

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

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**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Public Protection**
- **Maintaining Professional Standards**
- **Leadership and Team-working**
- **Policing the roads**
- **Information and intelligence**
- **Conducting Investigations**

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. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism.
- 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.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *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

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1250
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1750
Task 3	Maintaining Professional Standards Leadership and Team-working	1750
Task 4	Policing the roads Information and intelligence Conducting investigations	1750
Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Having achieved Independent Patrol Status, **reflect** on the impact of organisation culture within policing on your wellbeing and resilience (organisation change, retaining personal values in a wider organisational culture).

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Organisational culture bonds businesses worldwide, where history and motivations create identity and thought is provoked into how strong this becomes in an emergency environment (Schein and Schein, 2017). Research suggests occupational culture is pivotal towards police officer wellbeing which has formed a frequent consideration for me since achieving independent patrol status (Collins and Gibbs, 2003). Within this essay I will discuss my adoption of organisational culture, where I have experienced both the positives and risks it provides. This will include my understanding of wellbeing and resilience, with a reflection upon the coping strategies I have utilised. Throughout this essay I will include referenced research and my reflection will be completed using Gibbs' Reflective Model (Gibbs, 1988).

Throughout my policing career to date, I have considered how the theory of organisational culture compares with my reality. Organisational culture is long studied by professionals such as Edgar Schein, Geert Hofstede and Charles Handy, where the factors are complex and numerous however widely viewed to be the character, impetus and environment within organisations (Chartered Management

Institute, 2015). Within a policing context, I have found a cultural blend of history, comradery and resilience in line with famous views (Terrill, Paoline and Manning, 2003). I have also found organisational culture to be conspicuous and alluring, particularly the comradeship element which is widely recognised (Charman, 2017).

With added experience, my views of wellbeing and resilience have matured. Regarding wellbeing, I relate with the view this represents a person's quality of life, between occupations, personal life and overall relationships (Seligman and Csikszentmihalyi, 2000). To support wellbeing in emergency service professions, research shows culture and colleague relationships to be pivotal in achieving happiness and contentment (Cimiotti *et al.* 2012). Furthermore, the frequency of police officers encountering traumatic and intense situations creates an increased risk of mental and physical ill health, where resilience is vital in defence (Gershon *et al.* 2009). Conversely, some view the perception of constant danger to be romanticised, with most police interactions being less of a traumatic nature (Rosmith, 2013). Nonetheless, my experience has further embedded me within police culture, which has supported my resilience and the maintenance of my wellbeing and overall health.

Within the description element of my reflection, my experience has developed from a civilian past, through the formality of initial training and cultural intensity of tutorship. Following a subsequent mentorship period, I achieved independent patrol status where accountability, immersion and reward increased. Before joining the police, my motivation was similar to many within the Police Constable Degree Apprenticeship entry route, driven through personal pride and service (Green and Gates, 2014).

Through initial training I found the intensity of exams and academic work to be a challenge however to reduce pressure I viewed the opportunity as a privilege, aware the entry route was considered effective and favourable compared with professions such as nursing, where applicants often self-funded degrees prior to an application stage (Wankhade, McCann and Murphy, 2019).

Subsequently, I found an increased exposure to organisational culture in the tutorship phase of my journey, through joining my response team. Here, I experienced the theory of learning improving with practical application, where my theory knowledge progressed into daily practice (Rief, 2016). Additionally, I discovered the importance of team dynamics within police culture, where my team demonstrated trust, openness, disagreement and a mutual motivation to excel against objectives. In a role where danger and intensity can be unpredictable, I gained resilience from the strong team bond and trust. In contrast with my experience however, research teaches that although individual, high stress instances can have a large impact on officers' wellbeing, poor team relationships and tensions are the most frequent forms of stress reported by police officers (Acquadro Maran *et al.* 2015). Thankfully, I have found myself within a team which embodies local levels of the cultural web model, where elements such as routine, storytelling, structure and representation create a close support structure (Johnson, Whittington and Scholes, 2012).

Although I feel welcomed within the policing community, to expand the feelings section of my reflection, I also experienced the risks associated with adopting heavily into an existing organisational culture. I have felt the role shape my personality, away

from some societal norms, which I find to be an echoed view of police service (Conlon, 2011). Consequently, I have occasionally found it difficult to retain some personal values and have avoided social situations to protect the expected standards of the police service. Indeed, research shows this to be common even amongst those aspiring to join the police, where a study across police foundation degree undergraduates found participants perceived themselves to be different to others, where they bonded together however distanced themselves from other students (Cox and Kirby, 2018). Whilst I have built what I perceive to be a strong balance, I am conscious in extreme cases police officers can distance themselves to such scales they dissociate from friends and family which I will heed across a hopefully long career (Ménard and Arter, 2013).

Finally, I have observed how subcultures pose risk to wellbeing, and the maintenance of wider organisational culture. Chiefly, within neighbouring teams I have witnessed the characteristics of a small portion of members impact an atmosphere which spans beyond their own team, create a cultural separation between frontline policing and senior levels and evince the canteen culture theory (Waddington, 1999). Additionally, I understand team members move roles frequently, where team dynamics quickly change and I respect the goal of strong leadership qualities across all team members to prevent what is regarded as “the five dysfunctions of a team” (Lencioni, 2002).

With added police experience, the individual coping strategies I utilised in initial training and tutorship have become embedded, where I now redirect my effort into occupational performance and organisational acceptance. I reflect fondly on my

initial training strategies of educational commitment and a strong work-life balance which have undoubtedly stabilised my approach to the operational and educational demands of the role. Equally, throughout my tutorship period I utilised sleep strategies and physical exercise to support my wellbeing which have also maintained, in a fashion where I echo theories of consistency being a key component of habit formation (Karppinen *et al.* 2018).

In evaluation, I feel proud of my personal development and performance to date, where accountability has increased however in return my personal pride and sense of reward has followed. The coping strategies discussed previously have proven successful and sustained, with my effort re-focussed on utilising organisational culture effectively. Conversely however, I feel my increased observation of subculture has increased my tendency to overthink my peers' perceptions, which is an area I am going to focus on moving forward. Here, I have found myself occasionally questioning the quality of my handovers to oncoming shifts for example, in the desire to build a strong reputation. I sense this poses a risk to my future work life balance, in a profession where studies show stress frequently impacts family members (Jackman *et al.* 2021).

