

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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

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

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

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

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

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

ANSWER:

Behind the success of every business or organisation it would be logical to assume that a critical factor in achieving success is a team who work in cohesive manner. The purpose of this assignment is to critically evaluate some of the theories of team dynamics as a means of developing team cohesion and to identify to what extent group dynamics are shaped by wider organisational norms. In order to do so, academia from theorists such as Bruce Tuckman and Meredith Belbin will be explored. The assignment will also be casting consideration on reasons for the emergence of inter-personal conflict within a team and the strategies in circulation to assist in uplifting performance on both an individual and team level. In addition to the above, the assignment will focus on the police service and how team dynamics within have the potential to fail compliance against the professional standard requirements that every police officer is required to abide by. Before progressing with the assignment, it is important that the term 'team cohesion', is explored. Mullins (2007) describes a team as, "...a collection of people who share most, if not all of the following characteristics; a definable membership, group consciousness, a sense of shared purpose, interdependence, interaction and ability to act in a unitary manner." Corporate Finance institute Education (2020) builds on Mullins description and states that, "Team cohesion is the strength and extent of interpersonal connection existing among the members of a group. It is this interpersonal bond that causes members to participate readily and remain motivated to accomplish the set goals."

A number of academics have theorised team dynamics and each provide valid reasons as to what makes a team both effective and ineffective. However, after considering a range of theories I have decided to explore the work of two theorists I feel resonate with my experience working as a team within a police organisation. The first theory this assignment will explore is that of Tuckman (1965). Tuckman's study focused on the evolution of a newly formed team which he believes transitioned through four stages before becoming fully functioning and effective. The initial stage is

that of 'forming' which involves team members meeting and ground rules being established. Tuckman refers to the second stage as 'storming'. In this stage, Tuckman explains that views are expressed by members of the team and at times, challenges and disagreements are vocalised which in turn can lead to conflict. However, if successful the storming phase will result in improvements being made. The third phase Tuckman identified was the 'norming' phase. Tuckman described the 'norming' as an important phase due to members developing behaviours and standards and identifying what the group reaching a consensus on what they are aiming to achieve. The final stage Tuckman refers to is 'performing'. Tuckman suggests that at this stage, the team has developed through the earlier stages and as a result are able to work cohesively and effectively.

Upon researching Tuckman's theory I would agree that before reaching an element of team cohesion, one does transition through a number of stages. If I was to compare my personal experience and relate it to Tuckman's theory I certainly agree with the 'forming' stage. I remember my first day with my new team. I was nervous and wanted to make a good impression but I did not feel I could contribute due to being new to the shift. In terms of the 'storming' stage, I found that the more time I spent with the team the more confident I became to challenge some comments expressed by colleagues. This often resulted in a conversation and once different viewpoints were considered the team identified the best ways to progress. After being part of the team for a short time, I would consider that I transitioned through the 'norming' phase as I became aware of the aims of the team and what was expected. I would state that I am currently within the 'performing' stage as I am now part of a team that works cohesively. However, in my opinion Tuckman's theory is aimed towards a team comprising of new members, whereas I joined a team that were already well established and cohesive. I feel that this is an element of Tuckman's theory that he does not consider. In agreement with my opinion is that of Hirokawa and Poole (1986) who criticise Tuckman's work for not considering factors such as new members joining the team and for his study not considering external factors that organisations face.

The second theory that this assignment will evaluate is that of Meredith Belbin. Belbin's theory was developed during the 1970's whereby he selected a number of managers and allocated them a team that differed with personalities. The teams were given a complex task to complete. As a result of his study, Belbin identified nine team roles but noted each role despite having positive attributes, also had a number of weaknesses. Belbin (1993, p.23) lists the nine roles as, "*Plant, Resource Investigator, CO-ordinator, Shaper, Monitor Evaluator, Team worker, Implementer, Completer and Specialist.*" Mullins (2007, p.333) explains that Belbin's finding suggested that, "*The most consistently successful teams were 'mixed' with a balance of team roles.*" I would agree with the work conducted by Belbin as within my team at work there are a mixture of individuals who play specific roles which both contribute to team success but at times can also negatively impact on the team's cohesiveness. For example, Belbin (1993, p.23) describes one of the roles as 'Shaper' and explains that this individual is courageous and driven but can also negatively impact other members of the team. Therefore, it can be suggested from Belbin's work that if a team was solely constructed of shapers that difficulty may be faced when attempting to build cohesion. A number of academics have applied Belbin's theory to their research. For example, Prichard and Stanton (2016) conducted research to test Belbin's hypothesis and as a result they suggest, "*...that teams in which a number of different team roles were represented would perform better than teams where only the shaper team role was represented.*"

