

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

Contents

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

Task 1

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

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

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

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

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

ANSWER:

Police officers must work as a cohesive team to be able to function correctly. They must do this both on both a smaller scale, as part of their shift team, and also more on a macro scale, as part of the organisation. The role of the officer attracts people of similar or strong personality types which both helps and hinders cohesion within the team. I will explore these different proposed personality types and how they act within different theories of team dynamics.

One of the more well known theory of team dynamics is The Tuckman Team Model (Tuckman 1965). This model comprises of five main stages:

- Forming
- Storming
- Norming
- Performing
- Adjourning

Each stage clarifies how a team may address conflict that rises and then how it would settle in to the new norms. Within in a group everybody will settle in to different roles and this model aims to explain how this may occur after conflict. Conflict is going to arise within teams of police and it is extremely important that this gets

resolved correctly, although this may not always happen. That will be discussed later.

The 'Forming' stage is defined as the group initially getting to know each other. This is a stage where preliminary assumptions are made and initial roles are defined. However, this is only an initial stage and will only be changed after the next 'Storming' stage occurs. The storming stage is characterised by some form of conflict or dysfunction. The initial roles within the group are challenged for a multitude of reasons, e.g. a natural difference in working styles or a challenge of authority. Gradually a team will progress from this, however, and a new 'Norming' stage takes place. The team starts to understand how it deals with conflict within the group. Newer roles are set for the team and there is a stronger idea of the team aiming for the goal at hand. In this case that would be as a functioning police unit. This is what Tuckman describes as the 'Performing' stage. The team has now set its roles and goals and it functions to complete this task. This is however until further conflict arises. The model proposed by Tuckman is cyclical and therefore suggests as new conflicts arise then new roles and goals are set. A fifth stage was later suggested, 'Adjourning'. This stage is the group processing the end of the team. It may effect different members of the group in different ways. It is the end of the cycle. The cyclical nature of this model allows for constant change and reorganising of a group or team to occur. However, it does not give an explanation or description as to why some teams just will not functioning correctly. Tuckman's model would suggest that all teams are eventually able to pass the storming stage, where as real life experience would prove that this is not always the case.

Psychologist Myers and Briggs created a model of self-assessment which suggests people are one of sixteen personality types. It does not suggests that any of these personalities are inherently better or worse but does provide an answer for why some people will work more cohesively than others. They suggested that there are four main splits which people will fall in to one of;

- Extraversion/Introversion
- Sensing/Intuition
- Thinking/Feeling
- Judging/Perceiving

The Myers Briggs Type Indicator (MBTI) sets people in to one of each of the four categories, eventually leaving them with their four letter personality type, e.g. EITP. This theory is not exclusive of Tuckman's but instead adds further to it. Having these different personality types would suggest as to why some people struggle to work coherently. The MBTI does not suggest anyway to overcome any difference and conflict in personality but by providing a possible explanation it is at least a start in understanding it. The theory has come under much criticism by other clinical psychologists, some even suggesting it is "little more than a Chinese fortune cookie of tests". In a recent article is what suggested that there's an approximately 50% chance of receiving a different answer when retaking the test after a five week period. It was also writing in an article that the set sixteen personalities have no scientific basis whatsoever (Grant 2013). Whilst it can be nice to give yourself a label to help understand conflict within the team, it would appear that it is all the MBTI can provide. It does not offer any solution to the problem and also lacks credibility after further peer review.

Peter Honey has a simpler suggestion for team roles and how the dynamics are within the group. Honey suggests that there are five types of people within the group; the leader, the challenger, the doer, the thinker and the supporter. He suggests that all of the roles are positive within the group and push the team towards the set goal. This is a development from a previous theory provided by Belbin. Belbin put forward that there are eight different member within a group; plant, resource investigator, coordinator, shaper, monitor evaluator, team worker, implementer, completer finisher, specialist. Both teams suggest the role is associated with typical behavioural and interpersonal strengths. I think what is interesting about the two suggestions is that Honey suggests a set role for the leader, where as Belbin does not. Within the policing role there is a set leader. The sergeant is part of the team but has a set and clear role as a manager and leader in the group. The sergeant role is incredibly important within the group as it can change the whole dynamic of the team.

