.

Before a discussion on team dynamics it is useful to provide a working definition. Team dynamics have been defined as '*unconscious, psychological forces that influence the direction of a team's behaviour and performance*' (<https://www.teamtechnology.co.uk/team/dynamics/definition/> Accessed 21/08/2020 21:02). Team Dynamics are natural and occur between individuals when they come together and work to achieve a common goal.

One theory of team dynamics comes from Belbin, who states that there are nine team '*attitudes*' which make a team successful. To this, Belbin devised the 'Belin Team Inventory' which is a behavioural test intended for the user to take and assess how they would work in a team environment. From here, the test will assign one of the '*Attitudes*' to the user. Firstly, is the '*Plant*', the free-thinking, idea forming member of a team. Second is the '*Resource Investigator*', the person who acts to pursue opportunities and create enthusiasm around the project with which the team is working on. Thirdly is the '*Co-Ordinator*', who acts as the leader and works to delegate tasks and make decisions. The '*Shaper*' is task focused and provides drive and motivation to other members of the team. The '*Monitor Evaluator*' sees the opportunities available to the team and is able to view things without bias. The '*Teamworker*' acts as a listener and diplomat and deal with conflicts which occur within a group. The '*Implementer*' turns the ideas formed in the team and turns them into positive results. The '*Complete Finisher*' is the member who is willing to go the 'extra mile' to ensure that the end result is 'just right' and that things have been checked through thoroughly. Finally is the '*Specialist*' of the team possesses specific knowledge or skills which the rest of the team can utilise.

Belbin's theory is criticised for failing to take into account any inter-personal relationships which occur between the members of a team. As Torrington, Weightman and Johns (1985) point out, effective team functions requires social and emotional behaviours and interactions, as they help to maintain things like motivation and support.

Another theory of team dynamics comes from Tuckman. Tuckman theorizes that there are five stages to team development – '*Forming*', '*Storming*', '*Norming*', '*Performing*' and '*Adjourning*'.

The '*Forming*' stage is where individuals come together for the first time and acquaint themselves with one and other and the initial ground rules are formed going forward. Here, things remain formal between all individuals. The '*Storming*' phase is where conflict can occur – each of the members still see themselves as individuals and may attempt to resist control from the group leader. During the '*Norming*' phase is when the individuals start to see themselves more as a '*Team*' opposed to a '*Group*' and begin to accept the viewpoints of the other members. Following this is the '*Performing*' stage, which is where the team works to achieve its goal. The atmosphere is open and trusting between all members and there is little focus on any hierarchy. Finally, the team will enter the '*Adjourning*' phase

whereby the team acts to look retrospectively and conduct an assessment of the project passed and implement a plan for transitioning roles and recognising the different contributions of the members.

Whilst Tuckman acknowledged that teams do not start out fully functioning, he focused his research on smaller groups and at the time of Tuckman's writing the idea of 'distributed' or virtual groups were non-existent (<https://agile-mercurial.com/2019/04/16/tuckmans-model-5-stages-of-team-development-and-practical-limitations/> Accessed 21/08/2020 19:11). Further to this, Tuckman's ideas are limited in scope, as Rickards and Moger (2000) point out, the theory does not take into account how groups change over time. Likewise, movement and progression between all of Tuckman's stages is not guaranteed and in instances where there may be inter personal conflict within a group, some groups will never pass the '*Storming*' phase but instead '*Adjour*'.

Where there is conflict a team may remain in the '*Storming*' phase of Tuckman's model, meaning that the group of individuals are failing to put aside personal differences and function as a single entity team. Naturally, the team will not enter the '*Performing*' stage, meaning that ultimately the goals and purpose of the teams cannot come to fruition.

