

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	Samuel Reynolds	Student ID number:	1921214
Programme:	Policing Apprenticeship		
Module:	Operational Policing Practice 2		
Module code:	BMPP5002D	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Jane Thomas	Internal Verifier:	
Assignment Title:	Assignment 2	Word count (or equivalent):	4000 Words
Submission deadline:	22/11/2021	Return date of provisional marks & written feedback:	20 working days later
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)	

Digital Policing

- Complex types of internet-dependent crimes and their impact
- Investigative procedures for complex investigations with a digital element
- Employing specialist assistance re. obtaining information from a specialist or service provider in the recovery of digital data

Criminology

- Constitutional role of the police in contemporary society and the wider criminal justice system
- Crime prevention theories and strategies
- Strengths and weaknesses of different policing models in relation to crime/victimisation and the public
- Benefits of greater understanding of sociology and criminology on/for operational policing and decision making
- Specific initiatives relating to crime prevention

Evidence Based Policing

- Potential constraints associated with EBP approach and identifying best practice
- How to systematically review and critically evaluate available evidence
- Optimising opportunities to obtain best available evidence, evaluate options and develop most appropriate solutions to policing problems

Counter Terrorism

- Organisational structures and inter-relationships that exist in counter-terrorism policing
- Links between terrorism and other forms of criminality
- Insider threat within the police service and strategies to prevent this

Response Policing

- Application of theories and principles of psychology and human behaviour in various response contexts
- Key issues relating to the complexity and challenges of operational policing
- Responsibilities of first responders at critical incidents
- Best practice when attending high profile critical/major incidents
- role of the police within a joint emergency services operation

Policing Communities

- Why key incidents/events have had a damaging effect on the willingness of communities to engage with the police
- Community engagement & how policing practice can impact the community
- Role of community policing in fostering and maintaining community cohesion
- Key principles of effective community engagement

Policing the Roads

- Police powers in relation to commercial vehicle enforcement
- Prevalent criminal activity facilitated by road network & its disruption by effective policing of the roads
- Disruption options to target criminal activity on the road network
- How to police the strategic road network effectively and safely
- Roles and responsibilities of personnel involved in police pursuits, and the types of vehicle

Information & Intel

- Guidance and processes relating to international and European enquiries/investigations
- Analysis and evaluation of info. & intel. appropriate to the policing operation
- Analytical products provided by intelligence specialists during the course of an investigation
- Developing info. & intel. to inform tasking and co-ordination process

Conducting Investigations

- Difference between 'volume and priority' crime
- Use of the additional sources of intelligence that can be obtained during a complex investigation
- Importance of the concept of memory upon interview methods and process
- How personal attitudes, values and biases can impact on an investigation
- Addressing complex circumstances when conducting interviews
- Learning from previous investigations (and/or interviewing) to future investigations
- Guidance and processes relating to international and European enquiries/investigations

TASK DESCRIPTION

This is a *4000 word assignment*. Students are required to complete two 2000-word essays (2 x 2000).

Choose two titles from the below list:

1. Review complex types of internet-dependent crimes. (2000 words)
2. Evaluate the disruption options available to target criminal activity on the road network. (2000 words)
3. Identify and review the key issues regarding the complexity and challenges of operational policing in your policing/force area. (2000 words)
4. Assess the role of community policing in fostering and maintaining community cohesion. (2000 words)
5. Critically examine the investigation of volume crime (2000 words)
6. “How best should the police as a service adapt ... while retaining the core values of the British model of policing? (2000 words)

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Refer to reading list to help you find relevant sources. Do not use Wikipedia or 'red top' newspapers' these sources are not reliable, try to use governmental sources and reliable journal articles and books.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: You should demonstrate that you have understood what we have discussed in lectures and tutorials. Do not simply reproduce power point slides, show understanding and expand your knowledge by reading.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Do not show bias in your assignment you should present a balanced argument putting forward different perspectives on the topic for example can states commit ;'terrorism'? some would argue that they can whilst others would disagree.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *You might use 'real world' examples to highlight your arguments, for example why might one group be labelled 'terrorist' whilst another is not, is it the intended target? Or the ideology?*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire

new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: Put into practice what you have learned in Academic skills to structure your work so that it flows from one logical argument to the next using 'linking' words and sentences. Demonstrate you effective referencing skills.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	15	
2. Knowledge and Understanding Skills	25	
3. Cognitive and Intellectual Skills	25	
4. Practical Application Skills	25	
5. Transferable Skills for Life and Professional Practice	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound	Major gaps in knowledge with unsatisfactory, uncritical	Fragmentary knowledge, with only superficial critical	Limited but adequate knowledge and critical	Knowledge is reasonably detailed and accurate. A good	Knowledge is reasonably extensive. Exhibits very	Excellent, detailed knowledge and highly critical	Exceptionally detailed knowledge and outstanding

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%
knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	understanding of the well-established concepts and principles of the subject and the main methods of enquiry.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles, leading to logical, evidence-based reasons and judgements. Explicit recognition of other stances and a sound awareness of the limits of knowledge. A capacity for independent thought and ability to go beyond questions and suggest answers.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%
				logical judgements.		broader wider context.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered and insights are consistent, accurate and logical. Application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate excellently in a suitable medium for the audience. Work is highly coherent, fluent and well-structured. Can work very well autonomously and/or as part of a team, with excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.

Evaluate the disruption options available to target criminal activity on the road network. (2000 words)

This essay will explore and evaluate the use of the road network by criminals, it will consider the options available to law enforcement to target criminals use of the road network, it will explore the legislation which permits tactics such as the use of multiple sections of the Road traffic Act, discussion of vehicle seizures and the use in stop and search namely under the Police and Criminal Evidence Act and Misuse of Drugs act in disrupting criminal activity on the roads. Moreover, it will explore and evaluate the use of technology in assisting the Police in enforcing and denying criminals use of the road through technology such as Automatic Number Plate Recognition (ANPR), Closed Circuit Television (CCTV) and use of the Police National Computer.

The United Kingdom has 262,000 miles of roads and its population is heavily dependent on the road network as it provides infrastructure for commuting and business, given that populations reliance on the road network to facilitate business and transportation of goods, it is likely that criminal networks will look to utilise the road network also . Highways England (2016). This view is supported by the 2025 roads policing review in which it asserts "Offenders will use the road network to facilitate the commission of crimes including smuggling and cargo theft, county lines exploitation, facilitating burglary and crimes of violence." Department for transport (2020) As a result of this it's clear that a robust and effective policing model must be engaged in order to limit the use of the road by criminal networks. The current National Police Chiefs Council (NPCC) roads Policing strategy outlines four strategies to ensure safe roads for all, these are: communication, enforcement, technology and intelligence. National Police Chiefs Council (2018) The strategy is largely built on working towards the Police in Vision 2025 project in which seeks to place emphasis on the information and intelligence sharing with partner agencies in tackling criminality on the road network. National Police Chiefs Council (n.d.). Notably, the most effective tool in preventing criminals use of the road network is using Section 163 of the Road Traffic Act 1988. This section provides a framework and legal basis in which a police constable can require any vehicle on the road to stop for a policing purpose, it also provides the offence of failing to stop should a vehicle to stop when told to do so by a constable in uniform. Bryant, R. and Bryant, S. (2019). The importance of this legislation cannot be underestimated as it allows Police officers to act on information or intelligence available

to them. And subsequently, as a result would not be able to disrupt criminality on the road network, moreover without this legislation in place, Police officers would not be able to utilise other legislation such as section 1 of the Police and Criminal Evidence Act or Section 23 of the Misuse of Drugs Act. Moreover, it would not allow officers to target other criminals on the road, such as persons driving under the influence of drink or drug. Moreover, it also provides the basis in which allows a Constable to stop a vehicle for miscellaneous document offences such as no insurance or MOT, essentially is the groundwork of which all police disruption tactics stem from. There are however, concerns over the use of Section 163, which are primarily focused on the recording and accountability of Section 163 vehicle stops as one article documents, that between 2010 and 2011 over 5.5 million 163 stops were conducted in the UK and question the efficacy and recording of such stops. Stop Watch (2016). Although published in 2016, this article still remains relevant due to the ongoing questions over Section 163 Road Traffic Act stops and their fair use particularly in relation to stops involving members of the Black and Ethnic Minority individuals. Moreover, given the increased awareness as to the impact of racism within British society. Joseph-Salisbury, R., Connelly, L. and Wangari-Jones, P. (2020). The fair and accurate recording of Section 163 stop can only assist in increasing public trust and confidence in the Police's use of Section 163 Traffic stops.