In analysis, I believe my progression is largely attributed to the support of my team, my initial coping strategies and my successful adoption of organisational culture. Furthermore, the leadership and teamwork I find myself within is one of fairness, recognition and openness, where research proves these factors help officers connect with an organisation (Bradford and Quinton, 2014). I have found the culture within policing to be strong, blatant and increasingly attractive when in an operational

team which has supported me within what is understood to be one of the most stressful occupations (Magnavita and Garbarino, 2013).

In conclusion, my progression into independent patrol status has bridged my initial training period into my future career within the police constable role. I have found my effort and energy has turned from utilising singular coping strategies to maintaining my overall approach whilst leaning on the support of others and the organisation. I reflect on my experience with fondness, pride and perspective. The positives I have found in organisational culture have supported my transition into increased accountability however in response I have identified future opportunities within my self-confidence. Here, I have built into my action plan a bi-weekly informal sergeant review, where I can gain constructive feedback and rely on these sessions to understand my performance and prevent moments of individual self-doubt.

Word Count – 1374

Task 2

Relevant areas of the National Policing Curriculum:

Decision-making and Discretion, Vulnerability and Risk, Public Protection.

You must choose **an incident, for example a domestic related incident**, and reflect on how you made decisions in complex and unpredictable circumstances using **dynamic risk assessment**.

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

Evaluate decisions made during the incident and your use (or otherwise) of the National Decision Model. Explain the rationale behind your decisions and your considerations when recording details of the incident. Consider your ethical approach to the decision. Outline the consequences of your decision making.

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Please note, with tasks two, three and four I have had to submit a draft sorry because I had planned my calendar against the initial date of the 19/12/22. By that time, I was hoping to have three tasks completed in full (as I have annual leave in place) however I hope these drafts are okay for brief guidance/views. I understand the way I plan my drafts will likely be difficult/impossible to assess, as I effectively make them into a scrapbook of quotes and references to write from. Highlighted grey are the references I plan on using, when finished I hope to have 25+ references per task. Many Thanks.

Introduction

Hook line

An overview of what I will be talking about in the essay

Define key terms – Dynamic Risk Assessment, Discretion, Ethical Approach

Own view

Understanding from research

Why is this important for police officers

Introduce that reflection will be via the Gibbs Model of Reflection (referenced)

Main Body

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

Description section of reflection

Domestic scenario (father removed from Islamic house after assaulting son for not wanting to adopt religion - spit guard and force required)

Islamic household, viewed police action as extreme, son reported, Wife/Mother protecting husband).

Introduce that BWV was used.

In terms of its duration, the emotional impact is particularly **intense** at the outset. - quote from the public protection

lesson, in terms of the impact of abuse on victims

Honour based violence risks.

Victim protection (Baby P being a good case with high media involvement), potential to reference in from -

<https://www.pure.ed.ac.uk/ws/portalfiles/portal/13105529/K201009.pdf>

Can It be an 'in family – my own words' hate crime against a protected characteristic?

Concerns for child's wellbeing, with ACE's leading into a risk of poorer education, employment and future offending for the child into adulthood – potential to reference from -

<https://academic.oup.com/jpubhealth/article/36/1/81/1571104?login=false>

Social context of honour based domestic violence – impact on public and police (find reference)

Legislative context of honour based domestic violence - Reference in any relevant laws/powers

Feelings section of reflection

Evaluate decisions made during the incident and your use (or otherwise) of the National Decision Model. Explain the rationale behind your decisions and your considerations when recording details of the incident. Consider your ethical approach to the decision. Outline the consequences of your decision making.

When writing about the NDM

Explain the NDM – own view (from training to now), view from research

Research in from 'Dealing with the authority to use force: reflections of Belgian police officers' Library article.

From Decision making lesson – anything used to be referenced

How a decision is made – Logic/Reason, Intuition, Cognitive bias

What are Logical Decisions/Reasoning

What is Intuition

❖ Logical **decisions** require information/intelligence on which to make an **informed** choice - based on **all** the available facts.

❖ Logical **reasoning** can take some time, especially where there is a large amount of information. **All** the pros and cons of **each** possible option have to be considered.

❖ Intuition is often used where a decision is required **quickly**, and information is **not** readily available. **Ideally**, when this is necessary, the decision maker has a **considerable** amount of **experience** and **good** judgement.

❖ **Inevitably**, there are occasions when we simply have to '**go with our gut**'. This may happen when information and intelligence **may not** be **wholly accurate** or **false**; incomplete or misleading.

What is Cognitive Bias

Inherent bias can **disrupt** and **distort** the decision-making process. The most common cognitive biases are (Click the **numbered** buttons):

Confirmation, Anchoring, The halo effect, over-confidence

Decisions

Police Officers and Decision-Making

"Police officers and police staff will have to use greater professional judgement, take greater risks in their decision making and use their discretion in order to achieve the highest levels of trust and confidence in policing."

In doing so they will need to know that they have the support of their force and that there are clear and consistent standards against which their behaviour will be judged"

Sir Ronnie also said "... **don't be planning out your flexibility**"



Sir Ronnie Flanagan – who was the Chief Con. of the RUC and PSNI before becoming Chief HMI.

Research in about history of decision making - <https://hbr.org/2006/01/a-brief-history-of-decision-making>

Research in about police accountability -

https://www.humanrightsinitiative.org/programs/aj/police/res_mat/police_accountability_in_uk.pdf

Whilst it may be uncomfortable, seemingly unnecessary at times, the best approach for the police to adopt, is to embrace scrutiny and remain open to constructive criticism; being accessible and amenable to ideas from the public, fits well with 'Peelian ideals' and should contribute to securing and retaining the public respect and assistance necessary to the 'British Model' (Mawby and Wright 2005).

When writing about 'explain the rationale behind your decisions'

Research in from 'The influence of police officers' decision-making style and anger control on responses to work scenarios' Library article

When writing about 'considerations when recording details'

Research in from 'Body-worn cameras 'on the move': exploring the contextual, technical and ethical challenges in policing practice' Library article

- ❖ The Law Courts and other tribunals require **justification** for use of force, restriction to rights etc.
- ❖ The **highest** quality of evidence and its presentation is vital to policing success.
- ❖ Operational decisions made by patrolling police officers can be subject to similar levels of scrutiny, so it is equally important for individual officers to record **all** the facts after each incident. **If it isn't written it didn't happen!**
- ❖ Use of the NDM as a debriefing format is helpful in ensuring that **nothing** is left out and for **justifying** our decisions.
- ❖ Write effective statements, **avoiding** the use of euphemisms e.g. 'drunk' rather than 'three sheets to the wind'.
- ❖ Use **definitives** e.g. 'violent' or 'aggressive' rather than 'troublesome'; 'furtive' rather than 'dodgy' etc.