Inter-personal conflict has been defined as a problem which occurs between two or more individuals in a group which has an effect on the output and productivity of the group. This conflict occurs during situations where the balance between perceptions, goals and value which the team is upset, meaning that striving towards shared goals or ideas becomes difficult (<https://mymanagementguide.com/team-conflict-definition-and-types/#:~:text=Team%20Conflict%20is%20an%20interpersonal%20problem%20that%20occurs,goals%20can%20be%20achieved%20in%20the%20team%20environment.> Accessed 21/08/2020 19:23). Conflict can occur when members of the team express differing values from one and other and from that of the whole team. Another way in which conflict may arise is when the members are not assigned the correct or best suited roles and responsibilities. Conflict can also occur where there is a lack of resources available to the group, meaning that goals and expectations may not be able to be met and frustration arises regarding how to best allocate the resources.

Ultimately it is inevitable that some teams may fail, as inter-personal conflict cannot be overcome. Within a Policing context it is useful to remember that the duties executed can carry with them an enormous amount of responsibility, sometimes for a person's life and therein a lot of stress. Where there is conflict within a Policing team ultimately it is the service delivery and performance which is affected which has ramifications on members of the public.

One strategy to overcome conflict within a team is the CUDSA approach – CUDSA being an acronym for Confront, Understand, Define, seek and Agree. This can be implemented through mediation between any individuals who are in conflict and beginning with there being an acknowledging of the conflict and an understanding that those involved wish to resolve it. Next, the person involved move to 'Understand' each other's position, taking time to listen to each other and clarify

each other's position. This is followed by the issue being 'Defined' and a mutual understanding is reached by those involved and the need for change or compromise is understood. Next, those involved will 'Seek' solutions for the conflict before finally 'Agreeing' on what the best solution is and moving forward the conflict will be resolved.

It is difficult to apply the teamwork theories mentioned to the Police service, as very often the members of the team are transient, meaning that Tuckman's theory is difficult to apply when speaking of a typical Response shift. The same applies for Belbin's theory, as Response policing is less about on and protracted 'projects' and more about reacting to incidents as they occur and dealing with them usually within a very small timeframe.

Within the Police there is a huge emphasis on teamwork and in particular the teamwork which occurs inter-departmentally (for example, between the Roads Policing Unit, the Intelligence Unit and the CID in the pursuance of a burglary suspect). The Police service itself internally is seen by many as being a '*Family*' and notions of the '*Thin Blue Line*' – a colloquialism sometimes used by Police Officers to describe solidarity and a sense of belonging to something bigger than the individual being used to describe the Police Service in its entirety. The idea of the '*Thin Blue Line*' is sometimes demonstrated, albeit unofficially, through the use of the Union Flag with a blue line through the middle it which is sometimes seen on the uniform of Police Officers. The symbolism of the '*Thin Blue Line*' has come under criticism for encouraging a culture of 'silence' within the Police and 'cover ups' of Police misconducts (Hodges, 2018). This in turn can foster an idea of 'exclusivity' and non-transparency of the Police force with Kurtz criticising the notion as creating an '*us versus them*' attitude with the Police against the general public (Kurtz, 2019) This is an example of how team dynamics within the Police can go against standards of professional behaviour. As stated within the Police Code of Ethics, all Officers must act with accountability, honesty and integrity as well as there being a requirement for Officers to '*Challenge*' improper behaviour of other Officers. Should there be a culture of 'silence' and 'cover ups' then this is incompatible with the standards of professional behaviour. There is a documented history of this culture of '*Silence*', with Mullen finding that Police Officers will commonly cover up instances of excessive use of force within the course of duty (Mullen, 2000).

Each Police force will have its own Professional Standards Department (PSD). The PSD will act to ensure that the public are able to maintain trust and confidence in the Police, by managing misconduct allegations and complaints against Police (<https://www.app.college.police.uk/app-content/professional-standards/> accessed 20:54 20/08/2020). The main duties of a PSD include investigating complaints against Police Officers and hold Misconduct Hearings where it is found that an Officer's behaviour has fallen short of the requirements. The presence and actions of a PSD are intrinsically tied in to the idea of '*Organisational Justice*'.

