

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

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:

In this essay I will discuss how teams are constructed and critically evaluate the theories surrounding team dynamics. I will evaluate reasons behind why some teams cannot function and how team cohesion can be improved. I will consider the effects of inter-personal conflict within a team and how a leader's role becomes vital in order to enhance the overall performance. Finally, I will consider how team dynamics within an organisational structure can in time lead to failing to comply with professional standards and how they overcome these failures to ensure a strong team bond that follow organisational policies.

Effective teamwork is a goal of ever-increasing importance within every organisation in order to improve performance. In order to critically evaluate team dynamics, it's important to define the meaning of team and teamwork. A team is "a distinguishable set of two or more people who interact, dynamically, interdependently, and adaptively toward a common

and valued goal” (Salas *et al*, 1992). A team’s ability to achieve this common goal increases when demonstrating effective teamwork. Teamwork is therefore a dynamic and adaptive process that encompasses the behaviours, thoughts and feelings among the members of the team while they strive towards a common goal (Salas *et al*, 2015).

Teamwork is an important part of work life and also personal life. It’s crucial to acknowledge the importance of an effective team performance as it combines individual skill sets. When individuals work as a team they rely on each other to bring their individual strengths to the group. In time this will encourage team members to discover, learn new skill sets and ultimately play to each individuals strength. Not only does team work enhance work efficiency but it can also reduce the stress that individuals feel. In 2005 more than 500,000 people in the UK believed they were experiencing work related stress (Blaug, Kenyon & Lekhi, 2007). By being a part of a team that works well with each other it offers team members an opportunity to share their workload and also encourage and inspire each other.

All teams require a leader. According to Northouse (2019) ‘Leadership is a process whereby an individual influences a group of individuals to achieve a common goal’. The key word in Northouse’ definition is “influences”. It’s important for leaders to be able to adopt the correct leadership style in order to effectively influence their team in a desired manner to achieve a common goal. A key leadership skill is the ability to influence others, it is no longer the power an individual has over others. Having this skill means an individual can have an impact on the attitudes, behaviours, opinions and choices of others (University of Florida, 2021).

Agezo (2008) stated experimental psychologists have learned that influence is governed by several principles, all of which can be learned and applied by any leader. These principles are; credibility, attraction, colleagueship and commitment. Leadership styles can be divided into transactional leadership and transformational leadership (Bass, 1997). Transactional leadership focuses more around 'trades' between the followers and leader, whereby the followers are compensated for meeting specific performance criteria or goals. It is understood that transactional leadership style is the exchange of rewards and targets between the followers and leader (Nanjundeswaraswamy & Swamy, 2014).

Transformational leadership is used by leaders who encourage their followers to view problems from different angles and perspectives. They provide support and encouragement with the aim of transforming their followers. These styles can be seen as strategies implemented by the leaders that enhance individual performance. A good leader can move between both styles depending on how the individual reacts and performs under each style. Research has proven that a higher level of transformational leadership can lead to higher levels of group efficiency (Nanjundeswaraswamy & Swamy, 2014).

An important aspect which contributes to high levels of team efficiency is understanding group dynamics. The most prevalent group dynamic model is one that was proposed by psychologist Bruce Tuckman in 1965 called 'The stages of group development' (Tuckman, 1965). This model was created to describe the different stages teams go through when working together. During each stage of the model, communication is a critical component to successfully progressing to the next stage: -

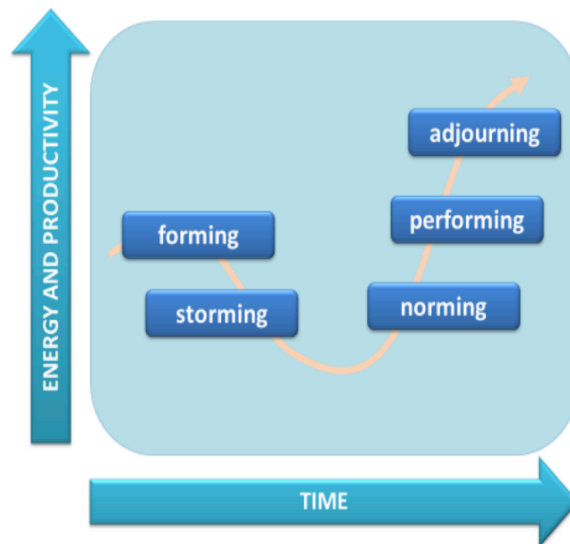


Figure 1: Diagram showing the 5 stages of team development (Wilson, 2016)

Figure 1 shows the change in productivity when a team moves between each stage. The first stage is where a medium level of productivity and energy is produced by the team. However, this gradually declines as conflict and disagreements manifest as a result of the feeling of uncertainty individuals have of each other. As time passes the productivity increases as the team move from stage 3-5 of the model. This is due to each team member acknowledging each other's strengths and working well as a team.