Furthermore this argument appears to hold merit as shown in the 2015 Her Majesties Inspectorate of Constabulary (HMIC) investigation into Stop search and use of Section 163 of the road traffic act in which it found no Police forces in the UK collated information or had any apparent oversight of the statistics of Section 163 of the Road Traffic Act stops, the result of this is that the fair use of these stop can be questioned, but alternatively the failings in recording these stop does not allow for forces to assess the impact of 163 stops in reducing criminality as it is not known the number of stop which result in a successful stop search or process. Her Majesty's Inspectorate of Constabulary (2015).

Further to the stopping of Motor vehicles, perhaps the most effective tool in preventing criminals use the road network, is through physically denying them access to the road network through seizure of vehicles, most notably through section 165 of the Road Traffic Act in which allows a Police officer to seize a vehicle being driven on a public road without insurance. Bryant, R. and Bryant, S. (2019). Section 59 of the Police Reform Act which allows an officer to seize a vehicle being driven Anti-Socially. The National Archives (2020). Police Reform Act 2002. The effectiveness of Police seizure of vehicles can be seen through statistics when looking at the number of vehicles seized for no insurance since 2005, and in 2019 alone 137,000 vehicles were also seized for no insurance. Motor Insurance Bureau (2021). The Motor Insurance Bureau estimates each year 1,000,000 vehicles

travel Britain's roads uninsured, when compared with the statistics for vehicles seized, it is clear that police have a significant impact in reducing the number of uninsured drivers. However, on the other hand, it could be argued that the impact of vehicle seizures had a limited affect when comparing the statistics for vehicle seized compared with uninsured vehicles on the road and could further suggest the ineffectiveness of the Police in deny criminals use of the roads. This view is supported when looking at the number of specially trained roads, policing officers across country with most forces Roads policing unit consisting of less than 5% of their forces total number of staff, therefore it is hard to conclude that Police can efficiently disrupt criminality on the road network. ActionVisionZero (2021). Moreover, despite advancements in technology, most notably the police national computer, one study concludes that as a result of overreliance on the police national computer (PNC), seizure of vehicles under the Road Traffic Act can actually have a more detrimental effect on law abiding road users as opposed to its original target of disrupting criminality. Kinsella, C. and McGarry, J. (2011) pp.167–184. One of the most significant Advancements in denying criminals use of the road can best be attributed to the increase of information and intelligence through technology available to officers. The best examples of this can be through the use of automatic number plate recognition systems (ANPR) and closed-circuit television (CCTV) which, unlike regular police officers, can be seen as a passive means of gathering information and intelligence, are not limited to working hours, rest, or breaks, and their cost of resource in the maintenance of keeping these systems running. When assessing the effectiveness of ANPR specifically, one study into the conducted with Dorset Police Illustrates the effectiveness and efficiency of ANPR. With an estimated number of vehicles within the Dorset region being 750,000 vehicles and the force itself containing 18 mobile ANPR cameras and 14 static ANPR cameras, the study suggested that the system had read 23% of all vehicle movements within this area. The study further suggests that ANPR assisted in the seizure of over 1000 cars annually in the Dorset area. It does however, recognise the limitations of ANPR, stating that approximately one in fifty vehicles trigger an ANPR hit, the study recognises that due to the high volume of vehicles triggering the camera, It is unrealistic for a mobile police officer to be dispatched to every illegal vehicle, which allows road users the use the road Illegally. Dorset Police (n.d.). There is further research to suggest that ANPR is an extremely effective tool denying criminals use of the road, one such study utilised ANPR alongside specially dedicated ANPR officers over a six-month period which Illustrated the effectiveness of such methods and models. The results of the study found that specially trained ANPR officers were expected to make 100 arrests per year, which is 10 times above the national average expected of a police constable. Moreover, the study asserts that an individual Police Constable would be expected to " recover 11 stolen vehicles, with a total value of approximately £68,00, recover stolen goods on three occasions, with a total value of approximately £23,000, seize drugs on seven occasions, with a total street value of approximately £3,300, seize two offensive weapons/firearms recovery property on five

occasions.” Home Office (n.d.). Furthermore, like other studies into ANPR, the study states the limitations of ANPR can be affected by adverse lighting and weather conditions. Haines, A. (2009).