The idea of '*Organisational Justice*' has been explored by Greenberg (1987) who defined it as the resulting attitudes and behaviour that an employee demonstrates as a result of the way they judge the behaviour and attitudes of an employer. For

example, Greenberg presents the idea of an employer who makes half of their workforce redundant. The result is that an employee may feel aggrieved and a sense of injustice and as such may then hold the employer in a negative light – from here the employer may witness a drop in productivity or a lack of motivation (Latham and Pinder, 2005) The idea of '*Organisational Justice*' can be interpreted against the wider backdrop of '*Justice*' – that which is '*Just*' is often seen the fair and equitable or morally correct. Tabibnia, Satpute and Lieberman (2008) point out that that people are generally very 'attentive' to justices and injustices and will react to these accordingly. Central to ideas of justice is the concept of '*Fairness*', meaning that within an organisation employees are more likely to have positive feelings towards that organisation when things such as fair pay and fair and equal opportunities for promotion are present. Therefore, it is important that a PSD is seen to uphold the Police Code of Ethics and the standards of professional behaviour, as when they are seen to enforce them and reprimand those who go against the standards, the attitudes of Officers and employees will reflect this. This means that if a PSD routinely exposes and reprimands those who maintain a '*silence*' or attempt to cover up misconducts or instances where they witness a colleague act in opposition to the standards of behaviour or the Code of Ethics then Officers will see this and maintain an attitude which opposes those behaviours and see their reprimand as fair and just.

The way to balance team dynamics and the professional standards of an organisation is through the correct use of Organisational Justice. If employees can see an organisation setting examples of behaviour and standards, then this will trickle down. It is important that the Police service is transparent and held to account, as it is only by consent that the public will allow themselves to be policed.

In conclusion, this essay has defined the notions of a '*team*' and discusses theories of team dynamics, considering how teams come together and work to achieve a common goal. From here, these theories of team dynamics have been applied in a Policing context. This essay has then moved to discuss what happens when conflict arises within a team and how that conflict can be best resolved. Theories of team dynamics have then been applied in a policing context, with discussion around issues which may cause Officers to fall short of professional standards requirements.

Words: 2241

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:

One of the main duties of a Police Officers is to provide protection to members of the public. This is especially true when dealing with elderly and otherwise vulnerable adults. This essay will focus on the Author's involvement as Officer in Charge of an incident whereby an elderly female was the victim of an attempted fraud, specifically under s.2 of the Fraud Act 2005 – Fraud by False Representation.

This essay will first provide a brief outline of the incident, before exploring the different options available for protection of the female and discussing which were the most appropriate for the situation. This essay will then discuss what works in terms of tackling repeat victimisation before ending in a reflective conclusion of the incident as a whole.

The reflection will be conducted in line with Gibbs' Reflective Model (Gibbs, 1988), whereby the incident will be discussed, alongside how it made the Author feel initially. This will be evaluated and analysed before a conclusion is reached and an action plan formed which will discuss what could be done differently if the same or a similar situation were to arise in the future.

The incident occurred in the middle of the day in April of 2020. The victim was an elderly female who was also suffering from various physical and mental health ailments. To compound this, the female lived alone and did not have a strong support network around her. The female was well known to Social Services in the area and had a support worker who worked closely with her to ensure her safety and wellbeing were always met.

Police were contacted by the female's Social Worker, as the female had reported that an unknown male had gone to her address in the day, knocked on her door and

asked her if there was '*any work that needed doing*'. The female invited the male in where it was alleged that he conducted minimal work in the garden and was only present at the female's property for no longer than twenty minutes before informing the female that she owed him £250 for the work. When the female informed him that she only had a small amount of money on her, the male took the female in his vehicle and conveyed her to two separate cash points around the local area in an attempt to get her to withdraw the money. However, it appeared that the female's bank card was not working and as such no money was withdrawn. It was further reported that the unknown male then conveyed the female back to her home address where he told her that he would be back in a few days to collect the money. Police were contacted the next day by the female's Social Worker and attended at the female's address in order to get more information. Immediately clear was the female's vulnerability and how at risk she was. Likewise, there were similar occurrences in the past whereby she had given money to people in return for minimal work on her property.