The Forming stage is the first stage of the model where teams get to know each other and thus try to make a good first impression. The leader is heavily involved in this stage whereby they are the only person that is mostly focussed upon. It's noted that this stage is where members of the team should create a shared set of expectations and guidelines. The second stage is the Storming stage and is mostly characterised by group conflict and dysfunction. It's where preliminary expectation and boundaries are challenged due to individuals continuing to learn about each other's motivations. This is where individuals learn the most about their team mates' strengths and weaknesses. The Norming stage occurs when all conflict has been resolved and each team member knows their role within the team and

concentrates on their part of the project. Sometimes people work independently during this stage but try to always check in with team mates. The fourth stage is the Performing stage and is difficult to reach if teams are newly formed. This stage usually happens when a team have worked well on several projects and are well established as a team. A decade after this model was created Tuckman decided to add another stage called Adjourning, whereby it brings a sense of closure to the individuals after completing a group task (Last, 2019).

Richard & Moger (2000) developed an alternative model, following the observations of specific teams that revealed some complexities that cannot be explained by the simple stage sequence offered by Tuckman. The Tuckman model proposed a forming stage which continues until any or all personal conflict are exposed and addressed. This leads to the assumption that interpersonal conflict needs to be addressed before behaviour patterns are established.

Richard & Moger (2000) stated that there were 2 critical questions to which the Tuckman Model simply does not provide an answer too. These were “What if the storm stage never ends?” and “What is needed to exceed performance norms”. It becomes apparent that the Tuckman model had no way of explaining what people regarded as outstanding performance.

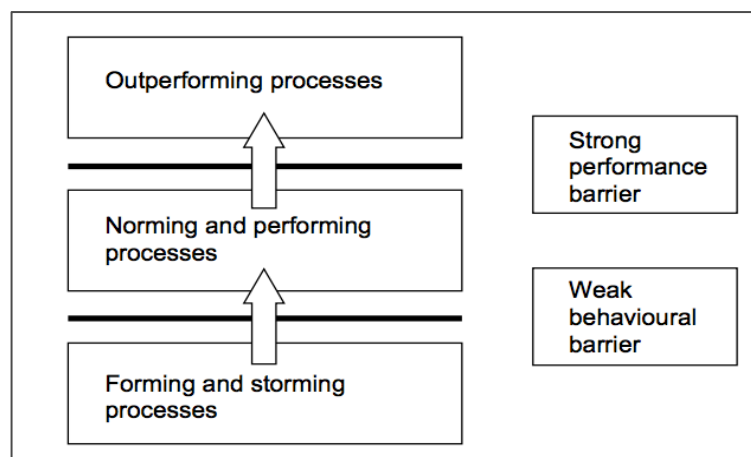


Figure 2: A revised model of team development introducing a weak barrier and a strong barrier (Richard & Moger, 2000)

These questions imply that a team have to deal with 2 barriers in order to achieve the highest standard of performance once they reach the final stage. Figure 2 demonstrates the revised model where 2 barriers have been added to the Tuckman model. The lower barrier represents the interpersonal conflict that has to be overcome to progress to the next stage. The assumptions are that this barrier is weak, and majority of teams are able to pass this. The second barrier is stronger and more difficult to pass. It represents the efforts a team overcome when displaying an exceptional creative performance.

Despite the vast number of models that's available to help enhance and improve team dynamics, there are some teams who simply cannot function. An interesting model of team effectiveness was developed by Patrick Lencioni which he introduced in his book "The Five Dysfunctions of a Team" (Lencioni, 2006). According to Lencioni every team has the potential to be dysfunctional. A pyramid is used to outline the 5 most common problems teams experience that impact their effectiveness.

Dysfunction 1 discusses how the absence of trust within a team leads to disjointed and ineffective work methods. There has not been a specific definition of trust that has been universally accepted (Costa, 2003). However, the most used definition of trust which has played a central role in conceptualisation is one defined by Mayer et al (2005) who states that trust is "The willingness to be vulnerable". This dysfunction occurs when team members are unwilling to be vulnerable with one another. They are hesitant to admit their mistakes, weaknesses or their need for help which can become detrimental for the team. (De Meuse, 2009) The lack of trust within a team can lead to an extensive amount of time being wasted on managing their behaviours and interactions within the group. Team meetings are

avoided, and individuals are reluctant to ask for help, which results in a low morale rate within the team (Lencioni, 2006).

A helpful tool to overcome this is a team effectiveness exercise. Each member must identify the single most important contribution that each of their colleagues including their leader makes to the team, but also the one area they must improve. This encourages the conversation of weaknesses and vulnerability which is seen as negative (The Table Group, 2014).