Both Tuckman and Belbin provide valid theories identifying elements of team dynamics that result in cohesion. However, in my opinion, I feel that Tuckman's theory does not consider external factors such as a new person joining and therefore the theory is not entirely realistic. In contrast, Belbin's theory identifies roles and behaviours that in my opinion everybody possesses to a certain extent. Therefore, I believe Belbin's theory is useful to apply when considering improving team cohesion.

In addition to theories, there are also a number of models that academics have developed in an attempt to improve team cohesion. This assignment has chosen to identify the model described by Lencioni (2002) who states there are 'five dysfunctions of a team'. The five functions are trust, healthy conflict, commitment, accountability and results. Lencioni (2002) also suggests that if any of the functions are not present then a team will lack cohesion. This model is relevant because it highlights the importance of 'accountability' which is one of the fundamental elements of the code of ethics

within the police organisation. The code of ethics has an impact on how group dynamics are often shaped within the police organisation because there is the expectation from the organisation and the public that it will be adhered with. Failure to do so has the potential to result in the dismissal of an employee. As a result, there is the assumption that all officers will act in an accountable manner within a group as this is a cultural norm. Mullins (2007, p.302) states that, *"A group norm is an assumption or expectation held by group members concerning what kind of behaviour is; right or wrong, good or bad, allowed or not allowed and appropriate or not appropriate."*

This assignment will now consider why inter-personal conflict can occur within a team and identify strategies which can be adopted to enhance both individual and team performance. The term, 'inter-personal conflict' is described by Healthline (2020) as *"a natural outcome of human interaction... When you work or interact with someone who doesn't share your opinions or goals, conflict can result."* Similar viewpoints are shared by Talmaciu and Maracine (2010) who also identify similar sources of conflict which include, lack of communication, limited resources and a difference in perception. From personal experience I would be in agreement with the above sources. For example, in reference to limited resources, BBC News (2016) highlighted that, *"Gwent Police has reduced staffing levels by 16% between 2012 and 2015 - the second highest reduction in Wales and England."* Such a reduction in resources means that officers are faced with a higher workload which in turn causes stress and frustration amongst teams.

Changes to external factors in the environment can also have an impact on individual and team performance. A tool used to analyse the environment is the 'PESTEL analysis' which Lynch (2006) explains are the political, economic, socio-cultural, technological, environmental and legal influences. Heal (2020) who explores environmental change, identifies a factor currently having a detrimental impact on organisations and in the teams within. This source is that of COVID-19. Heal (2020) identifies that as a result of the current pandemic, *"COVID-19 outbreak will bring many moments of sympathy and community among employees – but inevitably it will also mean flashpoints and interpersonal conflict."* Heal (2020) continues by suggesting that conflict may arise as a result of uncertainty of the ongoing situation, an increase in the amount of people working from home and in turn an increase in workload. I would agree with Heal as within my own team, colleagues have been required to self-isolate. As a result, the team is operating with less officers which in turn is causing an increase in both workload and tension which at times does have an impact on team cohesion.

This assignment has focused on what theories can be implemented to build team cohesion. However, in contrast to the above findings, Mullins (2007, p 311) identifies that inter-personal conflict can sometimes occur when a group is considered strong and cohesive. This group may then develop an attitude that is both hostile and critical to other non-group members. The reasoning behind this as explained by Mullins is that if teams are reluctant to co-operate with others, *"...resentment and intergroup conflict may arise to the detriment of the organisation as a whole."*