The female allowed Officers access to her bank account records, including information as to withdrawals and attempted withdrawals of money. Officers worked alongside the female's bank and their Criminal Justice Unit to return details of when and where her card had been used. From here, CCTV of the area where checked in order to provide a positive identification of any potential offenders.

First and foremost were the safeguarding concerns of the female as she displayed many vulnerabilities and was a repeat victim of this type of fraud. As such, extra care was taken to reassure the female and to obtain all the pertinent details so that an accurate and detailed report could be submitted and shared with external agencies, so as to maximise safeguarding potential.

Following Police attendance, the female was referred to the Community Safety department of South Wales Police, using the '*Operation Signature*' directive. Operation Signature is a scheme which was set up in 2017 between Police and Financial Institutions and is used to detect and prevent frauds and protect vulnerable people from financial exploitation. In 2018 it was reported that incidents referred by the Operation Signature directive have prevented approximately £250,000 worth of fraud from occurring (<https://www.south-wales.police.uk/en/newsroom/banking-protocol-prevents-thousands-fraud/> - Accessed 11:30hrs 26th May 2020). Operation Signature is an effective process that has had good results and alerts outside agencies to vulnerable persons in the community. From here, other bodies within South Wales Police could intervene. In particular, CID took an interest and have progressed the investigation in regards to identifying any potential suspects.

The main in managing the risk the female faced was for the Community Safety team to attend at the address in order to conduct a '*target hardening*' exercise. This had the effect of advising the female to install a CCTV system by her front door as well as providing her with literature and a 'NO COLD CALLERS' sticker on her front door as a deterrent. Although in theory, these practices could act as a deterrent and prevent similar incidents occurring, ultimately the target hardening measures are only advisory. Owing to the fact that the female had means to pay for a CCTV system and installation it was decided that she was not eligible to have one installed on her behalf, meaning that currently her property is still without surveillance.

This method of risk management and support would be very effective, as it involves a third party assessing the physical vulnerabilities of the female's property and formulating a solution to mitigate the risk of similar incidents occurring. However, it is an intrusive and costly solution which would involve different people coming and going to the female's property. Although potentially effective, it is not the most appropriate.

Another way in which the risk to the female has been managed is by alerting the local Neighbourhood Watch association which existed in the community. A Neighbourhood Watch scheme involves bringing together members of a local community and creating an environment whereby crime and antisocial behaviour is less likely to happen. Neighbourhood Watches are voluntary and are supported by appointed Police Liaison Officers (Blackstone's, 2019), who deal with the information passed to them by these groups about potential criminal activity. According to studies conducted by the College of Policing (<https://whatworks.college.police.uk/toolkit/Pages/Intervention.aspx?InterventionID=8> – Accessed 16:45hrs, 26/05/2020) areas which are involved in active Neighbourhood Watch schemes experience a reduced crime rate. There are several reasons for this, the main being that potential offenders are increasingly made aware that the chances of their actions or any 'suspicious' activity being reported to Police are higher in areas where there is a Neighbourhood Watch, as opposed to areas where there is not. In addition, Neighbourhood Watch schemes help to reduce perceived opportunities for potential offenders, by members helping to reduce signs of vulnerability of members of the community. For example, by helping to ensure the tidy appearance of a property (Bennett, et al, 2008). This approach is an example of the Problem Analysis Triangle (PAT) at work, whereby protection of the victim helps reduce crime rates overall (Tilley, 2008a).

This approach is very appropriate, as it not only offers a non-intrusive solution to community safety and managing the risk the female faced at little to no expense but it also helps to increase relations between Police and local communities and fosters an environment where information can be freely shared between both parties.