However, given that this study was conducted over six months in which it was documented that the weather and light levels were poor and the study still suggest significant improvement in the number of vehicles seized and arrests made, it can only be concluded that used in the right context, ANPR is an invaluable effective tool in denying criminals use of the road. Moreover, the study noted that due to the high number of vehicle which triggered ANPR cameras, when compared to the low proportion of vehicles which were would suggest that a higher proportion of specially trained ANPR officers would need to be employed in order to keep up with the number of activations, because of this reason it could be argued that ANPR has a limited effectiveness in denying criminals use of the road, ss the effectiveness of a ANPR can be directly correlated to the number of specially trained officers in which can deploy In response to activations.

In conclusion, this essay has considered the various methods in which the Police can deny criminal the use of the Road Network, it has explored and evaluated the use of a Police Officers power to stop vehicles, it has considered and assessed the options available to officer to seize vehicles travelling on the road and its effectiveness in denying criminals use of the road, moreover it has considered the advancements in technology available to officers its impact on denying criminals use of the road when used in conjunction with specially trained units in denying criminals use of the road network.

Word Count 1808

Identify and review the key issues regarding the complexity and challenges of operational policing in your policing/force area. (2000 words)

This essay will identify and review the issues regarding the complexity and challenges of operational policing within the Gwent Police Force area. It will explore the key policing priorities are set out by the police and Crime Commissioner for Gwent Police and assess the effectiveness of Gwent Police in responding to the Challenge’s.

While there does not appear to be a strict definition of what Community Cohesion is, it appears that it is generally accepted to be defined as "The opportunity for people to interact, work together, develop positive relationships and make a contribution to their community, Further, they emphasise the importance of a common vision, shared values based on democracy, equality, diversity, tolerance, fairness and justice and creating a sense of belonging." NASUWT (n.d).

Overall, Gwent Police has five priorities in total, these consist of: Crime prevention, Supporting Victim, Community Cohesion, tackling anti-Social Behaviour and ensuring an efficient and effective service respectively. These priorities were decided based upon input from communities that Gwent Police Serve. Gwent police identifies crime prevention as "Taking action to prevent crime by working with partner organisations and communities to tackle crimes that present the greatest threat, risk and harm and especially those crimes committed against the most vulnerable." Gwent Police (n.d.) In its most recent Her Majesty's Inspectorate of Police (HMIC) Inspection 2016 and the subsequent report in 2018, Gwent police was assessed by the HMIC as having a good approach to reducing crime and keeping people safe, it further documents that Gwent Police "has made improvements in its approach to protecting vulnerable people and tackling serious and organised crime (SOC)." Her Majesty's Inspectorate of Constabulary (2018). The report also assesses that Gwent Police has built good working relationships with partner agencies, particularly in respect to disrupting serious organised crime.

Most notably in reducing crime, Gwent Police introduced a specialist team specifically targeting acquisitive crime such as burglary and theft known as "We don't buy crime" which had been trialled in several forces in England and noted to have had an impact on reducing reoffending and safeguarding of victims. Gwent Police and Crime Commissioner (2021). Gwent Police and Crime Commissioner. The effectiveness of this new initiative while at an early stage has been documented to have been hugely successful, as inspector for the we Don't buy Crime Team Inspector Lawton stated "Since we started in May, we've deployed our capture bikes and vehicles 44 times. From this, we have arrested 14 suspects, so it's about a 33 per cent success rate which is huge and from that we've had 19 charges." South Wales Argus (2021). While official statistics have not been documented over fears of revealing police techniques, this interview suggests that even at an early stage the initiative has had a significant effect on combating and reducing crime, moreover due to being at such an early stage of its use the actual effect of the team on reducing crime cannot be measured although the same article asserts that "76 per cent of offenders would not break into a property that has signs declaring Smart Water is used in the area". The data presented by the initiative suggest an improvement in the response of Gwent Police in tackling acquisitive crime and to a smaller extent crime prevention, however it is important to note that the We Don't

Buy Crime team primarily focus at recognising and responding to trends of acquisitive crime, it does not seek to proactively prevent crime, the result of this is that crime will continue to be committed within the Gwent Area and produce further victims of crime and suggests that a number of crimes would need be committed before this initiative becomes effective.