When writing about 'consider your ethical approach to the decision'

Research in from 'Ethical decision-making: a treatise into the role of ethics in 21st century policing' Library thesis

Research in from 'Spit guards, ethical policing and the need for an evidence-based approach' Library article

'Outline the consequences section of the question'

Evaluation and analysis section of reflection

How the application of the NDM drove my thinking, structured thinking and allowed for a good set of responses

Provide suggestions of where I was able to use my discretion – you are now building expertise and encouraged to exercise discretion

Conclusion

What was the outcome of the situation?

Conclusion element of the Gibbs model

Action plan element of the Gibbs model

Task 3

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

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).

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 (Code of Ethics, policies, procedures, protocols or legislation).

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Introduction

Hook line

An overview of what I will be talking about in the essay

Define key terms? – team dynamics, team cohesion, inter-personal conflict

Own view

Understanding from research

Why is this important for police officers

Develop some of the responses given in task one

Relaying experiences of being within a team

Introduce that reflection will be via the Gibbs Model of Reflection (referenced)

Main Body

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).

Description element of reflection – how police teams differ to my prior, more business-related employment. – try and find research

Need to research theories of team dynamics (some potentially being the screenshots below from the 'Teamwork and Leadership' moodle lesson)

Look at models of team dynamics and ways of improving team cohesion

Try to answer all parts of the question once theories are found

Think about how some of these things play out in my team (how well and how bad) – may have seen excellent leadership and development of team cohesion. I may have joined a team which is well regarded in the wider organisation

In his book **Leadership Theory and Practice**, Professor Peter Northouse (2016) defines leadership as:

“A process whereby an individual influences a group of individuals to achieve a common goal”.

As highlighted in the latest statement **Policing Vision 2025**, over recent years there have been **significant** changes in culture and leadership within policing.

This means that effective policing is now more than ever **heavily** reliant on good leaders, who understands these changes and are able to lead and empower staff through these challenging times.

- from

<https://www.npcc.police.uk/NPCCBusinessAreas/ReformandTransformation/PolicingVision2025.aspx>

According to Rogers (2012), leadership is key to **good performance** in the Police service.

Importantly, research conducted with police officers and staff indicates that they see **recognition** of their efforts by leaders as being an important feature (Home Office, 2004).

- ❖ **Commitment** to providing high quality service
- ❖ **Displaying** high professional and personal standards
- ❖ **Enabling** valuing and developing staff
- ❖ Having **relevant** knowledge and skills

Leadership in the Police Winsor Report (2011-12)

In his Independent review of police officer and staff remuneration and conditions, Winsor made **two** recommendations regarding leadership, as a means of changing police leadership and culture. These were:

- ❖ Introduction of a **national** scheme for **Direct Entry** (DE) to the rank of Superintendent, for persons of ‘exceptional’ achievement and ability.
- ❖ A new ‘**Fast Track**’ (FT) programme, allowing the most talented individuals to reach the rank of Inspector in 3 years (click on the image to view the report in its entirety).

Some argue that the resistance of mainstream police officers to embrace reform measures such as, **DE**, and **FT**, maintains the stronghold that **men** have on police leadership, and a change in culture would lead to enhanced opportunity for women – **and officers from Black and Ethnic Minority groups** – to move through the ranks more quickly (Silvestri et al. 2013).

- from

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/229006/8024.pdf - there is a lot in here which may be useful (workforce gender, education, pay etc)

What do Police Officers in England and Wales think of their Leaders?

- Research conducted with police officers highlighted two significant points:
 1. Leaders need to have experienced being a police officer at all ranks to be a good leader, (and viewed FT with suspicion as they had not served time on the streets), and
 2. Current leadership is poor as leaders have ‘forgotten’ what it is like to be an officer (front line) (Rowe 2006).

Leadership in the Police

Response from the College of Policing

The published Leadership Review: '**The Guiding Principles for Organisational Leadership**' (College of Policing, 2017), set out the case for a change in the way the Police Services of England and Wales equip those working in the police, with leadership skills and knowledge.

You may access this review and evaluate its recommendations, by clicking on the cover image to the right.

- from

<https://assets.college.police.uk/s3fs-public/guiding-principles-for-organisational-leadership.pdf>

Developing Your Team

How Does a Team Develop?

Teams do not form automatically when people meet, but take time to develop and become effective.

A useful framework when considering team development was proposed in 1965 by psychologist Bruce Tuckman, who identified four stages of group development: **forming**, **storming**, **norming**, and **performing**.

In 1977, Tuckman and co-author Mary Ann Jensen, noted that subsequent empirical studies suggested a **termination stage**, which they named **adjourning**.



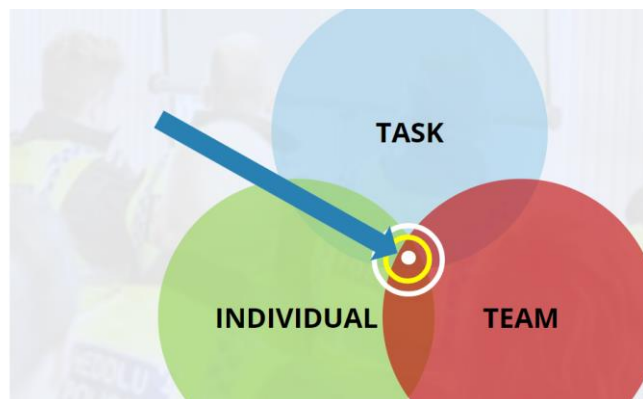
- could talk

about my observations of teams changing personnel quickly (sergeants not staying long, experience moving out of response, NR's joining three monthly – possibly makes this model difficult to mature, often staying in early stages)

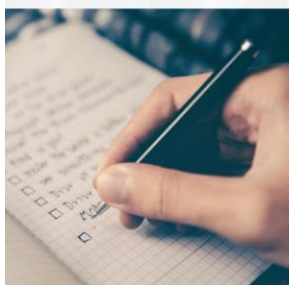
Action Centred Leadership Model

The ideal scenario is when the leader includes **all three elements equally**. This balance fits in with Adair's 50/50 theory. However, consider these questions:

- ❖ What are the **benefits** of this position?
- ❖ Are we **good** at this?
- ❖ Any examples / mistakes made? Do we have culture where we would accept a mistake – Should we?