When teams are lacking trust, they are simply incapable of engaging in unfiltered conflict. The second dysfunction related to fear of conflict. Conflict within a team can be defined as “A process in which one party perceives that it’s interests are being opposed or negatively affected by another party” (Wall & Callister, 1995). Although the word conflict may sound like something a team should avoid, it’s important to understand the difference between productive ideological conflict and destructive conflict. Ideological conflict focuses on concepts and ideas whereas destructive conflict is more personality focused (Rahim, 2002). Teams who engage in ideological conflict know that the purpose of this type of conflict is to produce the best possible solution. They are able to discuss and resolve issues in a more efficient time. If teams avoid this type of conflict it may lead to the encouragement of dangerous tension, which may lead to far nastier and harmful heated arguments (Lencioni, 2006).

Research suggests interpersonal conflict is common in many organisations. A survey conducted in 9 countries found that almost 85% of employees deal with some form of

conflict (CPP, Global human capital report, 2008). There have been many reasons/causes of interpersonal conflict identified over the past several years. The most common causes are personality difference, environmental stress, organisational change and value difference (Bibi & Karima, 2015). Once conflict is introduced into a team it can begin to increase mistreatment and discrimination throughout the organisation. Many organisations use the CUDSA model to overcome conflict (Volunteer Ireland, 2019). The CUDSA approach consists of 5 steps. The first step is to confront the conflict and acknowledge that there is an issue that you want to resolve. The second step is to understand each party's position in order actively listen to others and diffuse emotions. The third step is to define the problem, by ensuring that both parties accept that change of position is needed in order to move forward. The fourth step is to seek a solution, involving communication with others and mutually generating ideas that solve all problems. The final step is to agree upon a solution and implement it within the work environment (Volunteer Ireland, 2019).

The third dysfunction stated by Lencioni is Lack of Commitment. This may emerge in teams who have shown their fear of conflict. Without the correct method of conflict, it is difficult for team members to commit to decisions which may lead to ambiguity. (De Meuse, 2009). Commitment within a team can be seen to be a function of two things, clarity and buy-in. Effective teams ensure they make clear decisions and move forward with complete buy-ins from every team member (Lencioni, 2006). Within dysfunctional teams they would delay important decisions until they have enough information in order to feel certain that they have done the right decision. (Lencioni, 2006).

When lack of commitment becomes a problem within a team it can be simple to overcome. Using a deadline can help an individual's performance as they work harder to complete the task in the agreed timescale. The leader must constantly push the group and encourage them in order to meet the required timescale, which in time will enhance the team's performance.

Dysfunction four as stated by Lencioni is avoidance of accountability. According to Bovens, Schillemans & Goodin (2014) accountability is defined as "a social relationship in which an actor feels an obligation to explain and to justify his or her conduct to some significant other". We can take this definition and put it in a work environment context where team members show willingness to call and question their colleague's performance. This dysfunction is based around the unwillingness of team members to endure the slight interpersonal discomfort that's associated with questioning a colleague's behaviour and decisions (Lencioni, 2006).

The easiest way of overcoming avoidance of accountability and enhance individual performance is by using a few classic management tools. Conducting a simple and regular progress report whereby team members regularly communicate with each other about how they feel their team mates are performing against stated objectives and standards can enhance the way accountability is used within the team (Lencioni, 2006).

If team mates are not being held accountable they are more likely to shift their attention on themselves rather than team results and successes. The last dysfunction is Inattention to results (Lencioni, 2006). Team members tend to focus more on their own needs and goals

rather than what needs to be achieved collectively. Team members begin to concentrate on their ego, recognition and career development. This leads to the team not achieving their common goal, therefore resulting in a dysfunction in effective team working skills (De Meuse, 2009).

The leader plays a big part in overcoming this dysfunction as they must set the tone for a focus on results at the very start of any task. In order to enhance performance in this area a results-based rewards process can ensure and encourage individuals to focus on the results that they display in order to be rewarded by achieving specific outcomes.

It's important to understand how a number of organisations rely on team efficiency differently in order to comply with policies and procedures. Police forces rely heavily on the way their teams work together in order to provide the highest level of public service.

According to National Police Chief's Council (2016) effective policing is heavily reliant on good leaders., they have a big role in influencing their team and enhance their individual and team performance. However, some team dynamics within the police can lead to the failure to comply with professional standards. If a sergeant within the police treats its officers unfairly this may lead to inter-personal conflict which results in being stuck in the storming phase. Officers are therefore more likely to disengage, see less value in delivering a quality service to the public and also become less committed to ethical policing (College of Policing, 2015).