It is well documented that the best indicator of future victimisation is the previous victimisation a person or property has experienced (Pease, 1998) and as such, the best way to prevent victimisation is to implement measures which will increase the risk to potential offenders of getting caught (Clarke, 1997). To this end, the address of the female was also set up to be patrolled regularly by Neighbourhood Policing Teams and Police Community Support Officers. The aim here was twofold; to ensure that safety and wellbeing of the female and to act as a deterrent from either the male returning or any other people attending the area with similar intentions. In a study conducted in 1995, it was found that in areas of high crime, an increased Police presence will reduce the crime rates (Sherman and Weisburd, 1995).

When Gibbs' reflective cycle is applied to the incident, the incident is an attempted fraud by an unknown male on a particular vulnerable elderly female. Upon speaking to her it was immediately clear that there was an overarching need for safeguarding as this type of incident had occurred previously. The female was very difficult to obtain information from and on reflection the Author believes that she may have had difficulty in comprehending the situation. In conclusion, having her Social Worker or

other appropriate adult present who could have helped the female understand what had happened and help Police obtain the relevant information. In future, the Author will work to put measures like that in place prior to beginning investigations.

Word Count: 1491

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: DALE EVANS (Learner – electronic signature accepted.)

Date: 10th AUGUST 2020

Task 4

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

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

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

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

ANSWER:

In 2018 328 billion miles were driven on UK roads, with this it is inevitable that criminals who have legitimate access to the roads will use them to conduct their criminal enterprises. Certain types of crime are dependent on the road networks, such as drug trafficking, human trafficking and the drug –crime phenomena known as '*County Lines*' which is where children and vulnerable adults are exploited by drugs gangs in the bigger urban areas, such as London, Manchester and Liverpool and made to travel to more rural areas such as South Wales, conveying and eventually to sell illegal drugs. Owing to this it is imperative that these crimes be disrupted by Police and a way in which this can be done is through effective policing of the roads.

This essay will seek to explore and evaluate how the use of Police information and intelligence can be used by Police Forces to disrupt criminality and how the effective Policing of the roads can disrupt and prevent crime. This essay will pay particular attention to Automatic Number Plate Recognition (ANPR) systems which are in use across the UK's road networks and analyse how it is used as an investigative resource as well as discuss the issues surrounding its use. This essay will then form a valid and informed conclusion around the issues discussed.

In order for this essay to first evaluate how intelligence can be used to disrupt criminal activity via the policing of the roads it is first useful to develop a working definition of key terms. Firstly, '*Information*' and '*Intelligence*' will be defined. The following definitions are from Blackstone's Handbook for Policing Students (Bryant and Bryant, 2019).

'Information' takes its usual definition in the Policing context but attention is paid to the source. One of the main differences between Police information and intelligence is that Police information generally comes from an 'open' source, meaning that was classifies as information is generally available for the wider public to see.

'Intelligence', however in the Policing context can be defined as information which is derived from a number of different sources which has been graded according to the

Police Intelligence Model, sanitised and disseminated among Police Officers for use in the detection and prevent of crime. Police intelligence is generally considered to be 'confidential' once the information found has been processed. Intelligence is used by Police to build pictures on individuals and networks of people who are suspected of being involved in any criminal enterprises or people who pose a risk to themselves or others and ultimately is disseminated among Officers and Police staff in an effort to reduce crime and curb potential offences before they can be committed. Policing in the UK is 'intelligence led', meaning that the identification and targeting of high-rate, chronic offenders is undertaken prior to strategic interventions based on that intelligence being formulated and executed. (McGarell et al, 2007).

Intelligence is submitted by Police Officers and staff who obtain it from observations out in the field or from informants. Police intelligence is 'graded' using the National Police Intelligence Model and the '5x3x2' model. When intelligence is submitted it is reviewed by a specialist team of Intelligence Officers who review its reliability and provenance before deciding whether or not it is to be disseminated among officers. Intelligence will be on people, locations, vehicles and events. The grading and sanitation of intelligence means that intelligence which is available to Officers is considered true and reliable. This intelligence can be shared via a Police forces' record management system or through the Police National Computer (PNC) meaning that all Police forces in the UK (and any other agencies which have access to the PNC) may be able to view it.