A number of academics have identified strategies for improving performance. One method of improving a team's performance as identified by Riches (2020) is for the team to establish and abide by a set of rules and a team goal. As a result, the team is more likely to be focused on achieving what is required of the organisation and perform at a higher level. However, this does require a level of motivation on an individual basis. Zhang et al (2012) suggested that if an individual within a team is motivated and begins taking a leadership role by helping other team members in turn they feel a sense of responsibility to act as a role model and in turn are motivated to perform at a higher level. Finally, another alternative strategy for improving both individual and team performance is the provision of peer support. Seers (1989) identified that performance within teams was enhanced when positive relationships existed and teams assisted one another. After considering the strategies proposed by the above academics, I agree with both peer support and team motivation as a means of improving performance. In my experience, I was guided by a colleague on the submission of a form to support a vulnerable adult. I received positive feedback on the form and as a result my future performance will increase. I believe there is value in Riches theory, however I do not believe that having a set of rules and a team goal is enough for a team's performance to improve.

A model of conflict that I find useful when reflecting is that of Robbins (1998). This model explores the interpersonal relationship between individuals and identifies that if one individual behaves in a certain manner towards another then the behaviour is likely to be reciprocated. As a result of his work, Robbins identified that when behaviour is controlled the relationship between individuals increased in positivity. I would agree to an extent with Robbins model because there are team members that I work with who have always been polite and helpful and I reciprocate this behaviour. However, on times certain behaviours have been demonstrated to which I instantly feel a level of hostility towards the person demonstrating such behaviour.

Finally, the assignment will consider how team dynamics within the police service can result in failing to comply with professional standards requirements. There are ten standards of professional behaviour that all police officers must comply with. Failure to comply can result in the implementation of police regulations. Standard 2 is listed as authority, respect and courtesy. Bryant and Bryant (2018) explain that, *"police officers act with self-control and tolerance, treating members of public and colleagues with respect and courtesy."* In addition to this, standard 5 is listed as order and instructions. Bryant and Bryant (2018) also explain that, *"...police officers abide by police regulations, force policies and lawful orders."* As previously mentioned the dynamics of a team can have an enormous impact on the standard of work. For example, Robbins (1998) model would suggest that if police officers are not treated with respect and courtesy by their colleagues then this may not be reciprocated. As a result, this is a failure against one of the standards. In addition to this, previously mentioned was the impact that a lack of resources can have on the dynamics of a team. Therefore, there is the potential that force policies may be time consuming and officers could be tempted to complete tasks quickly by not adhering to the policy. As a result, a breach of standards ensues. Research conducted by College of Policing (2015) identified, *"When officers and staff feel that their supervisor and senior leaders in the force make decisions fairly and treat people with respect, they are more likely to take on additional work voluntarily to help others, see value in delivering a good quality of service to the public, and feel empowered to use their own professional judgement."* This research also identified that Organisational justice had a positive impact in the sense that officers felt a sense of value and belonging to the force and in turn adhered to the forces values.

In conclusion, it is evident that there are a number of factors that can contribute to team cohesion and these have been explained by influential theorists such as Tuckman and Belbin. Each team faces a vast array of challenges that can result in inter-personal conflict but strategies proposed by Riches (2020) and Seers (1989) enables teams to identify ways to overcome such conflicts and improve performance. From a policing perspective the wider organisational norms do have an impact upon group dynamics as there is the overarching code of ethics which dictates how an individual officer or team behaves and as identified above, deviation from what is expected can result in officer dismissal. Ultimately, in order for a team to be cohesive and perform effectively there needs to be a concerted effort from individual members of the team otherwise there is the potential for interpersonal conflict and a decline in performance.

Word Count = 2577

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:

The purpose of this assignment is to provide a critical reflection of a policing incident whereby I played a significant role with a victim of domestic abuse who was at further risk of harm. Firstly, this assignment will provide a brief description of the incident, whilst addressing the social and legislative context. Secondly, the assignment will provide a critical evaluation of the appropriateness of different approaches taken by both the police and other professionals in supporting and managing people at risk of harm, in particular focusing on domestic abuse victims. Finally, the assignment will explore repeat victimisation and repeat offending to consider what can be done to tackle such issues. In order to enable reflection throughout this assignment, I will utilise Driscoll's (1994) model.