This could lead to individuals influencing their team to follow the same negative behaviours. In time the team can become dysfunctional; avoid accountability, lack commitment and

treat others unfairly, resulting in failing to comply with the policing principles known as the Code of Ethics.

A large amount of research evidence exists on organisational justice and how the perceptions of fairness and respect within organisations have a significant impact on behaviours and attitudes within the workplace (Colquitt, 2008). Organisational justice refers to the extent to which employees perceive workplace interactions, policies and outcomes to be fair (Baldwin, 2006). Research suggests that organisational justice comprises of 2 key elements; Distributive Justice and Procedural Justice. In summary, distributive justice surrounds the idea of how much individuals think they give or receive compared to others, while procedural justice refers to how well each individual feels they are being treated by the organisation (Greenberg, 2011). High levels of organisational justice seem to have a positive impact on officers as a result of it encouraging them to feel valued and a part of the organisation.

Overall, a respectful treatment and fair decision making by supervisor's help promote and increase effective teamwork which creates a wide range of benefits for the public that are being served.

Word Count: 2747

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:

In this essay I will discuss an incident where myself and colleagues played a significant role with a victim of crime and how the use of a multi-agency approach was utilised in order to provide the victim with the relevant support. Throughout this paper I will critically evaluate the appropriateness of using a multi-agency approach and how different approaches by different professionals can support vulnerable people or individuals who are at risk of harm within our communities. I will also explore what causes an individual to become a repeat victim or repeat offender and what strategies can be used in order to stop this from happening.

The incident that I dealt with involved a recently separated couple who had a 1-year old daughter together. The mother had reported that during the 5-year relationship her partner would control everything she did. Whilst she was living with him he started to isolate her

from friends and family. She described that whenever her family would call, her partner would be sat next to her listening to the conversation and telling her when to end the call. Her partner would never let her meet her family without him, therefore she had to arrange to meet them when he was available. She also stated that her partner would control her finances and would leave her with as little as £30 a month. On speaking with the female, it was clear that she was distressed and anxious as a result of what she had been subjected to for the last 5 years. I could immediately identify that she had been a victim of coercive and controlling behaviour. Section 76 of the Serious Crime Act 2015 defines the offence of coercive and controlling behaviour as someone who is in an intimate personal relationship and repeatedly engages in controlling and coercive behaviour towards the other person (Serious Crime Act, 2015).

Following the disclosure of coercive and controlling behaviour the victim proceeded to discuss what happened after she separated from her ex-partner. He would call and text the victim up to 100 times a day from various social media platforms and from unknown caller ID numbers. The victim stated that she had tried multiple methods to stop him contacting her but unfortunately nothing worked. Despite all her efforts her ex-partner continued to contact her through various different means which escalated to threatening messages. These messages consisted of threatening to damage her house and car to threatening to hurt her. One message in particular caused the victim extreme distress and anxiety whereby it stated that she would end up like Harry Baker who was murdered in Barry a year ago. Not only is she a victim of coercive and controlling behaviour but she is a victim of stalking with fear of violence. Following this, it was clear to me that the victim was very vulnerable

and needed immediate safeguarding along with her daughter therefore a multi-agency approach was the most appropriate method to take.

According to Nottinghamshire Police (2014) a person is vulnerable if, because of their situation or resilience, they are unable to protect themselves from harm. When officers can identify a vulnerable victim from domestic abuse incidents it is important that a multi-agency approach is used. A multi-agency approach is when multiple agencies i.e. social services, health care professionals and domestic violence agencies such as Women's Aid work together to provide training to statutory and third sector organisations and offer primary support for victims and survivors of domestic abuse (Gillespie, Hopkins-Burke & Mellett, 2011). I was aware that a multi-agency approach was needed in this case therefore decided to complete a public protection notice (PPN) with the victim. A PPN is a form available to officers who attend incidents involving individuals that they deem vulnerable. The forms have 2 main purposes. One is for officers to make referrals to partner agencies if they have any concerns about a vulnerable person. Secondly, PPNs are used as a risk assessment tool for victims of Domestic Abuse and Stalking & Harassment (DASH) (Dorset Police, 2019).

The mechanism for reporting and assessing high, medium and low risk cases vary nationally but in Wales the police and partnership agencies use the Multi-Agency Risk Assessment Conference (MARAC). As a police officer I am heavily involved with MARACS when dealing with incidents such as the one explained previously whereby the support and safety of the victim and her child is paramount. MARACs are meetings where information relating to high-risk domestic abuse victims is shared between local agencies who create a coordinated

multi-agency response plan to support the victim (Dorset Police, 2019). The aim of MARACs is to safeguard adult victims, make links with other public protection arrangements, safeguard agency staff and address the behaviour of the perpetrator (Robbins *et al*, 2014). Through this meeting it was achievable to arrange a safe place for the victim and her daughter to stay and also arrange further support for the victim mentally as she had developed mental health illnesses following this traumatic incident.