Most of the territorial Police Forces in the UK have a designated Roads Policing Unit (RPU). The primary functions of an RPU are to reduce road casualties, police the roads and uphold road traffic legislation and to disrupt criminality (<https://www.app.college.police.uk/app-content/road-policing-2/> - Accessed 11:33 14/07/2020). RPU officers typically use more high-performance vehicles to function effectively and operate on all roads in an area but are also specifically trained to operate on the UK's motorway network. Whilst RPU Officers maintain the same powers and duties as regular Constables, they are typically trained to a higher standard of driving and automobile control. Within the RPU are specialised roles, for example, an RPU Family Liaison Officers will act as a bridge between the family of those who are killed or receive life changing injuries as a result of a Road Traffic Collision and the Police and wider Criminal Justice System. The RPU will also have its own Collision Investigation Unit who will investigate matter of death or serious injury where a roads offence may have been committed.

The link between offending on the roads and offending in other forms has been well documented (Rose, 2000). For example, Rose demonstrated that seventy-nine percent of people who were disqualified from driving also had a criminal record – this is four times higher than the average. Similarly, another study noted the links between people who display 'risky' traffic behaviour and the wider commission of violent offending (Junger et al, 2001). This research is further supported by work from Chenery in 1999, who found out that there was a link between the people who commit 'minor' traffic offences, such as illegal parking and that vehicle's involvement in active criminality.

Owing to this it then stands to reason that through effective policing of the roads wider criminality can be disrupted. This sentiment has been echoed by Her Majesty's Inspectorate of Constabulary and Fire and Rescue Services (HMICFRS) who found

that the role of the RPU has evolved, with the RPU dealing more with the disruption of criminal activity than ever before

(<https://www.justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/roads-policing-not-optional-an-inspection-of-roads-policing-in-england-and-wales.pdf> - Accessed 17:06 18/08/2020).

One of the most effective methods of policing the roads is through the use of Automatic Number Plate Recognition (ANPR). ANPR is an intelligence gathering system used by Police forces across the UK and is used primarily to detect and disrupt criminal activities across the local, regional and national levels

(<https://www.police.uk/pu/advice-crime-prevention/automatic-number-plate-recognition-anpr/> - Accessed 08:34 13/07/2020). ANPR systems have been in use in the United Kingdom since 1979, with the first arrest directly attributed to the use of ANPR being in 1981 (<http://www.anpr-international.com/history-of-anpr/#:~:text=Surprising%20to%20most%20people%2C%20the%20history%20of%20ANPR,early%20systems%20were%20developed%20for%20use%20from%201979> - Accessed 11:52 13/07/2020).

ANPR systems operate primarily as cameras which are strategically placed on arterial roads in an out of urban centres but can also be implemented on vehicles. When a vehicle passes the camera the registration number is read and checked against various databases, such as insurance, tax and the Police National Computer which then checks whether or not there are any 'markers' on the vehicle – for example has it been reported stolen or is it suspected to have been involved in the commission of an offence. Currently there is a network of eleven-thousand ANPR cameras on the UK's roads with the cameras submitting an average of fifty-million records a day. All of this information is stored for one year and can be accessed by any of the UK's law enforcement agencies (<https://www.police.uk/information-and-advice/automatic-number-plate-recognition/> - Accessed 12:06 13/07/2020).

ANPR cameras run twenty-four hours a day and seven days a week, consistently gathering information and intelligence which can be called upon instantly or may be of use in the future. To this end, in the pursuit of the disruption of crime ANPR can be used to map routes and patterns used by vehicles of interest, complete with date and time stamps. Further to this, ANPR data can be used evidentially, placing vehicles in certain locations and specific dates and times. This too means that vehicles which have intelligence linked to them or where the registered keeper has intelligence linked to them will activate ANPR cameras when they pass through mean, meaning that the Police can act and react to these information 'hits' in efforts of targeted and intelligence led policing in an effort to disrupt criminal activity. In some instance the ANPR cameras may be able to pick up the face of individuals in a vehicle and as such creating wider picture of intelligence or more concrete evidence of any potential offences.