Whilst on independent patrol, I received a report that a female had been punched multiple times to the face, pushed up against a wall and strangled by her partner whilst their children were present. From a societal aspect, the report originated from an address within an area which is prevalent with crime, unemployment and poverty. According to Fahmy and Williamson (2018) "*...women experiencing poverty in the UK are more vulnerable to domestic violence.*" Upon arrival at the address, I was anxious due to potential of further violence from male residing at the property. Once inside the property, my colleague remained with the suspect whilst I located the female and obtained a first account which identified that a section 47 assault had occurred. Police National Legal Database (2018) defines section 47 as, "*A person is guilty of an offence who assaults any person, thereby occasioning him actual bodily harm.*" Upon receiving this information, I decided to take positive action and arrest the male in order to ensure the safety of the victim and children, which is in line with guidance provided by The Crown Prosecution Service (2017). A short while later, additional units attended to convey the male to custody which enabled me to remain with the victim and obtain a statement.

As a result of my actions, the victim was initially relieved that the perpetrator had been removed from the property but soon became anxious and concerned as to whether he would be returning. As a result of dealing with similar incidents, I am aware that it is not uncommon for victims to express concerns despite a perpetrator being arrested. Research by Langan and Innes (1986) raises the question as to whether arresting the perpetrator is always the most appropriate option. They explain that in some instances, calling police may prevent the perpetrator from committing further acts of violence but on some occasions, "*...it probably angers or otherwise adversely affects*

even more, inciting them to further acts of violence." Prior to supporting the victim of this incident, I had supported a number of domestic assault victims and therefore had built a knowledge of approaches both the police and other professional bodies take in supporting and managing victims who are at risk of harm and on this occasion I felt arrest was the most suitable approach.

The College of Policing (2017) state, *"A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation."* I felt the victim in this incident was vulnerable due to the inability to protect herself or her children from harm inflicted by her partner and as a result it was paramount that I adopted a number of approaches to provide support. For the purposes of this assignment, I will only explore some of the vast array of support mechanism that can be implemented to reduce risk to the victims.

The initial method I completed with the victim was the Domestic Abuse Stalking Harassment Honour Based Violence form (DASH). The completion of such form generates a score that identifies the severity of risk to be either standard, medium or high risk. In turn, this identifies the level support needed for a victim. In terms of appropriateness, the form has received praise from many officers however, Robinson et al (2016) captures opinions from frontline officers who suggest that the form is too long and it can be exhausting for a victim to provide a statement and then be required to answer twenty seven questions. I would agree that the form is time consuming but I feel it captures a wealth of essential information.

Upon completion of the DASH form, I completed a public protection notification referral which outlined my concerns to partner agencies. The main concerns I raised related to the male returning to the address and that the children were at risk due to witnessing the incident. Research conducted by Bouillier and Blair (2018) explore how adverse childhood experiences can impact an individual in later life and states that, *"...maltreatment and abuse as well as living in an environment is harmful to their development."* As a result of such referrals, a Multi-Agency Risk Assessment Conference (MARAC) can be organised. This is another method of support for victims as the meeting involves the sharing of information and risks posed to the victim amongst police and external partners such as social care, health representatives, mental health teams, housing officers and many more. Reducing the Risk of Domestic Abuse (2020) state that since its origins in 2001, *"repeat victimisation had fallen city-wide from around 38% to under 10%."* Such statistics identify that this is an appropriate approach taken when supporting those at risk and one which in my opinion believe to be successful in the reduction of repeat victimisation.

An additional approach I explained to the victim for consideration was a restraining order. The Crown Prosecution Service (CPS) have the power to impose such an order on a defendant regardless of a conviction at court. The Crown Prosecution Service (2017) states, *"the guiding principle is that there must be a need for the order to protect a person or persons. A restraining order is therefore preventative, not punitive."* In relation to the incident I attended, such an approach would have been appropriate due to the potential for future violence. Cordier et al (2019) identifies that the rate of re-offending was greatly reduced when restraining order were applied for following police arrest. However, Cordier et al (2019) also state, *"Violation rates were found to be higher for victim reports compared with police reports."* Such findings are of concern as this highlights the potential disparity between police statistics and that of victims, thus suggesting more victims are at further risk than police realise. However, in my experience, restraining orders have been an effective method in protecting those at risk and acting as a deterrent for potential re-offending.