There are many benefits to a multi-agency approach such as providing more accurate assessments of risks and needs, providing a more thorough and driven management of cases and improving the understanding of each case (European Commission, 2017). However, there are also issues surrounding this type of approach to crime related incidences. Information sharing, or information transfer is a key aspect of multi-agency risk assessment. The problem that's surrounding professionals involved with each agency is their concerns around confidentiality and what information can and cannot be shared. In domestic violence cases such as this one, a failure to keep information secure can compromise the safety of victims and children (Stanley & Humphreys, 2014). According to Stanley *et al* (2010) research found that police officers and child protection staff had different views and expectations on whether a family should be asked for consent in sharing information or simply told that it would be shared regardless of their views. These misunderstandings and differing opinions led to anxieties over information sharing and was seen to ultimately hold back on the effectiveness of a multi-agency approach (Home Office, 2014).

Focusing in this incident I believe that a multi-agency approach worked very well. The victim lived out of force which made it difficult for me to engage and develop trust from the victim as I would always speak with her over the phone. Despite this I was able to communicate with her social worker from Women's Aid. The use of a multi-agency approach enabled me to focus on the criminal matter at hand whilst her social worker provided mental support to the victim. This enabled me to arrest the suspect within a few days that subsequently improved the victim's anxiety and engagement with us. In some cases, victims feel like they cannot engage fully until a suspect has been arrested due to the fear of them returning. As stated by College of Policing (2018) arresting a suspect is seen as a positive action and benefits the victim by providing them with some time to feel safer.

Following positive action from the police and regular input from multi-agencies it's not always possible to stop a victim from becoming a repeat victim. According to the Office for National Statistics (2019) during 2018 over 57% of all violent incidents were experienced by repeat victims. A repeat victim can be defined as a person who, within twelve months, becomes the victim of personal anti-social behaviour (ASB), personal crime and/or personal non-crime on more than one occasion (Dorset Police, 2003). In order to understand how to tackle repeat victimisation/offending it is important to recognise why it happens.

The most widely researched topic in relation to this is the idea that Adverse Childhood Experiences (ACE) has a link to individuals who become repeat offenders. ACEs are stressful experiences occurring during childhood that directly harm a child (Public Health Wales, 2015). Research by Baglivio, Wolff & Epps (2021) states that ACE exposure is linked to ASB and justice outcomes. Each additional ACE experienced increases the odds of violence

perpetration by 35% to 144%. An individual with ACE's can increase the risk of them developing health-harming behaviours. Compared with people without ACE's, those with 4+ ACEs are 14 times more likely to have been a victim of violence over the last 12 months and 15 times more likely to have committed violence against another person in the last 12 months (Public Health Wales, 2015). We can clearly see that there is a link between individuals who suffer from ACEs and victims/offenders. But what can be done to tackle repeat victimisation/offending?

The Police have started to recognise the value of tackling repeat victimisation/offending as part of their overall crime management strategy. The link between ACE's and repeat victim/offender has been identified resulting in officers frequently completing ACEs training. Through this training officers are able to identify individuals suffering from ACEs and ensure the right multi-agency approach is taken. The Police Innovation Fund Programme have established 3 strategic objectives to tackle repeat offending. These are 1. Understanding current processes for responding to ACE related issues, 2. Intervene earlier and 3. Prevent the root causes of crime in collaboration with key partners (Francis, no date). If officers intervene early with a child suffering from ACEs and provide the correct multi-agency support that's needed, this could reduce the number of repeat victims/offenders in our communities.

The theory relating to the link between ACEs and repeat victimisation/offending is still being widely researched. As we can see from current research ACEs relates to both victims and offenders but does not explain how individuals become one and not the other. Moreover, I believe that in order to support current and future victims a multi-agency approach along

with positive action by police is the best way to protect and support those affected and at risk of crime.

Word Count: 1641

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: Ffion Rees (Learner – electronic signature accepted.)

Date: 29/4/21

Task 4

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

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

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

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

ANSWER:

In this essay I will critically evaluate how information and intelligence is used by police forces across the country in order to disrupt serious criminal activity such as drug smuggling, organised crime and county lines. Throughout this paper I will discuss the importance of collecting and acting upon certain intelligence and how different models support the police in processing such intelligence. I will consider how serious criminal activities such as organised crime groups effect communities and discuss how police forces combine intelligence and road policing to disrupt and stop such crimes. Finally, I will analyse the use of technology by road policing officers, namely ANPR and how this is used as an investigative resource when dealing with criminal activity.