New officers often have to join well established teams. They are officers that have often worked together or an extended period of time and also have been in the job for longer times. This can negatively affect any new member of the team in multiple ways. The well-established teams may be very close and not allow the new member to feel part of the group. Although this is not necessarily contradictory to any policing policy it is disheartening for any new employee who may go on to give less of a service to the public because of it. However, possibly more damaging is if the new member of the team is aiming to impress the established group by any means. Officers who are further on in their career may be less worried of repercussions and may influence newer officers to act in a less than satisfactory manner. Any breach of the Code of Ethics is a serious form of misconduct and will be treated as such by the force.

One of the most common forms of breaching this code is by covering up mistakes. The Code of Ethics states "I will be honest and act with integrity at all times, and will not compromise or abuse my position". Teams will often have each other's backs and may lie to cover up for a member of their group. A new officers may feel obliged to do the same as to not feel left out. This is a blatant breach of this code and therefore will be treated as such. South Wales Police have put measures in place to address this if required. There are phone number that can be called should something need to be reported. Also this is where the role of the sergeant becomes so necessary. As a supervisor any officer should be able to approach their sergeant to raise such concerns. It is also than part of the role of the sergeant to deal with it in the most professional way possible and to also help mitigate and deal with any conflict that may arise from it.

Working within a police team requires members to work long and unusual hours together in often highly stressful situations. This often causes close bonds to form and sometimes relationships occur between other team members. This can lead to great difficulties within the role. This has been known to occur between tutors and the person they are tutoring. Entering in that sort of relationship is difficult as there are two different levels of power and can be open to abuse. However, more blatant breaches of this have recently been seen in South Wales Police. Officers in a team, who are in a relationship, have been caught having sexual relations whilst on police

time and in police vehicles. What may have started as two members in a team has led to flagrant gross misconduct. The organisation has no tolerance for this and officers were taken away from their positions.

The opposite of this can also happen. Members of a team can form inter-personal conflicts and inhibit the effectiveness of the team as a whole. Conflict can occur between members of the team, such as if members have a different policing style or varying levels of patience. However, this often occurs between members of a team and the sergeant. The role of the police officer can attract strong willed characters who often possess leadership characteristics themselves. Therefore, it is not uncommon for officer to disagree with a sergeant's leadership style. Conflict like this is to be expected but it is how the officers deal with it that changes things. First off by disregarding a sergeants fair instructions an officer is in breach of Code five in the Code of Ethics. It states that "I will give reasonable instructions only, and will follow all reasonable instructions". Unless an officer can evidence that an instruction given is unlawful or unreasonable it is expected that they are to trust their supervisors. They have been promoted to do so and have been entrusted by the senior management team to fulfil their role.

On the contrary to this if an officer does believe that his supervisor, or any member of staff, are behaving unethically or unprofessionally it is actively encouraged to inform someone. The tenth code in the Code of Ethics states "I will report, challenge or take action against the conduct of colleagues which has fallen below the standard of professional behaviour". Section 10.6 states that officers will be supported through any valid concerns that are raised. The issues arise when the police is seen like one big team. Officers to not want to appear to be a 'snitch'. This closeness as a force is both a great help in building moral and feeling like your back is covered but also may hide behaviours that are not tolerable.

Conflict is going to occur between any form of relationship, this is especially true when there are strong personalities and stressful situations involved. Conflict is not inherently a bad thing, as it may initially sound, but it is how the conflict is dealt with the ultimately effects matters. The Thomas-Kilmann model suggests five ways in which conflict can be dealt with (Portland Community College 2020). It is put forward that a person will tend to approach conflict in one of these manners;

Avoiding. A person who employs this method will tend to ignore the problem and hope it dissipates by itself.

Accommodating. This person will resolve conflict by giving in to the other persons wants and desires at the expense of their own needs.

Compromising. The strategy will find a middle ground. It would allow for some of the needs of all those involved to be met, just not entirely.

Competing. The opposite of accommodating. This person aims to fulfil their own needs and wants at the expense of others.

Collaborating. This method would involve finding a solution that satisfies the concerns of all those involved.

Thomas-Kilmann puts forward two factors that will lead in to what manner a person will tend to follow; assertiveness and co-cooperativeness. Varying degrees of each of these would lead a person to naturally end up with one. However, not one of these suggestions will always perfectly resolve a matter and a team may have members that will not naturally end up resolving the conflict. Conflict resolution is a skill that must be developed. Police often employ the use of conflict resolution skills when dealing with matters at hand, however it does not always translate in to dealing with inter-personal matters.