How Can Balance Be Achieved?



Balance in Adair's model can be found by:

- ❖ **Identifying** and evaluating the requirements of the task.
- ❖ **Communicating** these to the group - gain commitment.
- ❖ **Planning** the achievement of the task with the group.
- ❖ **Identifying** resources - allocate responsibility to individuals.
- ❖ **Monitoring** and evaluating progress of the group and individuals.
- ❖ **Communicating** feedback support - praise and encourage.
- ❖ **Reviewing** plans and making changes with the group until the task is achieved.

Four Layer Team Leadership Model

So far, you have reviewed **three** models of leadership and group development. A fourth example would be that of Susan Kogler Hill's: '**Four Layer Team Leadership Model**' (1995). Hill's model concentrates on **four** key elements:

- **Monitoring** the team.
- **Diagnosing** team problems.
- **Taking** appropriate action.
- **Restoring** the effectiveness of the team.



Illustrative framework of Hill's (1995) model

What Motivates People?

- According to Mullins (1996):

$$\text{Performance} = \text{Ability} \times \text{Motivation}$$

How Are People Motivated?

People can be motivated by a mixture of different amounts of both **extrinsic** and **intrinsic** motivators. **Motivators** often change over time as life goals change.

Click each of the **cogs** below to reveal their definitions.



Extrinsic Motivators

Extrinsic motivators are **external** to the individual such as money, status, and working environment.



Intrinsic Motivators

Intrinsic motivators are **internal** to the individual, such as a sense of belonging, fulfillment, sense of achievement.



If you research theories of motivation, you will find **several** theories. Here we have listed three. Click each theory to watch a short video about them.

Maslow's Hierarchy of Needs

Herzberg's Two-Factor Theory

Vroom's Expectancy theory

What is 'Emotional Intelligence'?



Emotional Intelligence is a **skill** which can enable you to:

- ❖ **Recognise and control** your emotions and behaviours.
- ❖ Recognise emotions in **others**.
- ❖ Build working relationships in a **changing** environment.

What is 'Emotional Intelligence'?

- ❖ Research suggests that there is a significant **link** between higher levels of emotional intelligence and **positive** work outcomes, including **better** performance and **reduced** levels of stress.
- ❖ Some research suggests that an individual's emotional intelligence is often a more accurate predictor of **job success**, than the intellectual ability of the individual.
- ❖ This has been explained by noting that even if a person is **extremely** intelligent, their success **relies** on how well they can **communicate** their ideas and work **together** with others.

Motivating Your Team

Goleman's Model of Emotional Intelligence

According to Goleman, Emotional Intelligence (EI) is a cluster of skills and competencies, which are focused on four capabilities: self-awareness, relationship management, and social awareness. Goleman argues that these four capabilities form the basis of twelve 'subscales' of EI. These are:

1. Emotional self-awareness.
2. Emotional self-control.
3. Adaptability.
4. Achievement orientation.
5. Positive outlook.
6. Influence.
7. Coaching and mentoring.
8. Empathy.
9. Conflict management.
10. Teamwork.
11. Organizational awareness.
12. Inspirational leadership.

		Recognition	Regulation
Competence	Personal	Self-Awareness ✓ Self-confidence ✓ Awareness of your emotional state ✓ Recognizing how your behavior impacts others ✓ Paying attention to how others influence your emotional state	Self-Management ✓ Getting along well with others ✓ Handling conflict effectively ✓ Clearly expressing ideas and information ✓ Using sensitivity to another person's feelings (empathy) to manage interactions successfully
	Social	Social Awareness ✓ Picking up on the mood in the room ✓ Caring what others are going through ✓ Hearing what the other person is "really" saying	Relationship Management ✓ Getting along well with others ✓ Handling conflict effectively ✓ Clearly expressing ideas/information ✓ Using sensitivity to another person's feelings (empathy) to manage interactions successfully

You can enlarge the model by clicking on the magnifying lens icon.

Feeling section of reflection

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

Team dynamics, what makes a good team and where problems might arise (sometimes maybe corners are cut, or there are issues of ethics, protocol, understanding of legislation might not be as strong as they could be)

'Team Dynamics and Team Roles' presentation, 'Leadership - Mullins 2010' file & 'The five dysfunctional of a team' file (moodle > DHEP Workbook 2 > Theories and Models)

Think about how you have been engaged within the team working

Patrick Lancioni's writing about dysfunctional teams – five elements that contributed to poor team cohesion

- 1 – The absence of trust
 - 2 – fear of conflict
 - 3 – Lack of commitment – not buying in to what the team was about
 - 4 - Avoidance of accountability – putting up with low standards, what supervisors expect and demand, failure to set standard
 - 5 – Inattention to results – rather than thinking about team output and outcomes, people being more concerned with individual status and ego
- May have seen bad examples – 'fear of conflict' where people keep their opinions to themselves because they don't want to be shouted down by other people

Storming

In this stage, the team gains confidence, and members start to show their personalities, communicate their feelings, and confront each other's ideas and perspectives.

However, as members still view themselves as individuals rather than part of the team, there might be **conflict** around interpersonal issues. Cliques and factions form and there may be power struggles.

Although clarity of purpose increases, plenty of uncertainties persist, causing members to openly express frustration or disagreements about goals, expectations, roles, and responsibilities. Members might resist control by group leaders and show hostility or challenge them.

The leader's role

In this turbulent phase, the leader needs to adopt a **Coaching Style**. They must guide the team, so that they remain focused on their goals and do not become distracted by relationships and emotional issues. To enable progress, they might need to compromise.

- this from Bruce Tuckmans

stages of group development may be good to use – may be the same as 'norming and forming Tuckmans work'

Conflict in a Team

Occasionally, there can be conflict between team members or between team members and supervisors.

As you learnt in Tuckman's stages of team development, conflict can often take place as teams are developing, during the **storming** phase.

Early intervention to resolve such conflict is essential to avoid poor service delivery, performance and an inability for the team to function effectively.