The use of information and intelligence is important throughout police forces as it supports investigations, prosecution cases and surveillance operations. If information and intelligence is used wisely it offers law enforcement the ability to effectively manage and prepare resources (United Nations Office on Drugs and Crime, 2010). In order to fully understand how intelligence-led policing is used it is important to be able to accurately define and

understand the difference between information and intelligence. Information is simply knowledge communicated about a particular circumstance or about a specific fact.

Intelligence is generally considered to be information that has derived from a variety of sources and then been recorded, graded and evaluated (Bryant & Bryant, 2020, p.523).

There are 3 main types of intelligence that police forces regularly use, strategic intelligence, tactical intelligence and operational intelligence. Strategic intelligence is material evidence that informs forces and partner agencies of where they should be deploying their resources against certain threats. Tactical intelligence informs police forces and other agencies of emerging threats and methodologies that are being employed by serious organised crime groups that are impacting on the UK. For example, the intelligence might include the routes that an organised crime group is using in order to traffic drugs or firearms into the UK.

Operational intelligence relates to a specific activity of organised crime groups that enables police forces and other agencies to conduct direct operational activities against them. For example, this could be a description of a vehicle that is being used to carry and transport the drugs and firearms (National Crime Agency, 2020a).

As defined by the Home Office (2011), organised crime involves individuals, normally working with others, with the capacity and capability to commit serious crime on a continuing basis which benefits those involved. The elements of this include planning, control and coordination. The motivation is often, but not always, financial gain. Some types of organised crime, such as organised child sexual exploitation, have other motivations. Organised crime groups are so prevalent that the latest estimate of the social and economic cost of organised crime to the UK is £37 billion (National Crime Agency, 2020b). Another estimation in the UK is that there is a minimum of 350,000 individuals involved in organised

crime with 4,772 groups identified around the country (National Crime Agency, 2020b).

Many organised crime groups rely on vulnerable communities and individual needs to profit economically. The supply and distribution of drugs within communities can harm users from that community, impact the local environment, impact on the health and wellbeing of residents and also generate a sense of fear towards the area (Local Government Association, 2015).

In March 2017 there were 37.6 million vehicles registered for use on the roads in the UK (UK Government, 2017). Among these users are criminals which provides the opportunity for road policing officers to apply roads policing policies to individuals' behaviours, ranging from low level motoring offences to international organised crime. There is a link between individuals offending on the roads and other forms of criminality. A previous study found that about 25% of motoring offences are committed by drivers who have also committed non-motoring offences (The Royal Society for The Prevention of Accidents, 2004). This is where the sharing of intelligence in relation to certain vehicles with road policing officers is important to ensure that they are able to enforce the law and disrupt criminality.

The way in which police forces and partner agencies use intelligence to tackle serious crimes such as organised crime groups and drug smuggling is by using the intelligence cycle which is also known as the intelligence management cycle. There are 3 main stages within the cycle; intelligence collection, development and dissemination. This cycle allows police forces to make decisions on how they use the intelligence provided and what are the priorities and tactical options available to act upon relevant intelligence (College of Policing, 2015b).

The start of the intelligence management cycle is the collection of information. This stage is very important as it can affect all other stages involved in the cycle, from how the information is recorded to how long the information will be retained. Some collection processes of information may require some form of recording. The acts of recording information are covered under the Regulation of Investigatory Powers Act 2000 (RIPA). RIPA is the law that governs the use of covert techniques to obtain private information about someone. Through RIPA officers are able to do this in a way that is proportionate, necessary and compatible with human rights (UK Government, 2013). Information can be collected in one of three ways; routine collection, tasked collection and volunteered collection. Routine collection is information that is collected as part of a routine operation such as; responding to incidents, arresting individuals, stop and search and targeted patrols. The majority of information collected is only relevant for the specific policing purpose for which it was collected, however some will prove relevant for unrelated matters (College of Policing, 2019a). Another form of information collection is tasked information which is prioritised information, for example information in relation to problems and subjects (suspects and victims). Tasked information can be accessed from many sources such as; internal and external databases, automatic number plate recognition (ANPR) and CCTV systems (College of Policing, 2015). The third method of information collection is volunteered information. This type of information is collected from members of the public, partners and community contacts. It refers to any information that has not been obtained by routine or tasked collection (College of Policing, 2019a).

The second step within the intelligence cycle is development. This is where intelligence analysts develop and analyse each piece of information that has been collected. All methods

of intelligence development should be considered during this process. These include data research, communications data analysis and covert deployments (College of Policing, 2015). The third and final step within the cycle is dissemination. This is when intelligence is shared with others within the extended policing organisation such as staff and officers in the same force, or agencies and police forces elsewhere. (Bryant & Bryant, 2020, P.535). Intelligence sharing should be proportionate and should be carried out by following the principles outlined in the Human rights Act 1998. Dissemination of intelligence is most likely to be sanitized before being shared in order to protect the sources (College of Policing, 2015).