The support for protecting vulnerable people is continually developing. In 2019, the Ministry of Justice granted to support domestic abuse victims by granting £900,000 to agencies such as Citizens Advice to who have a witness service in which they provide, *"information and practical and emotional support to victims before, during and after the day of the hearing."* (GOV.UK, 2019). This is just another example of the many support provisions available. Reflecting on the incident I attended, I felt an appropriate support network for the victim would be the national charity, Women's Aid. Women's Aid (2020) provide a number of services for survivors of domestic abuse such as, refuge services which provide temporary accommodation, community based support services such as a support worker and open access services such as a helpline.

As previously mentioned, methods such as restraining orders can work to tackle repeat victimisation. In addition to this, information provided from agencies such as women's aid can assist

in educating individuals on how to protect themselves. In my short experience as a police officer, I consider the Domestic violence Disclosure Scheme also known as Claire's Law to be extremely effective when preventing repeat victimisation. BBC News (2014) explained that within the pilot phase of the scheme lifesaving information was given to over 100 people. It could be argued that this scheme also prevents repeat offending as it enables individuals to identify people who pose a risk to them before any harm may have been caused. However, academics such as Refuge (2012) suggests placing the onus on victims to be responsible for the application may not be effective as they may not have the confidence to do so despite facing relentless violence. I would agree with Refuge on this statement as in my experience of supporting victims, it usually takes a number of times of being victimised before reporting any crime to the police. Therefore, further asking them to take ownership of another process can be daunting.

Throughout this assignment I have explored the appropriateness of some of the approaches taken by police and other professionals to support those at risk of harm. In addition I have explored some of the ways in which tackling repeat victimisation and re-offending can be achieved. Both lists are far from exhaustive and there are many other approaches available at the disposal of the police and other agencies. This reflective assignment has enabled me to solidify my knowledge of approaches taken to support those at harm. However, as a result I have identified that I wish to widen this knowledge by speaking to the partner agencies to identify further support I can offer to victims. In the incident I have reflected upon, I felt that I was able to signpost the victim to certain support networks but that signposting was not exhaustive. As a result, I left the incident feeling that I could have done more. However, I have identified a gap in my knowledge which I will now address. Finally, this assignment has enabled me to reflect on the positive work I achieved during the incident and upon speaking to colleagues who were in attendance they felt that I had used my police powers effectively to reduce the level of harm to the victim.

Word Count = 1656

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: J.Meale (Learner – electronic signature accepted.)

Date: 14/08/2020

Task 4

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

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

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

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

ANSWER:

The purpose of this assignment is to critically evaluate how information and intelligence can be utilised to disrupt prevalent criminal activity by effective policing of the roads. In 2015, the National Police Chiefs Council produced a five year strategy outlining a number of priorities for ensuring safer roads within England, Wales and Northern Ireland. Within the strategy, it was acknowledged that criminals rely heavily on using the roads network, particularly serious and organised crime gangs. Therefore, tackling such criminality is of paramount importance. Firstly, this assignment will begin by evaluating some of the offences that enable officers to remove vehicles off the roads, such as driving without insurance and driving in an anti-social manner. Secondly, this assignment will explore what is meant by the terms information and intelligence and the reasons for the implementation of the National Intelligence Model (NIM). This assignment will then progress to evaluate studies which have identified the effectiveness of sharing and using intelligence and information in the fight against crime on the roads. Finally, the use of Automatic Number Plate Recognition and the beneficial role it plays in the disruption of criminal activity whilst also identifying some localised concerns with its use in relation to an individual's right to privacy will be evaluated.

County lines is an ongoing epidemic that police forces in England and Wales are facing on a daily basis. The National Crime Agency (NCA) (2019) explains, "*County Lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries.*" They continue by stating that the national road network remains, "*...fundamental to the transportation of offenders, victims of exploitation, drugs, cash and weapons.*" Therefore, by the very logistics of such crime, police can utilise available information and intelligence systems to intercept criminals on the road. However, there are powers at the disposal of officers that may significantly disrupt those involved in more serious crime before such offences as county lines take place. Academics and professionals have made associations have been made between those who commit road related offences and other criminal acts. A study conducted by Rose (2000) identified that, "*Disqualified drivers have a very close association with mainstream crime with 78 per cent having a previous criminal conviction.*" As a result of such an offence as disqualified driving, police have the power to power to seize vehicles under S165A Road Traffic Act 1988. Consequently, if an individual involved in crime such as county lines had their vehicle seized, it would significantly disrupt their criminal activity as they would be unable to use the vehicle to convey cash, drugs or vulnerable people. In addition to section 165A, police also have the power to seize a vehicle under section 59 of the Police Reform Act 2002 if they believe a vehicle is likely to cause alarm, distress or annoyance to the public or if the vehicle has been driven in an inconsiderate manner. Again, such procedures enable those who potentially have a propensity to commit crime to be removed from the roads, therefore aligning with the NPCC's plan to achieve safer roads.