The term 'canteen culture' is defined in the oxford dictionary as "a set of conservative and discriminatory attitudes said to exist within the police force". The police service has always been questioned in relation to its treatment of non-white races. Canteen culture is coined to be the term referring to this attitude. The 'banter', jokes and underpinning feelings towards racial minorities. Since the Lawrence enquiry police have been under scrutiny for how they treat both members of the public and also how members of the police are treated. It has been said that canteen culture is the view and beliefs held by officers when out of uniform and policing culture is the views and beliefs when on a shift. Irrefutably there will be racist people within the police, who will treat other differently because of their skin. However, as the police, who withhold the Code of Ethics, this cannot become an organisational cultural norm. The attitude of a club can have its benefits. Speaking to people who understand the same issues that you have gone through allows for reducing stress in a healthy way. A culture of close workers in itself is not unhealthy. It is how this culture then presents itself not to others but when it is hidden away that must be kept in check.

In conclusion, the police is made of many people who range in personalities, strengths and weaknesses. Conflict is going to happen, but it is how conflict is dealt with that will affect the effectiveness of a team. It is also paramount that the police themselves that keep themselves in line. Police must hold each other accountable to the Code of Ethics to be able to provide the best possible service to the public.

Word count - 2331

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 College of Policing defines vulnerable people as if, a result of their situation or circumstances, they are unable to take care of protect themselves or others from harm or exploitation (2020). The majority of calls that response officers will attend involve vulnerable people, whether through physical or mental health, domestic violence or a multitude of other factors.

During my 6-12 months within the police I attended an incident of domestic assault. Little information was passed on the initial call summary as the call came through as an abandoned 999 call that just requested police, there was sound of disturbance in the back ground. The phone number calling was linked to an address known to police. The address was linked to two people. There is an extensive history of domestic violence within the household, with the male in the couple being the aggressor.

When arriving at the address, and after completing initial investigations, it became evident that the female involved was a victim of a serious domestic assault. The male was arrested and remanded to court. However, this is not the first time it has happened and it raised questions as to how the police, and other services, could have protected this clearly vulnerable person further.

The police typically have had limited training when dealing with different vulnerable people. Often as the first on scene to different incidents, police have had to become signposts to other organisations and charities to provide further support. This is especially true for those on response teams. The National Police Chief's Council (NPCC) has put together a plan to aim to change this.

They have formulated the National Vulnerability Action Plan which aims to change the police's attitude to vulnerability through five overarching principles (NPCC 2018):

- Recognising and responding to vulnerability requires partners to work together effectively
- The concept of vulnerability encompasses the person and their circumstances
- Responding to vulnerability includes empowering people to seek their own support networks
- Prioritising prevention reduces harm and demand
- To be better at recognising and responding to vulnerability requires a change in culture within and across service providers.

The principles are broken down in to specific actions that needs to be undertaken. This provides strict and attainable goals that can be met to improve the support that police can provide to vulnerable people.

I think that the fifth principle may be the most important. Quite often the culture within different service providers is one of 'it's not our problem'. Often putting the onus of support onto other services. This is paramount that it is changed so that all providers together can give better service to the public. I believe that this is already being implemented within the police, especially with the focus given within initial training. It is made evident to all new officers that vulnerability is a key factor when working within the police and that it is a quintessential part of the job to provide as much support as possible to these people.

One of the most prevalent ways that response officers can attain support for people is through the use of the Public Protection Notices (PPN's). The PPN is a form completed by officers that is submitted that can be disseminated to other relevant agencies. It is submitted for every occurrence that involves a vulnerable person. The PPN is a simple way for the police to present a vulnerable person to other organisations as well as other specialist police departments. The form consists of some questions, for example DASH questions for domestic incidents, followed by a space for officer's observations. This information can be shared with any relevant agencies that provide relevant support. Although the PPN is useful, it also has its downfalls. Although the PPN encourages that use of partner agencies to provide a more rounded approach to support from agencies, it also allows for the agencies to push support to other agencies. It is possible for police to fall in to the trap of believing their support work is complete after a PPN is submitted. There is also the issue of the over submission of PPN's. Within one area of South Wales there were 1,484 PPN's submitted to the social services over a four month period. Of all of these PPN's submitted only 167 (11%) were progressed by the social services. It is force policy that all incidents involving a vulnerable person has a PPN submitted. There has now become an attitude of 'safe than sorry' where a huge amount of PPN's are being submitted daily. When submitting the form there is a classification system depending on the priority, set by the submitting officer. This helps to bring the attention to those most at need, however there is still a clear issue with the amount of referrals. The PPN is the easiest and most efficient