ANPR can also be used in the planning and preparation of intelligence-led operations, as vehicles are able to be tracked and traced through the ANPR camera network. In addition to this where vehicles cross Police Force boundaries, information can be shared about the vehicle or the registered keeper, or who the Police believe to be driving the vehicle such as warning markers or intelligence on

the person, meaning the appropriate threat, risk and harm assessments can be made with Officer safety in mind.

The data gathered by ANPR systems can be used by Police forces and 'mined' in order to discover patterns regarding certain individuals or vehicles. From here, intelligence is processed and a picture can be established of a person's movements and activities. Frank Whiteley, the former Chief Constable of Hertfordshire Constabulary commented on ANPR's use, stating that it can be used 'proactively' and linked individuals to vehicle can be stopped whilst on the road and as such criminal activities can be actively disrupted.

(https://news.independent.co.uk/sci_tech/article334684.ece - Accessed 12:34 13/07/2020).

Within South Wales Police, RPU vehicles are fitted with ANPR technology, with the vehicles having ANPR cameras mounted on them and a cockpit in the main console. This means that RPU Officers have a continual 'live' ANPR feed which is constantly gather information on vehicles as the use the road. This means that when a vehicle is highlighted by the ANPR systems the RPU Officers can take any appropriate action.

The use of ANPR is not without criticism, the biggest of which is that it is an infringement on privacy. In 2008 the director of Privacy International stated that the increased use of ANPR on the UK's roads risks providing Police with 'extraordinary powers of surveillance'. One example of this occurred in 2005 when an eighty year old was stopped in his vehicle with his daughter by Police and their vehicle searched under the Terrorism Act 2000. Neither the driver nor his daughter had any criminal records and had had very little contact with Police prior to this incident. It was discovered that the vehicle was stopped after it had been detected by ANPR systems as having been involved in EDO MBM demonstrations, which were anti-war protests in Brighton. It was argued that due to the vehicle's associations with the protest movement that a 'marker' had been placed on it by Police and as such it was subject to undue surveillance which was assisted by the ANPR network. However, it is worth noting that this targeted Policing stop resulted in no further action and as such the use of ANPR was criticised – it is worth considering that if the traffic stop yielded a positive result and the disruption of an offence being omitted than this criticism would not have been levied in this instance.

The use of ANPR has resulted in a new type of car crime – car '*cloning*'. Cloning is where a person makes an identical copy of a number plate and will place it on a car of the same make and model, meaning that when that vehicle is picked up on ANPR systems or is involved in the commission of an offence it is the legitimate owner of the number plate who will receive the enforcement correspondence and not the offender (http://www.bbc.co.uk/insideout/westmidlands/series7/car_cloning.shtml - Accessed 08:50 13/07/2020). However, ANPR systems will often detect that there is more than one user of the number plate (for example, by noting that the same vehicle has been detected at geographically distinct locations within a short period of time).

The success in the use of ANPR in disrupting criminal activity has been evidenced across the UK. For example, in 2016 it was recorded that the use of ANPR cameras

along the road network in the Nottinghamshire Police area had resulted in a 41% decrease in burglaries (<https://www.anprcameras.com/anpr-cameras-lead-to-41-reduction-of-burglaries-in-nottinghamshire/> - Accessed 10:01 10/08/2020). Similarly, in 2018 North Yorkshire Police attributed the use of ANPR cameras to seven-hundred and twenty-seven arrests and the safeguarding of around forty people (<https://www.strayfm.com/news/local-news/2784401/north-yorkshire-police-hails-the-success-of-automatic-number-plate-recognition/> - Accessed 10:19 10/08/2020).