However, in order to disrupt such activity, police often rely on information and intelligence. Bryant and Bryant (2018) describes information as overt. For example, one source of information may be obtained as a result of police being informed about an incident by a member of the public. As well as information, Bryant and Bryant (2018) described intelligence as, “...*information that has been gained from a range of sources which has undergone the process of recording, grading and evaluating.*” After receiving intelligence, the police must decide how to act upon the information received and for this very reason the National Intelligence Model was introduced. This enables police to use intelligence to identify priorities within their substantive force locations, allocate resources effectively and to manage risk. The National Intelligence Model (NIM) has been described as, “*a validated model of policing...representing best practice in the use of intelligence to fight crime.*” (Home Office, 2001, p45). The model operates over three levels; the first level is focused at a Basic Command Unit (BCU) level where intelligence units disseminate intelligence to operational officers within the relevant BCU. The second level relates to issues concerning a number of forces. Intelligence at this level is controlled by the Force Intelligence Bureau who have a number of specialists at their disposal. Finally, the third level relates to issues on a national and international scale. This level is dealt with by the National Crime Agency (NCA).

In practical terms, the sharing of information and intelligence from a multi-agency perspective with the aim of disrupting criminal activity on the roads was demonstrated by Chenery et al (1999). Chenery explored an initiative based in Huddersfield in 1998 which focused on illegally parked cars in disabled bays. The study consisted of traffic wardens running police checks on vehicles and sharing the information with local intelligence officers. The theory behind this academia being that a large proportion of people parking illegally were also active criminals who had a general disregard for the law. In addition, through committing minor traffic offences those parking illegally were inadvertently drawing the attention of the law, thus enabling officers to identify individuals who potentially had a disposition to commit more serious offences. Albeit, this study focuses on minor offences, it adds weight to argument proposed by Rose (2000) that, “...*offenders could be deterred and prevented from committing mainstream crime through the enforcement of serious traffic offences.*” This is one of many methods of disrupting criminal activity through the sharing of information and intelligence.

One essential tool used for sharing information with frontline officers is the Police National Computer (PNC). College of Policing (2020) explains how PNC enables forces to conduct, “... *real time checks on people, vehicles, crimes and property.*” In addition, PNC provides information alerts and reports which are often referred to as ‘ACT’ reports. College of Policing (2019) explains that the reports may inform an officer to consider stopping a particular vehicle due to intelligence linking the vehicle or person driving to criminal activity. Such intelligence can be linked to the vehicle or drivers from a range of sources, such as the regional organised crime unit known as TARIAN. A worthy example of how information and intelligence has been used to disrupt criminal activity is provided by TARIAN (2019) who explain that as result of intelligence sharing between the unit and partner agencies, “...*265 arrests, secured jail sentences totalling 289 years for CSAE, drugs, fraud and prison offences.*” Despite such success stories, the reliability and accuracy of intelligence used by police across the country has previously come under public scrutiny. The shooting of unarmed Anthony Grainger by police sparked an inquiry headed by His Honour Judge Teague QC (2019.) The inquiry identified that police planned their operation using out of date intelligence which led officers to believe Grainger was in possession of a firearm which transpired to be incorrect. Such findings highlight the danger of acting upon intelligence without conducting thorough research.