- team members frequently changing, means

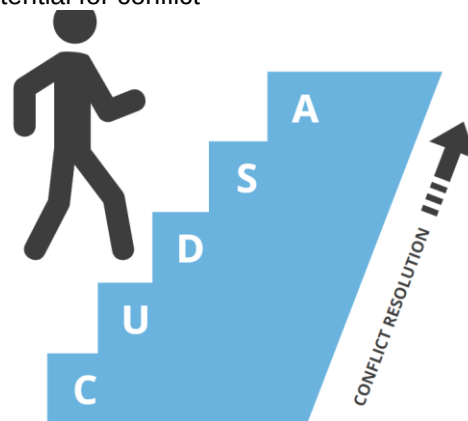
more frequently in this phase and therefore more potential for conflict

Conflict Resolution: CUDSA Model

How systematically do you **use** the CUDSA approach to **understand** and **resolve** conflict?

Throughout the process, **remember** that you are aiming for a **win-win** result. This means that **both** of you will have had to compromise a little, but **not** to the extent that you do not feel satisfied with the outcome. Results in which one of you wins and the other loses, will inevitably cause problems in your future relationships.

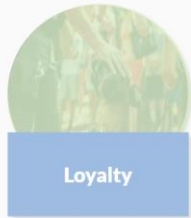
Click on each **tabbed letter** of the model (starting with 'C'), to expand upon the **CUDSA** Model.



Consider how team dynamics within the police service can result in failing to comply with professional standards requirements (Code of Ethics, policies, procedures, protocols or legislation).

Think about how the standards demonstrated within the team engage with professional standards and policing principles – for example to what extent is authority, respect and courtesy undertaken. Honesty and Integrity. Equality and Diversity. Use of Force

Cause of Unethical Behaviour



Loyalty

Loyalty to colleagues or others, which **raises** another ethical dilemma. **Loyalty** where police officers risk their lives to save a colleague is being virtuous, whereas **loyalty** leading to covering-up for another is **corrupt**.

Cause of Unethical Behaviour



Noble cause

Noble cause corruption - **doing wrong** for the '**right**' reasons e.g. from stretching the rules, to perverting the course of justice, or worse – in order to take the bad guys out of circulation.

Cause of Unethical Behaviour



Corrosive Environment

The environment police work in has been described as a '**corrosive**' one. Working and being at **risk** from those they police, and from **within** the organisation (discipline code).

Cause of Unethical Behaviour



Lack of thought/ wrong choice

Often, police **do wrong** through lack of thought or insight. They may not see what they do as others see them, or not seeing what they do as **unethical**, or simply making a **wrong/ill-**considered choice of option.

Possible options to research/reference from - <https://crpr.icaap.org/index.php/crpr/article/view/17/16> or <https://hbr.org/2016/11/understanding-white-collar-crime>

The public impact – lost trust/confidence, could reference in big cases (Birmingham six, Guildford four, Cardiff three etc)

How IOPC, PSD and HMICFRS work/investigate

<https://www.justiceinspectorates.gov.uk/hmicfrs/publications/review-police-relationships/> - could use pages 61 & 62 of this HMICFRS report for recommendations provided by them

Investigation of Complaints

Current Risks

There are a number of factors that can affect the integrity and professionalism of an individual. **The current risks are:**

Social Media, Sexual misconduct, corruption, drugs, Private business interests, Infiltration by organised crime.

- ❖ Infiltration by organised crime groups is not new.
- ❖ In 2003, **Operation Tiberius**, Britain's most notorious criminals had compromised multiple agencies, including **HM Revenue & Customs**, the **Crown Prosecution Service**, the **City of London Police** and the **Prison Service**, as well as pillars of the criminal justice system including juries and the legal profession.
- ❖ A strategic intelligence scoping exercise by the **Met**, uncovered jurors being **bought off**, or **threatened**, to return not-guilty verdicts; corrupt individuals working for HMRC, both in the UK and overseas; and **"get out of jail free cards"** being bought for £50,000.
- ❖ The infiltration made it **very difficult** to successfully pursue organised gangs, believed to control much of the criminal underworld.

College of Police Code of practice - <https://www.college.police.uk/ethics/code-of-ethics>
 Professional Standards - <https://www.college.police.uk/app/professional-standards?s=%C2%A0>
 Sexual misconduct - <https://www.justiceinspectorates.gov.uk/hmicfrs/publications/shining-a-light-on-betrayal-abuse-of-position-for-a-sexual-purpose/>
 HMICFRS report 'a workforce under pressure' - <https://www.justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/peel-spotlight-report-a-workforce-under-pressure-second-group.pdf>
 HMICFRS Integrity and Corruption force reports - <https://www.justiceinspectorates.gov.uk/hmicfrs/publications/police-integrity-corruption-force/>

Evaluation and analysis section of reflection

Conclusion

What was the outcome of the situation?
 Conclusion element of the Gibbs model
 Action plan element of the Gibbs model

Options of research I have noted to read through:

Bass B. (1985) *Leadership and Performance beyond expectations*. Free Press. New York.
 College of Policing (2020) *Guiding Principles for Organisational Leadership*. Available at: <https://www.college.police.uk/What-we-do/Development/Promotion/police-leadership-guiding-principles/Pages/Police-leadership-guiding-principles.aspx>
 Goleman P., Boyatzis R. and McKee A. (Author)(2011) *Primal Leadership: Unleashing the Power of Emotional Intelligence*. Harvard. New York.
 Home Office (2019) *Police Workforce in England and Wales*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/831726/police-workforce-mar19-hosb1119.pdf
 Hoggett J., Redford P., Toher D. and White P.(2018) *Challenges for Police Leadership: Identity, Experience, Legitimacy and Direct Entry*. Available at: <https://link.springer.com/article/10.1007/s11896-018-9264-2>
 National Policing Improvement Agency (2011) *Core Leadership Programme*.
 Northouse P. (2019) *Leadership: Theory into Practice* (8th Ed. Sage Publishing.) California.
 Peters T., Austen N. (1990) *A passion for Excellence*. Fontana. London.
 Rowe M. (2006) *Following the Leader: Front line narratives on Police leadership*. *Police International Journal Police Strategic Management* 29(4):547-568.
 Tuckman B., Jensen M. (2001) *Developmental sequence in small groups* . Available at: <https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/747969212/98D6AD3295424166PQ/1?accountid=130472>
International Association of Facilitators St. Paul Iss. 3. (Spring 2001): 66.
 Silvestri M., Tong S. and Brown J. (2013) *Gender and Police Leadership: time for a paradigm shift?* Available at: <https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/abs/10.1350/ijps.2013.15.1.303>
 Winsor T. (2011 and 2012) *Independent review of Police Officers Remuneration and Conditions*. HMSO. London.
 leadership continuum theory by Tannenbaum and Schmidt

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

Explain 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.