Intelligence is often passed on to road policing officers. For example, an officer may have collected information by means of volunteered intelligence (from a member of the public) relating to a vehicle with a specific registration number being used to distribute drugs. This officer will develop the intelligence by making checks on the vehicle via the Policing National Computer and identify the owner and registered drivers are of this vehicle. The officer may then may conduct a background search and may discover that they have multiple warning markers for drug use and supply. This same officer would then share this intelligence with other local and regional roads policing units for their attention. A key part of the road safety and crime prevention strategy is stopping vehicles (College of Policing, 2019b). Officers have many powers to stop vehicles ranging from Section 163 of the Road Traffic Act 1988 where vehicles on a road must stop when being requested to do so by a constable or traffic officer and Section 4 of the Police and Criminal Evidence Act 1984 which allows either all vehicles or those selected by a particular criteria to be stopped in a particular locality in order to locate an offender or witness involved in an indictable offence (College of Policing, 2019b).

When dealing with and disrupting serious crime such as organised crime groups, a specific collection and dissemination method is used called organised crime group mapping. When any police force identifies a group of individuals who they expect to be involved in an organised crime, they go through a nationally standardised 'mapping' procedure. This requires an officer to enter details of the groups known and suspected activity, capability and associates into a computer software that assigns the group a numerical score. The software also places the organised crime group into a specific band. These bands reflect the range of the severity of crime that is caused by this particular group (HMIC, 2015). In order to capitalise on the benefits of organised crime group mapping the data must be shared locally, regionally and nationally between partners. This sharing method is in line with the National Intelligence Model which is the epicentre of how intelligence is used to determine key priorities within policing.

The National Intelligence Model (NIM) is an information-based deployment system. The NIM identifies patterns within crimes which enables police forces to carry out a more fundamental approach to problem solving in which resources can be tasked efficiently (Association of Chief Police Officers, 2005). It is important to understand that the NIM takes place at three defined levels; Level 1 works at a local/basic command unit (BCU) level where local crime is capable of being managed by local resources, for example anti-social behaviour and low-level thefts. Level 2 works at a force and/or regional level which relates to inter force and regional criminal activity that can require additional resources. The last level is level 3 which works on a national level and relates to serious and organised crime groups (John & Maguire, 2004).

The distribution of drugs is a major issue within organised crime and the majority of county line groups use a transport network to sell and deal drugs. In terms of transport being used by county line groups, 51% of forces reported use of hire vehicles, 67% reported use of rail and 42% reported the use of personally owned vehicles being used (National Crime Agency, 2017). County line groups are now able to adapt their methods of distribution with ease and frequency by changing their mode of transport, the route they take and who is the person that's travelling. This change in method makes it harder for road policing officers to work with the intelligence they have received in order to disrupt this specific criminal activity.

A number of agencies including the College of Policing, National Police Chiefs' Council, Home Office and the National Crime Agency have collaborated to produce a document called 'Disrupting Serious and Organised Criminals: Menu of tactics' (College of Policing, 2020). This document follows a "pursue – prevent – protect – prepare" format and is used as a tool to assist anyone involved in tackling organised crime. The document focuses on 6 areas of a criminal's lifestyle that help facilitate or support their opportunity to commit crime; Lifestyle, Vehicles, Behaviour, Travel, Business and Crime. By disrupting each area, it gives us the opportunity to disrupt their criminal activity (College of Policing, 2020). As the road is a major part of how organised crime groups travel and commit their crimes it is important that officers are able to disrupt their method of travel i.e. vehicles. Using intelligence, road policing officers are able to disrupt organised crime groups on the road in several ways including driving licence interventions, proactive road safety and use of technology such as ANPR. We already know that there is a link between road offences and serious crime. Many organised crime group members commit several driving offences which

result in the accumulation of points and thus disqualification. This highly impacts organised crime groups as it removes their ability to carry and transport drugs. This disruption can only happen if intelligence is fed through to road policing officers in relation to specific cars that are used, specific registration numbers and routes that are used by the members.