Another source of intelligence is that of a Covert Human Intelligence Source (CHIS). Home Office (2018) describe one aspect of the role of a (CHIS) is to, “... *covertly use such a relationship to obtain information or to provide access to any information to another person.*” In essence, police require a CHIS to gather information on a particular individual without that person realising police are involved. It is essential that a CHIS is handled correctly and in line with legal procedures. For example, Bryant and Bryant (2018, pp. 513) explain that a CHIS is handled by two officers who have undertaken specialist training which equips them with the skillset to, “*keep control when tasking informants, arranging secure meetings, and handling devious, dishonest, manipulative, and fantasizing sources.*” In relation to disrupting criminal activity on the roads, a CHIS has the potential to provide police with a wealth of vital intelligence such as an offender’s vehicles registration and frequently used routes. In turn, police could act on this information by monitoring intelligence systems such as Automatic Number Plate Recognition Cameras, which will be explored later in the

assignment, and intercept criminal activity such as county lines, drug smuggling and counterfeit goods.

Partnership working is vital when disrupting criminal activity on the roads. Partners such as Traffic Wales and Vehicle and Operator Services Agency (VOSA) all play a role in the effort to make the roads a safer place. One intelligence focused agency is that of the National Vehicle Crime Intelligence Service (NaVCIS) who's aim is, *"identifying active organised crime groups and closing down vehicle export routes by supplying forces with evidence and intelligence packages used to disrupt criminal activities and bring prosecutions."* Such work is vital and in particular NaVCIS facilitates a vehicle tracking system which is invaluable for police forces when trying to locate a particular vehicle that is involved in criminal activity. A tracking system provided by NaVCIS enables police forces to have real time details of a vehicles location, thus allowing resources time to be in a suitable location to stop the vehicle and conduct the required processes.

At the beginning of this assignment, reference was made to the use of Automatic Number Plate Recognition and its role in the disruption of criminal activity on the roads. This assignment will now analyse the use of ANPR. College of Policing (2019) describe Automatic Number Plate Recognition (ANPR) as, *"...a proactive policing tool for response policing and investigations, which can prevent crime by targeting criminals through their use of the roads."* Rowe (2008) explains, each time a vehicle passes an ANPR camera, images of the number plate are captured and processed through a number of databases. The databases are populated with information from a range of sources such as the Police National Computer (PNC), the Motor Insurance Bureau and the Driver and Vehicle Licensing Agency. Therefore, if a vehicle of interest is identified within the database, police forces will be alerted and can act upon the information received and potentially disrupt criminal activity. Such examples, highlight how ANPR can assist with reactive policing. However, ANPR can also be used to assist in pre-planned operations. College of Policing (2019) identifies the importance of utilising historic ANPR data. It suggest the data, *"may help with deciding on the most suitable location, day of the week, and time of day for the operation to be carried out."* Therefore, ANPR also enables investigators to trace a vehicles frequented journey, which may identify further intelligence such as frequently visited locations, routes taken and times in doing so. This intelligence is paramount in disrupting criminal activity.

Monitoring a person's movements through the use of ANPR, may be deemed as intrusive and an individual's human right to privacy must be considered at all times. Therefore, police should always balance this right to privacy with that of public protection when conducting any form of investigation and consider relevant legislation such as the Regulation of Investigatory Powers Act 2000, which provides a framework ensuring, *"...investigatory techniques are used in a way that is compatible with the article 8 right to respect for private and family life."* (Home Office, 2002.) The ANPR system can be an effective tool in the disruption of criminal activity. However, the system has also raised concerns for some. Woodfine (2014) explored Hertfordshire Constabulary's implementation of ANPR in the town of Royston. The placement of ANPR cameras on every entry and exit point of the town raised concerns for local residents, as they felt data being recorded of their personal journey routes impacted on their right to privacy. This resulted in an investigation from the Information Commissioners Officer (ICO) who identified that the constabulary had failed to carry out the relevant assessments and in turn were unable to justify their use of ANPR. Such findings highlight the importance of ensuring all investigative work conducted by police is proportionate, justifiable and necessary.

Despite ANPR being an effective tool in the disruption of criminal activity. Those responsible for committing such crime are aware of methods to assist in evading police attention. The National Crime Agency (2019) explain how criminals use methods such as cloned number plates in an attempt to mislead the ANPR system. It is evident that this practice is becoming more prevalent. The International Association of Auto Theft Investigators (2019) present finding to suggest, *"1,255 vehicles were reported as cloned in financial year 2012/13, but that figure rose to 4,802 in the nine months between April and December 2018."* However, it must also be identified that this figure only reflects the number of incidents reported to police.