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

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Introduction

Hook line

'The road network is a conduit for significant amounts of criminality' – training package quote from road policing online lesson

An overview of what I will be talking about in the essay

Define key terms? – information, intelligence, ANPR, possibly define 'prevalent criminal activity'

Own view

Understanding from research

Why is this important for police officers

Are road offences socially accepted? Could use this briefly to explain the challenge of roads policing (balancing public perception with safety) -

<https://researchonline.jcu.edu.au/50143/1/Henni%2C%20Chong%20and%20Forbes%20Road%20Traffic%20offences.pdf>

Introduce that reflection will be via the Gibbs Model of Reflection (referenced)

Main Body

Description section of reflection

Need to think of a situation which I can link all of the below from

Expand answer wider than ANPR because of the first part of the question saying about information and intelligence. Information and intelligence being the lifeblood of modern policing

Even though it talks about policing the roads there are other means where criminal gangs can operate

Think about the wider aspect of information and intelligence – how police can obtain intelligence

(through open sources of information, online sources, covert human intelligence sources)

The principal techniques for gathering intelligence are:

- Covert Human Intelligence Sources or “agents”. Agents can provide secret information about a target of an investigation.
- Directed surveillance, such as following and/or observing targets.
- Interception of communications, such as monitoring emails or phone calls.
- Communications data and personal data.
- Intrusive surveillance, such as putting eavesdropping devices in someone's home or car.
- Equipment interference, such as covertly accessing computers or other devices.

Gathering of Intelligence - Collection

The police collect information that is required for policing purposes. Policing purposes provide the legal basis for the collection, recording, evaluation, sharing and retention of information and may include one, or a combination, of the following:

- Protecting life and property.
- Preserving order.
- Preventing the commission of offences.
- Bringing offenders to justice.
- Any duty or responsibility arising from common or statute law.

Information is collected in one of three ways:



The consequences of poor intelligence gathering

Surveillance and CCTV – this is where ANPR can initially come in

Covert surveillance, whether it is erected surveillance etc – Issues surrounding authorisation for covert surveillance, investigatory powers act 2016, RIPA 2000

Analysis of intelligence – National Intelligence Model 3x5x2 approach (could say how the third tier generally means national/international level OCGs). Development of intelligence packages

3x5x2 link - <https://www.app.college.police.uk/app-content/intelligence-management/>

Analysis of intelligence - <https://www.college.police.uk/app/intelligence-management/analysis/analytical-techniques>

Feelings section of reflection

Explain 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.

A report by the Home Secretary detailing the revised approach to Serious and Organised Crime (2018), focuses on the most dangerous offenders and the highest harm networks.

The report describes serious and organised crime as:

It is the most deadly national security threat faced by the UK, and persistently erodes our economy and our communities. Serious and organised criminals operating in the UK sexually exploit children and ruthlessly target the most vulnerable, ruining lives and destroying communities. Their activities cost at least **£37 billion** each year. They are able to reap the benefits of their crimes and to fund lavish lifestyles while all of us, and particularly their direct victims, suffer the consequences.

This S&OC strategy sets out the government's approach to prevent and defend against serious and organised crime in all its forms, and our unyielding endeavour to track down perpetrators, from child sex offenders to corrupt elites, to bring them to justice. We will allow no safe space for these people, their networks or their illicit money in our society.

The threat transcends borders, and serious and organised crime in the UK is one part of a global web of criminality.

Child sex offenders share images of abuse on a global basis. There is a **direct link** between the drugs being sold on our streets, including the violence linked to that trade, the networks trafficking vulnerable children and adults into the UK, the corrupt accountant laundering criminal funds through shell companies overseas, and corrupt politicians and state officials overseas who provide services and safe haven for international criminal networks.

A large amount of serious and organised crime remains hidden or underreported, meaning the true scale is likely to be greater than we currently know.

Although the impact may often be difficult to see, the threat is real and occurs every day all around us. Serious and organised criminals prey on the most vulnerable in society, including young children, and their abuse can have a devastating, life-long effect on their victims. They target members of the public to defraud, manipulate and exploit them, sell them deadly substances and steal their personal data in ruthless pursuit of profit. They use intimidation to create fear within our communities and to undermine the legitimacy of the state. Enabled by their lawyers and accountants, corrupt elites and criminals set up fake companies to help them to hide their profits, fund lavish lifestyles and invest in further criminality.

Serious and organised crime knows no borders, and many offenders operate as part of large networks spanning **multiple** countries. Technological change allows criminals to share indecent images of children, sell drugs and hack into national infrastructure more easily from all around the world, while communicating more quickly and securely through encrypted phones. Continuously evolving technology has meant that exploitation of children online is becoming easier and more extreme, from live-streaming of abuse to grooming through social media and other sites.

Serious and organised criminals also exploit vulnerabilities in the increasing number of global trade and transport routes to smuggle drugs, firearms and people. They have learnt to become more adaptable, resilient and networked. **Some think of themselves as untouchable.**

Number of road casualties for year ending 2020

The Department of Transport (**DoT**) estimates that there was **1,580 deaths** in the year ending June 2020 which included three months of national lockdown. It also estimated that there was **131,220 casualties** of all severities during the same period. To give these figures some perspective, the number of road deaths is **more than twice** the number of deaths from homicide and terrorism **combined**. Roads Policing is therefore a vital arm of public service.

You can read more about these figures by analysing the latest statistical release by the DoT (link below):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/956524/road-casualties-year-ending-june-2020.pdf

Research options for roads policing:

<https://www.justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/roads-policing-not-optional-an-inspection-of-roads-policing-in-england-and-wales.pdf>

<https://www.pacts.org.uk/roads-policing-review-call-for-evidence-by-department-for-transport-home-office-and-police-chiefs/>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/817695/road-safety-statement-2019.pdf

<https://www.policeprofessional.com/news/calls-for-roads-policing-to-be-made-a-national-priority/>

Disrupting Criminality

Local Roads Policing Units play a vital role in disrupting criminality. Traditional officers would focus on road traffic enforcement, however, their role has evolved and they ultimately play a vital role in disrupting criminality. The **motorway corridors** are suggested to be a main link for criminals to offend in different areas, therefore, the presence and enforcement of the Roads Policing Unit in these areas can deter criminals away. The College of Policing discuss the powers and the use of technology to help disrupt criminality. The College of Policing discuss these strategies in the link below:

<https://www.college.police.uk/app/roads-policing/disrupting-criminality>

What is the relevance of the SRN to crime?