way to bring vulnerable people to the attention of services, however the over use of them is crippling the function that they aim to provide.

The current approach seems to be that each service providers does their best individually. Public Health approaches aim to change this. Instead of focussing on the individual, it aims to be more population centric. An approach like this brings a lot of focus on sharing information, evidence and outcomes. Uniting more services available. This holistic approach will provide support at all levels of need. By understanding the population's needs as a whole the police are able to direct their resources more effectively. A shift would be made towards a neighbourhood style of policing, as opposed to response. By being more proactive within the community it can release some demand on response policing. Problem solving will become a necessity within the Public Health approach. There would be a need to find the root of crime or police incidents and aim to prevent this from the start. However, this is not something that can be changed from within police policy. It would be a governmental and cultural overhaul, requiring much change at all levels. For an effective Public Health approach to be effectively many issues must be tackled, such a housing, debt, education. It must tackle the problems that overcome Britain on a foundational level. For this approach to work it will take many years and great change in not only policy/legislation but also cultural attitude to these problems.

From past surveys it has been shown that 4% of victims account for approximately 40% of all crimes (College of Policing 1997). The Home Office defines repeat victimisation as when "the same person or place suffers from more than one incident over a specified period of time". Repeat victimisation is clear prevalent within the UK and is a clear factor to be considered when trying to reduce overall crime. By reducing the repeating victimisation, police can reduce a large portion of crime committed. This also links back into the Public Health approach. That adopted approach would place some significant focus on this.

Many individual officers will be able to put out member of the public within their sector that are repeatedly victims of offences and anti-social behaviour. However, this knowledge has only recently started to be used to systematically target the police activity. This is contributing to the Dark Figure of Crime, which is defined as occurrences that are classed as crime that are not registered in the statistics of the agency of the source (Biderman 1967). These statistics are used to target police in areas of focus, by being more transparent with statistics the senior management teams are able to more accurately place police resources where required. This overall will provide a better service of support to those that require it.

To better tackle repeat victimisation the police must understand what can cause repeat victimisation. One commonly proposed idea, backed by statistics, is that young people who go through adverse childhood experiences (ACEs) are more prone to become victims of crime, or to commit it. Examples of ACEs are; being the victim of neglect, domestic violence, and parental abandonment. It is suggested that those who have four or more ACEs are fourteen more times likely to become a victim of violent crime and sixteen times more likely to have committed a violent crime (Public Health Wales 2015). As more research is found it becomes ever more evident that a larger, more holistic approach, needs to be

adopted to tackle repeat victimisation within the UK. This is reflected in the goals set by the NPCC by both aiming to empower victims to seek their own support and by doing so allowing police to prioritise prevention to reduce harm and demand. Both of these goals feed in to each other and causes a cascade of both support for victims and reduction in victimisation/crime.

Between January and March 2020 young people within court were shown to have a reoffending rate of almost 40% (Ministry of Justice 2020). Clearly something needs to change within young people in the UK, as this leads on to adulthood and the cycle continues. Although the police can focus their skills in providing the best support possible for vulnerable police, a wider holistic approach must be undertaken by all service providers. By doing this, a noticeable reduction can be made in repeat victimisation and reoffending. This allows for police to more effectively focus their resources were required. The difficulty with this is that it requires many different services providers to all be on the same page and overcome years of culture within these separate organisations. However, goals set by the NPCC show change like this is attainable and is currently being worked upon. Overall, this provides better support to those that require it whilst freeing up more police resources.

Word count - 1614

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: Jack Long (Learner – electronic signature accepted.)