Furthermore, in relation to supporting victims, in the HMIC inspection report Gwent Police was assessed as having a good approach to identifying vulnerable people and vulnerable victims of crime and has several initiatives in safeguarding victims, these include teams such as a Multi-Agency Safeguarding Hub (MASH) in which provides a multi-agency approach to the safeguarding and protection of vulnerable individuals. Gwent Police (2021). Although there are currently no statistics to illustrate the effectiveness of this programme, its benefits can best be described by Chief Constable Pam Kelly "Through improved sign-posting to early intervention and prevention services in Torfaen, we'll be able to make quicker decisions around safeguarding concerns and offer families the right support, at the right time. As a result, the MASSH will be able to act quickly, in a more co-ordinated and consistent way, ensuring that vulnerable children are kept safe" RSPH (2020). Moreover, Gwent Police illustrates its multi-agency approach to safeguarding victims through the local organisations it works with, these are documented on its website as being but not limited to: Live Fear Free, Pheonix Domestic Abuse Services, Connect Gwent, Dyn Safer Wales, Welsh Womens aid and Cyfannol Womens aid. Gwent Police (n.d.). Furthermore, while Gwent Police has advanced in provide signposting and support for victims and vulnerable persons, this is inherently inhibited by the users of these services who often refuse to use the services provided to them, moreover while the concept works well in theory there is little data to illustrate that this approach is effective.

Gwent Police's third priority of aiding in increasing community cohesion shows positive indications of increasing and fostering Community cohesion, most notably being a Newport Cohesion Cup, in which aimed to bring together various communities of Newport and to foster positive relationships with local Police. Gwent Police. (2021b). Furthermore, in 2016 the Police and Crime Commissioner for Gwent Police received recognition for its commitment to increasing community cohesion. Gwent Police and Crime Commissioner (2020). Moreover, in the 2018 HMIC report on Gwent Police in respect of treating the public fairly to which it was noted "Gwent Police has several different channels it uses to engage with the public. Social media provides an alternative way for people to contact the force. A positive action outreach worker does engagement activities with diverse communities in Gwent. This includes activities with BAME elders' groups and people in places of worship, colleges, local authorities and sports clubs." Her majesty Inspectorate of Constabulary (2018). While that is a

positive indication of Gwent's Commitment to community cohesion, within the same report Gwent was scored as requiring improvement with respect of treating the public fairly, moreover the complexity of the challenge Gwent Police and modern day Policing faces in fostering community cohesion is enormous, it is clear that tensions within communities are often strained, perhaps the most notable example of this is the civil unrest following the death of George Floyd . Pyper, D. and Brown, J. (2020). Black Lives Matter protests: UK reaction to the killing of George Floyd, and more locally the death of Mohamed Hassan. South Wales Police (2021). Both incidents raised underlying tensions and issues within the community illustrated in the form of protests. It clearly illustrated that although it appeared that the Police had made some progress in fostering community tension, there is still a tremendous amount of work and public trust which needs to be built between the public and the Police.