The road network has a **very important** part to play in tackling all manner of crime. The use of road traffic legislation, in addition to an intelligence led partnership approach between Roads Policing Units and other police forces/departments, is often the route to tackling serious criminality.

Research tells us that those who **commit motoring offences** or drive dangerously **are more likely** to be involved in other forms of criminality than those who don't. Therefore, targeting minor driving offences, poor driver behaviour and stopping vehicles, should be an **everyday occurrence** for patrolling officers.

Can potentially talk about the economic importance of the SRN, the need to police well whilst maintaining the importance for the countries economic network.

Strategic Road Network research options:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/666857/Strategic_Road_Network_Initial_Report_Overview.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/343412/strategic-road-network-report.pdf#:~:text=The%20Strategic%20Road%20Network%20%28SRN%29%20comprises%20approximately%204%2C300,of%20the%20total%20motor%20vehicle%20traffic%20in%20England

<https://library.college.police.uk/docs/appref/Policing-our-Roads-Together-partners-copy.pdf>

<https://library.college.police.uk/docs/appref/Policing-our-Roads-Together-partners-copy.pdf>

4. Intelligence

The National Roads Policing Intelligence Forum (**NRPIF**) provides a structured mechanism to facilitate **joint working** between UK police forces and key stakeholders that impact on reducing road casualties and disrupting criminality.

- ❖ **Disruption of criminal activity** is at the core of policing and is entirely coherent with the 'Peelian Principles'.
- ❖ **Research has shown** that there is a link between offending on the roads and other forms of criminality.
- ❖ Roads policing has **evolved from 'traffic officers'** who were mainly focused on enforcement of road traffic legislation, and dealing with road traffic collisions, to a wider concept of policing the roads. This includes the use of roads policing resources to target criminals who use the road network for their criminal purpose (HMICFRS, 2020).
- ❖ Forces should therefore use intelligence and enforcement to disrupt criminality via the road networks.

Disruption of criminal activity is at the core of policing and is entirely coherent with 'Peelian' principles. Use of the roads by criminals provides an opportunity to apply roads policing powers to behaviour ranging from minor motoring offences to international organised crime. We know that there is a link between offending on the roads and other forms of criminality e.g. 79% of disqualified drivers had criminal records, which is four times that of the general population; this includes 'risky' traffic behaviour and violent crime. Such 'self-selecting' road traffic behaviour can be indicators of more serious criminality and provides patrolling officers with opportunities for enforcement of road traffic offences. This amounts to denial of the roads which in turn can disrupt criminal activity. The disruption of criminality is at the heart of the government's serious and organised crime strategy, which was revised in 2018 due to the stark assessment of the scale of the challenge of such crime, and policing of the roads should be considered as part of a 'whole system approach' to safety **and** security, the aim of which is to protect citizens and their prosperity by leaving no safe space for serious and organised criminals to operate. Perhaps the forthcoming revised NPCC roads policing strategy will/should have clearer links to or greater coherence with this government strategy.

The CoP 'What Works' menu of tactics on disruption of criminality should be a 'must read'. It follows a 'pursue – prevent – protect – prepare' format like the CT 'Contest' strategy, indeed terror is crime. The 'what works' menu contains tactics for disruption of six areas of criminal lifestyles. It was developed for anyone looking to disrupt criminals particularly serious and organised criminals. It helps identify appropriate disruption powers and tactics available to law enforcement and partner agencies. It advocates a 'combined services', problem solving approach with greater focus on root causes so that tactics can be more effective and efficient in the longer term. All agencies involved can use it to form coherent, creative disruption plans, combining different tactics from different agencies.

The menu is split into six areas of a criminal's lifestyle that can be targeted to disrupt criminal activity: Lifestyle, Behaviour, Vehicles, Travel, Business, Crime. Each menu area provides hyperlinks to various tactics/ opportunities, each with its own four page profile consisting of: what the tactic is; its impacts; a case study; what the procedure is; who can help; what needs to be watch out for. As ever 'each case on its own merits' applies and bespoke plans should be developed using multi-agency tactics.

Each plan should have: an assigned plan owner, or lead – from the most appropriate; use a combination of tactics to disrupt single or multiple elements of the criminal's lifestyle; Include and engage with the full range of partners; use each disruption as an opportunity for further intelligence; co-ordinated timings re. use of tactics; the plan owner needs oversight of the complete suite of tactics to ensure they are complimentary. The menu of tactics is available as an interactive PDF document through common portals such as the College website, Police online Knowledge Area (POLKA), PAM for GAIN agencies.

Forces should use intelligence and enforcement to disrupt criminality and, to that end as well as road safety, may be called to assist with road checks being conducted by the Driver and Vehicle Standards Agency (DVSA) and be associated with national and seasonal campaigns. Stopping vehicles on the roads is a key part of the wider road safety and crime prevention strategy, so knowing what powers are available is essential. Here's a reminder of some:

Stopping vehicles on the roads is a **key part** of the wider road safety and crime prevention strategy, therefore knowing what powers you have available to you is essential. Here's a reminder of some of those powers:



Section 163 Road
Traffic Act 1988



Section 4 Police & Criminal
Evidence Act 1984



Section 43-45
Terrorism Act 2000



Section 60 Criminal Justice
and Public Order Act 1994

Technology can transform how the police tackle criminality on the roads, just as it can with counter-terrorism activity. Technology available to forces to disrupt criminality includes: Automatic number plate recognition (ANPR) – CCTV – Vehicle tracking (devices which may be fitted to vehicles by manufacturers or the public. Some allow vehicles to be immobilised remotely. Many police vehicles and air support units have tracking equipment fitted) – 'Smartwater' (a clear liquid substance only visible under ultraviolet light. It contains a unique code and is used to mark property) – roadside fingerprinting (project lantern) – facial recognition – average speed safety cameras – FIND (facial images national database) project.

Recent decades have seen numbers of dedicated traffic patrol officers reduced. Regular patrols have been replaced by highways agency patrols on our motorways. It is fair to criticise the last decade of cutbacks in roads policing when RPU officers have necessarily been engaged in a more general role than previously. However, recent increased investment in roads policing has already seen some success. Disrupting criminality is a main aim of force road policing policies and a proactive approach with more officers is denying criminals an unchallenged use of the roads. Crackdowns on anti-social behaviour and new technology being used to catch criminals are among the benefits. Inter force collaborations and investment in drones and specialist training, such as pursuit capability, are helping to crack down on anti-social behaviour and deal with poor driver behaviour. The stopping of vehicles is a basic policing tool which, well judged, discretionally employed can achieve very positive results. Simply put, there is clear evidence that roads policing is effective in making roads safer and in disrupting criminality. Intelligence led, technology assisted police presence works.