Date: 21/08/2020

Task 4

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

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

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

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

ANSWER:

Information and intelligence forms the basis for almost all proactive policing. Since the inception of policing there have been almost set eras of policing style, as culture changes and the role of the officer does along with it. There has been drastic change in British culture throughout UK history and the police has had to adapt its style to follow along with it. During the 1960's a more 'reactive' approach was adopted. A UK survey at this time found that whilst 40% of UK personnel were assigned roles related to investigation, only 1% were assigned to any roles related to crime prevention (Audit Commission 1993). This strategy would suggest that increased response to crime leads to an increased detection in crime, therefore an increased amount of arrests. This would act as a deterrent and therefore reduces overall crime. This strategy was inherently flawed. Between the 1960's and 1990's police strength grew by 75% in England and Wales but recorded indictable offences also increased by 500%. Evidently a reactive approach to policing was not functioning correctly. As culture changed, crime seemingly increased. As culture modernised, crime modernised and policing had to change along with it.

Intelligence-led policing aims to focus police resources in the proactive approach. It has been said "intelligence-led policing does not re-imagine the policing role so much as it re-imagines how the police can be 'smarter' in the exercise of their unique authority and capacities" (Wood and Shearing 2007). It suggests that by being one step in front of any potential criminality then the police can reduce crime before any occurs. This approach effects all aspects of policing but especially plays a large role in the policing of the roads.

The RAC Foundation states that at the end of March 2020 there were 38.3 million licensed vehicles in the UK. When that is compared to the approximately 123,000 police officers in the UK it becomes apparent how large a task the policing of the roads is (Home Office 2019). As well as the what is to be expected, such as driving without insurance or faulty headlights, intelligence-led roads policing helps to tackle some of the most serious and prevalent organised crime. The National Police Chief's Council listed intelligence as a main factor for ensuring "safe, secure roads"

in their 2018/2019 policing action plan. Particular attention was made to the sharing of intelligence between forces. By using roads as the main arterial routes throughout the UK, criminality is able to easily and efficiently communicate and travel throughout Britain. This is leading in to the evermore widespread occurrence of 'county lines', where illegal drugs are transported from one area to another, often across police forces and local boundaries and likely exploits vulnerable people (National Crime Agency 2020).

Whilst conducting my response role I often come across intelligence that can be beneficial to other officers. This may be as simple as being informed by a member of public that somebody is driving without insurance, or it may be that during a stop search a knife is located on somebody. Both of these are examples of intelligence worth submitting. They are not just 'useful to know' but also backed by legal basis for policing purposes as set by the College of Policing. They outline the policing purposes relevant to be sharing this information which include, but are not limited to, protecting life and property and also preventing the commission of offences (College of Policing 2015). These are two factors which heavily play in to the policing of the roads. However, for submission of intelligence to be effective it must be managed correctly. The intelligence cycle was developed to efficiently provide police with the most useful information possible whilst keeping within UK laws, such as the Human Rights Act 1998. The cycle consists of three main stages; collection, development and dissemination. By adhering to this cycle officers are made to make sure that the most useful information is passed and that it is reviewed and disseminated to the most appropriate places. The intelligence is also graded before submission, through the intelligence report, for a reviewing officer to be able to deem whether it is suitable for dissemination.

Modern technology allows for response officers to perform more vehicle checks than ever before. A simple search for a vehicle registration number, on a force issued mobile phone, will be able to provide the officer with the registered owner of the vehicle and insurance details. This piece of initial investigation can be the first step in to tackling larger crime. Warning markers can be placed on people, after intelligence has been submitted, for example if they're known to carry weapons or have previously been violent. This is useful for the officer's safety as they know how to safely approach somebody if needed. However, these markers can also be placed for things such as if they have previously been known to supply drugs or are prolific drug takers. Factors like this can raise an officer's suspicions when dealing with someone. These markers are incredibly useful however they rely on officers to be proactive when submitting them. For intelligence-led road policing to be effective, there must be intelligence submitted. Although it would be ideal that all officers do their job at 100% standard for 100% of the time, this is not the case. The police are human and as such also are imperfect. There is no organisational necessity for the submission of intelligence. Therefore, many officers may not do as it is extra work. Intelligence submissions are one of the Key Performance Indicators which does suggest that the organisation places a great emphasis on them but this can also be a negative. On one hand officers may not be submitting intelligence as it is extra work and may not feel like it after a night shift where they've had to stay an extra four hours in to their rest day. However, on the other hand another officer may be submitting intelligence that is not relevant or useful to aim to increase his numbers. Both of those scenarios seem like extremes but do occur.