Another opportunity to disrupt organised crime groups on the road is through increasing road policing patrols in hotspot areas. These hotspot areas can be known following intelligence that has been developed and disseminated. Increased patrols will make organised crime group members reconsider whether they want to use that specific route or if they do decide to take the route it then gives officers the opportunity to use their powers to stop vehicles, which in time will disrupt the members' activity and plans. In order for increased patrols to be effective there needs to be an adequate number of officers to keep up with the demand of day to day road policing incidents as well as patrolling hotspot areas. But recent decades have seen the number of dedicated traffic patrol officers reduced. According to Essex Police Federation (2020) the number of road traffic officers in England and Wales dropped by 18% over 2015-2019. These cutbacks meant it was harder to disrupt serious crime activities as the decrease in traffic patrol officers also meant a less proactive approach. However, there has been a recent increase to the roads policing unit (RPU) thanks to additional officers which have been recruited as part of the national uplift programme (Staffordshire Police, 2020). The main aim of RPU is to disrupt as many criminal activities as possible and a proactive approach with increased numbers of officers is helping them deny criminals the use of our roads.

Technology has become an increasingly useful investigative resource within the police especially to the RPU. The Automatic Number Plate Recognition (ANPR) is one of the main technology functions used in policing today. The use of both ANPR and intelligence has dramatically changed the way serious organised crime groups are disrupted by road traffic officers. ANPR systems are cameras that are linked to a reading device that collects data which is then stored. ANPR can automatically read a vehicle's registration marks (VRM) and compare these details against database records (College of Policing, 2019). This technology is used to help detect, deter and disrupt criminality at a local, regional and national level including organised crime groups (National Police Chief's Council, 2019). The database in which the VRM of a car is compared with is known as 'ANPR hotlist'. The most common ANPR hotlist is the Police National Computer (PNC). The PNC holds information on any intelligence that has been collected such as stolen vehicles and vehicles involved in crimes (Haines, 2019). When a known vehicle is being used in a crime such as supplying drugs through organised crime it is possible to create an action report (ACT) for the vehicle which will include the VRM. (College of Policing, 2019). If the VRM of this specific vehicle is read by the ANPR it will compare it with the information on the PNC and this will notify officers of its presence. RPU are then able to attend the area where the vehicle has been seen by the ANPR and stop the vehicle in order to investigate appropriately. The use of ANPR enables RPU officers to disrupt organised crime groups in a more efficient way. Although ANPR is a simple concept the efficiency of the technology depends on the capture of clear images. Additional factors such as tow-bars, dirt and reflection can lead to misread. However, in ideal condition the overall read rates are 90% (Haines, 2019).

The use of intelligence, road policing and technology such as ANPR has enabled police forces to disrupt criminal activity such as organised crime with more efficiency and determination. Simply put, there is clear evidence that policing the roads is effective in disrupting criminality and that intelligence led policing does work.

Word Count: 2669

Task 5

Personal Study programme / Individual Learning Plan

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

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

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

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

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Attending Court and giving evidence			9	3			I have not yet been to court therefore I should familiarise myself on the court process and the rules of evidence.
2. Understand when to apply for a DVPO/DVPN			8	4			Research the importance of identifying a vulnerable victim who needs safeguarding via a DVPN/DVPO. Also, familiarise myself with the stages of applying and distributing such notice/order

3. Understand disclosure when dealing with case files			7		5		Research the different forms of disclosure and understand the difference between unused material and used material.
4. Increase knowledge surrounding motoring offences			8		4		Research the various motoring offences and understand the difference between when an FPN, TOR or NIP can be given.
5. Disposal methods when dealing with suspects			9		6		Understand and wider my knowledge on the criteria when certain disposal methods can be used such as – cannabis warning, caution, out of court disposal and street bail.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Develop and improve officer safety skills			10			8	Familiarise myself with the different restrains and understand when to use certain methods in a safe environment.
2. Prepare and conduct complex interviews			8		6		Research into how to plan better for an interview by using the PEACE model and develop an understanding of when a special warning can be used.
3. Conducting priority and volume investigations			8		7		Improve how I plan and gather evidence in relation to an incident and also understand and identify the need for any additional support, including escalation.
4. Assessing a scene and collecting evidence.			8		6		Practice the process and understand the meaning and importance of 'Golden hour'

5. Assessing evidence and undertaking research			8		6		Research into methods of assessing evidence by using the toolkit provided by college of policing and understand the EMMIE process when dealing with evidence
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Assessing and developing intelligence			8		5		Practice the process of intelligence development and handling by submitting more intelligence each month
2. Know when each caution is used			8	3			Understand at which during an incident each caution can be used i.e. if I'm conducting a contemporaneous interview I must know that both the 'when' and 'now caution' is used.
3. Respond to more public order calls			8	3			Due to Covid there has not been many public order calls therefore it is important for me to familiarise myself with the relevant legislation and understand the different between all 5 public order offences.
4. Participate in planned operations			7	4			Understand what is needed in order to plan such operations and experience how a planned operation is conducted.
5. Using engagement to identify local priorities and			7		5		Understand the work conducted by Neighbourhood policing and understanding how

inform problem- solving							community engagement can identify local priorities.
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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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