Technology can enhance the effectiveness of policing and acts of law on the roads, just as it can with counter-terrorism. To do this, a number of technological pieces can be utilised to assist in disrupting criminality including:

- **Automatic number plate recognition (ANPR).**
- **CCTV.**
- **Vehicle tracking** – Devices which may be fitted to vehicles by manufacturers or the public. Some allow vehicles to be immobilised remotely. Many police vehicles and air support units have tracking equipment fitted.
- **Smartwater** – A clear liquid substance only visible under ultraviolet light. It contains a unique code and is used to mark property.
- **Roadside fingerprinting (Project Lantern).**
- **Facial recognition.**
- **Average speed** safety cameras.
- **FIND** (facial images national database) project.

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

Automatic Number Plate Recognition (ANPR)

Automatic Number Plate Recognition (**ANPR**) is an effective way of identifying vehicles by reading Vehicle Registration Marks (**VRMs**) and matching them against predetermined indices or flags (database records). It is a proactive policing tool for response policing and investigations, which can prevent crime by targeting criminals through their use of the roads. Some key points are:

- ❖ **It provides a tactical option** to disrupt, prevent and detect criminal activity, which by doing so, helps to increase public confidence.
- ❖ **Identifies a vehicle of interest** based on the number plate it is displaying, but such identification should not replace thorough investigative enquiries and officer discretion.

ANPR systems are cameras linked to a reading device (**NRD**) that collects data, which is then stored on the **NAS database**. The capability of the reader dictates the number of vehicles that can be read. NRDs can be:

- ❖ **Static** – Built to capture and read VRMs in a fixed location which will not be moved.
- ❖ **Moveable** – Built to capture and read VRMs in a fixed location, but on a temporary basis.
- ❖ **Multi-lane** – Have the capability to read VRMs across multiple lanes, as well as vehicle movements in the same or opposite directions of travel – this can be done using a single NRD.
- ❖ **CCTV integrated** – A dual-purpose camera that can operate as CCTV and as an NRD. Integrated systems only provide data to the NAS when in ANPR mode.
- ❖ **Mobile** – Built to capture and read VRMs from a mobile base, including vehicle-mounted systems or other portable systems.
- ❖ **Covert** – Can be static, moveable or purpose-built, authorised for deployment to support covert policing operations.

Evaluation and analysis section of reflection

Conclusion

What was the outcome of the situation?

Conclusion element of the Gibbs model

Action plan element of the Gibbs model

Options of research I have noted to read through

Information Sources in Police Intelligence – moodle reading list

Perpetrators of organised child sexual exploitation (CSE) in the UK: a review of current research – moodle reading list

Tackling local organised crime groups: lessons from research in two UK cities - moodle reading list

Reducing the offending of a UK organized crime group using an opportunity-reducing framework—a three year case study - moodle reading list

Professionals' Views on Responding to County Lines-Related Criminal Exploitation in the West Midlands, UK - moodle reading list

Working County Lines: Child Criminal Exploitation and Illicit Drug Dealing in Glasgow and Merseyside - moodle reading list

Some of the below may already be links within the draft

Additional Reading

- Blackstone's Chapter 19
- DoT 2019 'The Road Safety Statement 2019 'A lifetime of road safety' Available at: [Road Safety Statement 2019](#)
- PACTS 2020 'Roads policing and its contribution to road safety' Available at: [Road Safety Report from PACTS](#)
- Police Federation Policy Document 2017 Available at: [PFEW Policy Roads April 2017](#)
- Police Professional 2020 'Calls for roads policing to be made a national priority' Available at: [Police Professional](#)
- CoP 2020 'Roads Policing Constable' Available at: [Roads Policing Constable](#)
- NPCC 2018 'Policing our roads together' Available at: [Policing Our Roads Together Partners Copy](#)
- PACTS 2020 (June) 'Roads policing and its contribution to road safety' – report from PACTS' Available at: [Roads Policing and its Contribution to Road Safety](#)
- BRAKE 'Enforcing the safety of commercial vehicles in the UK' Available at: [BRAKE: Commercial Vehicles](#)
- Gov.UK 2020 'Roadside vehicle checks for commercial drivers' Available at: [Roadside Vehicle Checks for Commercial Vehicles](#)
- VOSA Driver's Hours. Available at: [VOSA Driver Hours](#)
- HSE 'Carriage of Dangerous Goods Manual' Available at: [HSE Manual: CDG](#)

Staffordshire Police 2020 'Increase in investment in roads policing is driving down crime' Available at: <https://www.staffordshire.police.uk/news/staffordshire/news/2020/july/increase-in-investment-in-roads-policing-is-driving-down-crime/>

GEM 2020 'GEM welcomes new report on the value of roads policing ' Available at: <https://blog.motoringassist.com/news/gem-welcomes-new-report-on-the-value-of-roads-policing/>

ROSPA 2004 'Roads Policing and Road Safety: A Position Paper' Available at: <https://www.rospace.com/rospaweb/docs/advice-services/road-safety/roads/roads-policing-position-paper.pdf>

CoP 2020 'What Works' – 'Disrupting Serious and Organised Criminals - Menu of tactics' Available at: https://whatworks.college.police.uk/Research/Documents/Menu_of_tactics.pdf

'Contest' 2018 'The United Kingdom's Strategy for Countering Terrorism' Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/716907/140618_CCS207_CCS0218929798-1_CONTEST_3.0_WEB.pdf

H.M. Govt. 2018 'Serious and Organised Crime Strategy' Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/752850/SOC-2018-web.pdf

Task 5

Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 5000D) asks that you create an individual learning plan to meet your identified needs through reflection upon your continuing practice. This shows confidence in your ability to manage your own learning in response to evolving circumstances in the workplace.

This task differs from the PDPs that you have completed in your previous workbooks 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.

1500 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 8000 words expected from this module.

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	
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	

EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	

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.

Please note, the below bibliography is only for task one and will be increased with the completion of the remaining tasks

Acquadro Maran, D. *et al.* (2015) 'Occupational stress, anxiety and coping strategies in police officers', *Occupational Medicine*, 65(6), pp. 466–473.

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