When the submission of intelligence is performed correctly, and as it should function, it helps to focus police resources where they can be most efficient. At the start of every shift a response team will sit for a briefing. During this briefing, slides of a PowerPoint are shown related to local policing intelligence. This can allow for a response sergeant to actively plan their resources to where the intelligence may lead.

Specialist units within South Wales Police function on a purely proactive basis. They work by pulling over vehicle, with the correct legislative reasoning, and will often conduct informed searches and make arrests when required. These teams will submit a large amount intelligence. Whenever an arrest is made and there is a vehicle linked this will be submitted as intelligence. Any organised crime groups would not want to risk using this vehicle again and bringing attention to themselves. This is also applicable when performing 'routine' checks on insurance and having the correct license. It may be an indication of a vulnerable person being coerced in to performing county lines work if they have been forced to drive a car somewhere without insurance or license. If they are in fear they may not reveal why it is they have no insurance and it will fall on them to take the blame.

Policing the roads is an efficient way to disrupt crime and gain intelligence however due to the demand of response officers this is not easily done. Response officers are often able to submit useful intelligence when performing their role. However, they do not often get to see the outcome of submitting anything. This could lead to officers becoming discouraged and submitting less and less. The whole system requires officers to submit to gain as much a big picture as possible. Intelligence-led policing must be as it sounds. Intelligence must be at the forefront of the approach to all policing.

Section 163 of the Road Traffic Act 1988 gives the police powers to stop any motor vehicle using a public road. If the vehicle doesn't stop then it is committing an offence. If a vehicle doesn't stop then it must raise an officer's suspicion as to why it made off. That vehicle will then be added to the ANPR hotlist, as discussed below, and observations passed. If this vehicle is a part of a larger prevalent criminal activity then it will likely avoid police contact. The vehicles details would be added as intelligence and descriptions of those in the vehicle if noted. Even if the vehicle is not caught and prosecuted then this process will at least disrupt some of the activity that may have been planned. Tackling larger organised crime is not always done with large events but sometimes small victories and disruptions can have a larger impact.

Often when using the roads criminals will travel between forces. There is where all forces use of the Police National Computer (PNC) becomes paramount. As different forces will all use different IT systems for the logging of their information and occurrences it becomes clear that a system for sharing information between forces is a necessity. The Police National Computer holds information that is shared across forces. It will present any warrants, warning markers and other relevant information to any person on it. This is especially useful when used in conjunction with Automatic Number Plate Recognition (ANPR). There are two main types of ANPR camera used within the police. There are fixed cameras that are set at specific locations.

There is also a system where a camera installed in specialist vehicle will read the registration number of vehicle and present the information to the driver.

Often organised crime groups will use rental companies to hire vehicles before moving large amounts of drugs. This makes it harder to track the activity of the group. Having insurance details so readily available adds to the picture when an officer finds suspicion. Although an officer can't base everything on a vehicle's insurance address, when a vehicle is rented from larger cities for a short period it can be an indication of drug smuggling through counties.

The use of ANPR has come under scrutiny. It has been described as a 'threat to civil liberties' and a breach of confidentiality (Farrier 2013). However, the use of ANPR within policing is paramount. ANPR is useful within both proactive and reactive policing. When a force area wishes to install a new camera it must meet a strict set of criteria, as to not infringe on the general member of the public's freedoms. The force requesting submission must prove a clear necessity, including the following factors (National Police Chief's Council):

- National security and counter terrorism
- Serious, organised and major crime
- Local crime
- Community confidence

When these criteria are met and a camera is installed it can act as a great aide to police on both a local and larger scale. The transportation of drugs from larger cities to smaller towns is becoming more widespread, reinforcing the county lines. Officers are able to submit intelligence regarding a vehicle if it is known to be driven by those linked to drugs or if drugs are ever seen in the vehicle. By then employing the use of ANPR it is possible to track where the vehicle has been throughout the UK. This is extremely useful in trying to create a mapping of organised crime within Britain. Also as a proactive measure, specialist road policing units have ANPR cameras installed within their vehicles. These cameras are able to provide information on whether a warrant is out for a person's arrest or if their arrest is a necessity for an offence. By having these cameras installed arrests can be made for offences they may have not been seen previously. Also, by the powers afforded to officers by PACE 1984, officers can search the vehicle of somebody arrested. This proactive approach is shown to disrupt crime and can cause a potential criminal to think twice.