In conclusion this essay has explored how ANPR continually and consistently gathers information along the UK's road network, creating a picture of intelligence surrounding vehicles and persons, such as routes used and times and dates where vehicles have been seen. From here this information can be used to create a targeted policing response, therein disrupting criminal activity through the effective policing of the roads. Although there is criticism on the use of ANPR, such as concerns for privacy and the worry of 'mass surveillance' in the UK. However, the use of ANPR has been directly attributed to delivered disruption to criminality and has been used in the commission of successful investigations, arrests and the safe guarding of vulnerable individuals.

Moving forward, the National Police Chiefs' Council has outlined a strategy regarding the continued and advancing use of ANPR on the UK's road network, which includes increased ANPR presence and a more transparent approach to the retention and use of the data which has been taken from the system (<https://www.npcc.police.uk/ANPR%20Strategy%202020%20Final.pdf> – Accessed 11:19 10/08/2020). This may mean that concerns about the information which Police forces hold on individuals and vehicles may be abated. Regardless, ANPR is an effective tool in modern day policing and fits into the 'intelligence led' direction which UK policing follows.

Words: 2237

Task 5

Personal Study programme / Individual Learning Plan

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

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

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

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

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Proper 'golden hour' investigations at incidents of Sudden Deaths			8		6		Ensuring that all of the deceased's personal possessions (i.e phone/keys/wallet) are accounted for and ensuring a full search is made of the body before deciding whether or not a death should be treated as suspicious or non-suspicious
2. PPD3 and Sexual Assault Investigations			7		5		Ensure that as much and the appropriate information is gained from the victim and

3. Thorough Understanding of the 'points to prove' of an offence and any defences/factors which may negate any mens rea.			8	4			recorded accurately in a PPD3 document which can then be handed over to the relevant department for progression
4. File building for CPS.		7		3			Ensure that there is an understanding, through practice and repetition as well as study. Further interview practice to be gained through HUB and CID attachments.
5. Alternatives to arrest.			9		7		Knowledge of the different 'MG' documents, as well as style of writing required. This will be gained through HUB and CID attachments.
							Ensure that all appropriate or more proportionate alternatives to arrest are explored before arrest – use of Words of Advice, RJ, contemporaneous interview and voluntary attendance interview.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Conflict Management			9			5	Learn how to control situations more effectively through the use of such principles as 'Bertari's box'.
2. Preventing the escape of suspects			9		5		Gain more experience in recognising the cues from a person who is about to attempt to make off and make

							every attempt to detain and if necessary restrain as early as possible – this includes ensuring all suspects' warning markers are known and taking extra caution if there are markers for 'Escaper'.
3. Recognising Danger Cues			9		7		Understanding cues such as a person's posture, stance or hand placement and use this to better form decisions and actions which can impact on Officer safety.
4. Response Driving			8	1			Although confident with driving A-B, further development is required via a SWP course so that I can respond safely to emergency calls using Police vehicles.
5. Use of NDM/Decision making			9		6		Develop the confidence to act on a decision made ad to learn to trust in my own judgement. This will require a more thorough use of the NDM, specifically the information gathering phase and having knowledge of all powers/policies available so that the best decision can be made.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
			8		6		

1. Searches – Persons, premises and vehicles.			8			10	Practice searches on persons, vehicles and premises and use approved home office and PACE compliant search techniques.
2. Victim Care							Ensure that a good rapport is built between victims and that the victim is always at the heart of an investigation and that they remain fully updated with all progressions and that their needs are met by Police.
3. Court	7			3			Practice Court etiquette and practice answering questions directly.
4. Mental Health			9		6		Learn how to negotiate with people and appeal to someone who is going through a crisis. Ensure thorough knowledge of use of s136 powers and powers under the Mental Capacity Act.
5. Interviewing			8		6		Gain more experiencing and confidence interviewing suspects and confidence in challenging suspects' accounts for anomalies and learn how to use Exhibits in interview.

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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