In conclusion, this assignment has critically evaluated how information and intelligence can be used to disrupt criminal activity. It is clear that the intelligence systems currently in place, such as the Police National Computer provides officers with a wealth of information ranging from uninsured

vehicles to intelligence markers linked to vehicles for being concerned in the supply of controlled substances. Such intelligence enables police to be proactive in the disruption of such criminal activity and there have been many success stories, such as those identified previously in this assignment with TARIAN. However, cases such as that of Anthony Grainger are a stark reminder to investigators that despite the benefits of intelligence led policing, it is paramount that before acting on any form of intelligence it must be deemed reliable and accurate otherwise the outcome can have a detrimental impact. It is clear, the challenge of disrupting criminal activity on the roads is a mammoth task but through the support of partner agencies, such as those mentioned previously in this assignment, and through the sharing of information and intelligence, those breaking the law can be stopped. Furthermore, this assignment has identified how the use of ANPR can be highly effective as an investigative tool in the disruption of criminal activity on the roads. From alerting databases which in turn enable officers to react quickly to forming part of a pre-planned operation. However, cases such as that those highlighted within Hertfordshire Constabulary's highlight the importance of considering an individual's right to privacy when conducting investigative work relating to ANPR and regulations that police forces must be in compliance with. It is evident that criminals will continue to use the roads network to either assist or commit crime. Therefore, based on the research and studies identified in this assignment, if the information and intelligence systems available to the police are used in a justifiable, proportionate and necessary manner those using the roads to commit crime will be disrupted.

Word Count = 2426

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. Provide evidence in a court setting			8	3			Speak to colleagues who have been to provide evidence in court. Attend court for a visit to become familiar with the layout/structure. Study what is required of me in law.
2. Understand the timescales for specific forensic evidence.			8		5		Speak to specialist and obtain more of an understanding. Study the forensic evidence available.
3. Continue to develop the geographical			10		7		Pro-active patrols in the area when possible to make attempts at learning

area of the policing patch.							side streets currently not known.
4. Continue to develop knowledge of the legislation surrounding bail.			10		7		Through regular involvement with the legislation and through studying of the legislation.
5. Capability to deal with a critical incident			10				Through more exposure to critical incidents and to speak to colleagues to obtain knowledge. To study college of policing requirements around critical incidents.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Explore existing evidence relating to problem orientated policing and implement my own POP plan.		7		4			Speak to Neighbourhood teams who utilise such plans on a regular basis. Explore current plans and their effectiveness.
2. Express interest in attending a negotiator course and develop skillset accompanying this.		7		2			Attend course and develop knowledge of legislation and skill set surrounding negotiator courses.
3. Attend TASER training course and become competent in the skill set of being a qualified TASER officer.			10	4			Attend course and develop knowledge of legislation and skill set being a TASER officer. In particular legislation surrounding use of force.
4. Develop my skill set as a competent police driver. In particular develop skill set			10		7		Attend course and develop knowledge of legislation and skill set being an advanced driving officer. In particular legislation

to be able to respond to emergency calls using blue lights.							surrounding use of the roads and safety whilst using the roads for such a purpose.
5. Evidence my competency in being response officer to pass my second year of probation.			8		7		Continue to complete my evidence matrix to a high standard and collect evidence used for professional development as I progress through my career.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Conduct effective searches of properties		6				8	Conduct more searches of properties to gain experience. Study the legislation in depth to ensure the utilisation of the correct powers at the correct times.
2. Conduct an investigation into a high risk missing person.		5				10	Offer to assist in the next high risk investigation that arises. Read documentation including legislation and force policies on how to deal with such incidents.
3. Develop my experience of dealing with complex interviews.		5				10	Spend time with CID to develop the more complex level of questioning skills. Assist with interviews of a complex nature. Consider attending a Tier 4 level interview course.
4. Develop my understanding and experience of reflective learning and how it has impacted		7				10	Read a variety of academia and speak to colleagues who are also undergoing the same process.

upon my studying in becoming a competent police officer							
5. Arrange a further attachment with the area support Unit in order to gain evidence for future applications.	7					10	Speak to members of the ASU team and arrange a date to attend. Read relevant legislation applicable to that area of expertise.

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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