ANPR can also be used as a tool for disrupting criminal activity in a reactive way also. Often police are called with reports of vehicle thefts and also for drivers under the influence and the use of ANPR assists with the investigation for this. If required, the last details for the vehicle can be searched and the location and time of the last ANPR camera it has passed can be shown. This can be crucial in locating a vehicle or trying to determine the direction of travel.

Although ANPR is useful as an investigative tool for disrupting criminal activity, it can only go so far. Intelligence must be submitted by officers throughout all UK forces to provide the bigger picture required to tackle the more complex crime organisations. Criminal activity is constantly modernising and adapting and the police must also do the same to stay ahead. The reactive approach to policing merely attempts to cover the holes, whereas an intelligence-led proactive

response aims to stop anything before it happens. This approach is open to flaws as it requires officers to change in their behaviour towards policing but overall is a benefit. Intelligence-led policing allows for police forces to focus their resources in preventing crime from happening in the first place. A great assisting tool with this is ANPR. Although seen by some as an invasion of privacy, UK legislation (Regulation of Investigatory Powers Act 2000) sets strict laws on the collection of data and its use. ANPR cameras allow for intelligence to be followed up on throughout the UK and helps to provide a larger picture for organised crime. As well as providing an essential services to response policing. As CCTV becomes more popular and technology becomes cheaper it can only be expected that more and more ANPR cameras will be deployed through the UK.

Word Count - 2318

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			High 8-10		Med 5-7		I believe that at this point in my police career the force would expect me to have quite a high amount of knowledge. Six months was spent in initial training where commonly used legislation was extensively explored. It would be expected for me to keep this knowledge, as it is the foundation of the job, and to expand upon it. Since coming out of the sixth months training I have had to apply the head knowledge of legislation and learn how to apply it practically. Within the 6-12 months of my career I have had attended a wide range of calls and feel confident with knowing what to do in the majority of them. I feel able to know how to respond to the calls and to do the relevant NICHE side of things. To progress further I feel like I need to expand my knowledge when

						dealing with the CPS. Specifically, I need to grow in my knowledge of dealing with NGAP files and how to complete them independently.
SKILLS		Med 5-7			Med 5-7	I believe that I have been able to use the skills that I have gained in my initial six months training and have also been able to grow on these. Since becoming an independent officers it has come clear that there are many skills that I would like to learn and some I would aim to prove upon. Becoming a 'blue light' trained response officer is becoming more and more a necessity when dealing with the roads. I would aim to get this course completed as soon as possible. I think this is also true for being taser trained. Knife crime is becoming more and more common within the area I work and having a taser allows me a safety and another tool to use when responding to these higher risk calls. I would like to complete this course as it also affords me a way of gaining more experience in higher risk confrontational situations, therefore also giving me chance to improve other skills such as negotiation and communication.
EXPERIENCE		Med 5-7			Med 5-7	During my time in the police I have gained some excellent experiences in some areas but have been stunned in others. Working during the COVID pandemic has given me experience in a time of policing that not many will ever work through. I have also been working through some large organisational changes, where the force has gone from 4 to 3 BCU's. This has meant great changes in team dynamics but also with dealing with different types of people. Initially I have worked throughout the Vale of Glamorgan. This is a typically wealthy area with people who expect a high service from the police. The changes to the BCU's now means that I work within Penarth and also

						Cardiff Bay, including Butetown and Grangetown. This had led me to have a greatly experience with different kinds of people. Especially from this within migrant communities and also the homeless. I have appreciated this change in dynamics and it has helped me to develop my ability to adept policing styles to different people's needs. As part of my training I will undertake different attachments with different policing departments. However, due to the conditions that have gained me experiences in one area I have been hindered with this. I have only been able to complete my attachment with NPT. This was great with being able to gain experience in the more proactive side of policing. I am looking forward to complete my attachments and gaining experience in the different areas of policing. I will aim to get this done as soon as possible.
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Bibliography

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

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