Despite being the fourth priority of Gwent Police, there is little publicly accessible information detailing Gwent Police's approach to tackling Anti-Social Behaviour other than the brief description of " Ensuring the Police work closely with partner organisations to tackle ASB effectively" Gwent Police (n.d.). It would appear on face value that Gwent Police shifts the onus of dealing with ASB onto the local authorities within Gwent, these being Newport, Monmouth, Blaenau Gwent, Torfaen and Caerphilly, all of which have their own dedicated page address their action combatting Anti-Social Behaviour. Newport for example employs the use of Community Safety Warden's who are accredited by Gwent Police and have powers differed upon them by Gwent Police in order to tackle Anti-Social Behaviour. Newport City Council (n.d.). A Safer Gwent Strategic Assessment conducted in 2016 by Gwent Police identified their response to tackling Anti-Social Behaviour, it documents that Gwent's approach consisted of a process known as four stage anti-social behaviour process consisting of a multi- agency approach " Education, Prevention, Intervention/Support, and where appropriate and proportionate Enforcement" Didcott, M. and Analyst, G. (2016). The first two stages of the process consist of letters being sent to an individual explaining the unacceptable nature of their behaviour. It then documents that following a third incident report of Anti-Social Behaviour, a referral is made to a multi-agency Anti-Social Behaviour Perpetrator Case Management Group for consideration of the most appropriate intervention tactic in order to stop the person's anti-social Behaviour. It then documents that a fourth incident will result in the panel giving consideration to more restrictive punishment methods. Data of this study indicated that only 16% of persons issued a first warning progressed to a second and that of 159 referrals only three people resulted a stage four intervention in the form of Criminal Behaviour order. This data clearly illustrates the effectiveness of the model and particularly its ability in reducing Anti-Social Behaviour within the Gwent area specifically. Most recently this approached has been successfully employed in Gwent in reducing Anti-Social Behaviour. South Wales Argus (2021). This article provides evidence to support the multi-agency

approach to combatting Anti-Social Behaviour and further illustrates the effectiveness of Gwent Police Approach in tackling the issue. However, given that the definition of ASB and all it encompasses can vary, it is difficult to have a definitive solution, however given that various means in which ASB can occur it can only be best served to combat through multiagency Responses. However, given that ASB has been noted to increase substantially in the past year it is apparent that current methods are not effective and requires revising. OBE, R.B. (n.d.).

The last Priority as set out by the Police and Crime Commissioner is to ensure an efficient and effect delivery of service, it dictates " Ensuring that Gwent Police and the Office of the Police and Crime Commissioner are high performing organisations which value and invest in our staff to achieve value for money in delivering impressive services that meet the needs of all our communities." Gwent Police (n.d.) This would appear to be in recognition of several factors, most notably being the financial impact of COVID-19, The Gwent Police Revenue budget and capital programme 2021/2022 asserts that "there will be a challenging in setting budgets for 2022/23 and beyond. With prioritised funding already set aside for Health, Education and Defence, spending on other public services could be down £9bn relative to 2021/22 totals. This would imply that spending on unprotected public services such as Police, Fire and Rescue Services and Local Government is likely to be broadly flat in real per capita terms in 2022/23." Gwent Police and Crime Commissioner (2021a). While it is not possible to asses Gwent Police's effectiveness in tackling this challenge at this time, The challenge it will pose to operational policing cannot be underestimated and it is likely the result will much the same as during the period of Austerity and will again see number of Police Officers fall, this will undoubtedly impact the ability to the Police service to provide an effective response against crime and place frontline officers under further strain.

The predicted response and success in facing the challenge could best be evaluated when looking at Gwent Police's response during the period of Austerity in the 2010's in which forces had to make widespread budget cuts and adapt its culture of policing in order to provide "More for Less" in an 2013 report by the HMIC concluded that " Gwent Police has made good progress in meeting its financial challenge and has developed a detailed change programme which will allow it to reduce costs while continuing to fight crime." Her Majesty's Inspectorate of Constabulary (2013). It further asserted that the force began reshaping the organisation early on and embraced a significant amount of change in order to adapt and coping with the demand. Given Gwent Polices previous performance in managing a reduction in its finances, it could be argued that it will perform similarly to another reduction in its financial budget.

This essay has identified the key issues facing operational policing in the Gwent Police force area and assessed the complexity and challenges posed to front line and operational policing in respect of the key issues identified and considered the complexity each issue poses to operational Policing.

Word Count 2067

Bibliography

ActionVisionZero (2021). *Roads policing on the rise*. [online] Action Vision Zero. Available at: <https://actionvisionzero.org/2021/01/07/roads-policing-on-the-rise/> [Accessed 14 Nov. 2021].

Bryant, R. and Bryant, S. (2019). *Blackstone's handbook for policing students 2020*. 14th ed. Oxford: Oxford University Press.

Department for transport (2020). *Roads Policing Review Call for Evidence Moving Britain Ahead*. [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899574/roads-policing-review-call-for-evidence.pdf.

Didcott, M. and Analyst, G. (2016). *SAFER GWENT STRATEGIC ASSESSMENT 2015/16*. [online] Available at: <https://www.newport.gov.uk/documents/One-Newport/Safer-Gwent-Strategic-Assessment-2016-DRAFT-v3.pdf> [Accessed 22 Nov. 2021].

Dorset Police (2017). *Police advice about anti-social use of motor vehicles*. [online] Available at: <https://www.dorset.police.uk/media/54346/asb-vehicles-leaflet-2017.pdf> [Accessed 22 Nov. 2021].

Dorset Police (n.d.). *Questions and Answers about ANPR systems*. [online] Available at: <https://www.dorset.police.uk/media/2734/anpr-commonly-asked-questions.pdf#:~:text=ANPR%20is%20a%20very%20effective%20operational%20policing%20tool> [Accessed 18 Nov. 2021].

Gwent Police (2021a). *New multi-agency safeguarding hubs launched in Gwent*. [online] Gwent Police. Available at: <https://www.gwent.police.uk/news/gwent/news/news/2021/january/new-multi-agency-safeguarding-hubs-launched-in-gwent/> [Accessed 19 Nov. 2021].

Gwent Police (n.d.). *Our priorities*. [online] www.gwent.police.uk. Available at: <https://www.gwent.police.uk/police-forces/gwent-police/areas/about-us/about-us/our-priorities/>.

Gwent Police (n.d.). *Support organisations*. [online] Gwent Police. Available at: <https://www.gwent.police.uk/advice/advice-and-information/daa/domestic-abuse/support-organisations/> [Accessed 21 Nov. 2021].

Gwent Police and Crime Commissioner (2020). *PCC Recognised for Commitment to Community Cohesion*. [online] Gwent Police and Crime Commissioner. Available at: <https://www.gwent.pcc.police.uk/en/news-room/pcc-recognised-for-commitment-to-community-cohesion/> [Accessed 20 Nov. 2021].

Gwent Police and Crime Commissioner (2021a). *Annexe POLICE AND CRIME COMMISSIONER FOR GWENT REVENUE BUDGET AND CAPITAL PROGRAMME 2021/22*. [online] Available at: <https://www.gwent.pcc.police.uk/media/wj1lqjy5/pcp-21-22-budget-report-annexe-final.pdf> [Accessed 22 Nov. 2021].

Gwent Police and Crime Commissioner (2021b). *We Don't Buy Crime*. [online] Gwent Police and Crime Commissioner. Available at: <https://www.gwent.pcc.police.uk/en/news-room/we-don-t-buy-crime/>

[Accessed 20 Nov. 2021].

Gwent Police. (2021b). *Football tournament brings communities together*. [online] Available at: <https://www.gwent.police.uk/news/gwent/news/news/2021/july/football-tournament-brings-communities-together/> [Accessed 19 Nov. 2021].

Haines, A. (2009). *The role of automatic number plate recognition surveillance within policing and public reassurance*. [online] 1library.net. Available at: <https://1library.net/document/y9gkwowq-automatic-number-plate-recognition-surveillance-policing-public-reassurance.html> [Accessed 11 Jan. 2022].

Her majesty Inspectorate of Constabulary (2018). *PEEL An inspection of Gwent Police i Contents*. [online] Available at: <https://www.justiceinspectors.gov.uk/hmicfrs/wp-content/uploads/peel-assessment-2018-19-gwent.pdf> [Accessed 22 Nov. 2021].

Her Majesty's Inspectorate of Constabulary (2013). *Gwent Police's response to the funding challenge*. [online] Available at: <https://www.justiceinspectors.gov.uk/hmicfrs/media/gwent-response-to-the-funding-challenge.pdf> [Accessed 21 Nov. 2021].

Her Majesty's Inspectorate of Constabulary (2015). *Stop and search powers 2: are the police using them effectively and fairly?* [online] Available at: <https://www.justiceinspectors.gov.uk/hmicfrs/wp-content/uploads/stop-and-search-powers-2.pdf>.

Highways England (2016). *Economic growth and the strategic road network*. [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/600268/SEGP_-_Underpinning_Report_-_Economic_Growth_and_the_SRN.pdf.

Home Office (n.d.). *Engaging criminality - denying criminals use of the roads*. [online] Available at:

http://cebc.org/wp-content/lpr/ANPR_report_24_Oct.pdf [Accessed 21 Nov. 2021].

Joseph-Salisbury, R., Connelly, L. and Wangari-Jones, P. (2020). “The UK is not innocent”: Black Lives Matter, policing and abolition in the UK. *Equality, Diversity and Inclusion: An International Journal*, [online] 40(1). Available at: <https://www.emerald.com/insight/content/doi/10.1108/EDI-06-2020-0170/full/html>.

Kinsella, C. and McGarry, J. (2011). Computer says no: technology and accountability in policing traffic stops. *Crime, Law and Social Change*, 55(2-3), pp.167–184.

Motor Insurance Bureau (2021). *Police seize the UK's 2 millionth uninsured vehicle*. [online] Mib.org.uk. Available at: <https://www.mib.org.uk/media-centre/news/2020/february/police-seize-the-uk-s-2-millionth-uninsured-vehicle/> [Accessed 21 Nov. 2021].

NASUWT (n.d.). *Community Cohesion*. [online] www.nasuwt.org.uk. Available at: <https://www.nasuwt.org.uk/advice/in-the-classroom/children-and-young-people/community-cohesion.html#:~:text=Defining%20community%20cohesion%20There%20is%20no%20one%20agreed> [Accessed 21 Nov. 2021].

National Police Chiefs Council (2018). *Our Approach Our Vision Policing Together for Safe, Secure and Efficient roads*. [online] Available at: <https://library.college.police.uk/docs/appref/Policing-our-Roads-Together-partners-copy.pdf>.

National Police Chiefs Council (n.d.). *Policing Vision 2025 H SCHOOL FIRE STATION POLICE*. [online] Available at: <https://www.npcc.police.uk/documents/Policing%20Vision.pdf>.

Newport City Council (n.d.). *Anti-social behaviour | Newport City Council*. [online] www.newport.gov.uk.

Available at: <https://www.newport.gov.uk/en/Transport-Streets/Anti-social-behaviour/Anti-social-behaviour.aspx> [Accessed 21 Nov. 2021].

RSPH (2020). *Gwent Police launch multi agency support and safeguarding hub*. [online] www.rsph.org.uk. Available at: <https://www.rsph.org.uk/about-us/news/gwent-police-launch-multi-agency-support-and-safeguarding-hub.html> [Accessed 21 Nov. 2021].

OBE, R.B. (n.d.). *The rise of antisocial behaviour: Can we stop it?* [online] Resolve. Available at: <https://www.resolveuk.org.uk/the-hub/blog-and-articles/7-the-rise-of-antisocial-behaviour-can-we-stop-it#:~:text=The%20rise%20of%20anti-social%20behaviour%20across%20the%20UK> [Accessed 11 Jan. 2022].

Pyper, D. and Brown, J. (2020). Black Lives Matter protests: UK reaction to the killing of George Floyd. *commonslibrary.parliament.uk*. [online] Available at: <https://commonslibrary.parliament.uk/black-lives-matter-protests-uk-reaction/>.

South Wales Argus (2021a). *Gwent Police explain new initiative - including covert ways to catch criminals*. [online] South Wales Argus. Available at: <https://www.southwalesargus.co.uk/news/19535116.gwent-police-explain-dont-buy-crime-initiative/> [Accessed 20 Nov. 2021].

South Wales Argus (2021b). *How police and community are tackling anti-social behaviour in part of Newport*. [online] South Wales Argus. Available at: <https://www.southwalesargus.co.uk/news/19667605.gwent-police-anti-social-behaviour-work-alway-newport/> [Accessed 21 Nov. 2021].

South Wales Police (2021). *Investigation into death of 24-year-old Mohamud Mohammed Hassan in Cardiff*. [online] Available at: <https://www.south-wales.police.uk/news/south-wales/news/2021/january/investigation-into-death-of-24-year-old-mohamud-mohammed-hassan-in-cardiff/>.

Stop Watch (2016). *Home secretary announces recording of all traffic stops*. [online] StopWatch. Available at: <https://www.stop-watch.org/news-opinion/home-secretary-announces-recording-of-all-traffic-stops/> [Accessed 21 Nov. 2021].

The National Archives (2020). *Police Reform Act 2002*. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/2002/30/section/59>.