

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT

PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

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Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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

Task 1

Relevant areas of the National Policing Curriculum:

Maintaining Professional Standards, Leadership and Team-working, Wellbeing and Resilience

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

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

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

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

ANSWER:

In today's world, teams are vital if one wants to achieve success (Kozlowski & Ilgen, 2006), regardless of how, where and in which setting they operate (Simons & Peterson, 2000). Teamwork does not only apply to isolated and/or extreme high-pressure environments (Bishop, 2004), however, some of the best examples of effective team cohesion can be seen at high profile organisations and sports teams.

NASA's Apollo 11 achieved the unthinkable by televising the moon landings in 1969. It took over 400,000 people to achieve this feat from numerous professions including mathematicians, scientists and engineers (Allen, 2018 & Hollingham, 2019). The astronauts visited the laboratories at NASA to create a human connection and to enhance the entire team's cohesion (Allen, 2018). Even a gesture as small as this can help build a sense of teamwork and solidarity which in turn can be a driver in achieving what is arguably the human races greatest ever achievement.

The Manhattan project is another example of extraordinary teamwork which, in 1942, birthed the world's first atomic bomb. The bomb was created under extreme high-pressure circumstances during world war two, whereby it was essentially a race between nations of who could create the biggest bomb capable of wiping out the opposing countries. Over 130,000 people from thirteen locations across America

and Canada were sworn to secrecy due to the fear of exposure and sabotage (Allen, 2018). This was and still is one of the world's more controversial achievements but is undoubtedly a great example of teamwork.

The New Zealand national rugby team are a more modern take on a team which have enjoyed years of success due to their cohesion as a team which stems from their culture and beliefs. With just a population of approximately five million, New Zealand are arguably the best sporting team in the world, winning over 75% of their matches and three world cups. They have established themselves as a world leading organisation when it comes to teamwork and cohesiveness.

A team a little closer to home called the national health service (NHS) achieve great success every minute of the day. They perform in a high-pressure environment which has been heightened further due to the Covid-19 pandemic. They perform miracles every day with surgeons often working long hours in theatre in order to save lives, and the NHS offer this high-quality service 24/7. This is a great example of the need of a high performing team in order to achieve positive outcomes.

Although these teams are from different eras, their values and vision are clear for all to see. Mack (2001) states the key to producing a good team is to have diverse members who will bring different ideas and opinions to the table and all team members need to "understand and agree on a mission." A great team is nothing without a good leader who must 'keep the team accountable, empower them, simplify and streamline decision making and keep the project moving forward' (Goyette, 2016). The New Zealand rugby team have had numerous top-class leaders, the most notable being Dan Carter. Neil Armstrong led the Apollo 11 mission and Aneurin Bevan founded the NHS as we know it, ensuring everyone gets access to healthcare. These are the people you think of when their respective team/organisation are talked about and they will forever be remembered for leading their team to success.

There are many reasons why a team may fail and/or fail to achieve their goals. One of the potential reasons for this occurring could be a failing in the group dynamics which can lead to discontent and the eventual collapse of a team. "The way a team plays determines its success. You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime" – Babe Ruth. Parisi-Carew (2019) states that there are eight common reasons why teams fail: lack of purpose & goals, unsure of what requires a team effort, lack of accountability, lack of effective shared leadership, lack of trust among members, inability to deal with conflict, ineffective problem-solving skills and a lack of focus on creativity & excellence.

During my short amount of service in the police I can say I have experienced most of these issues within my team/shift. However, if there are one or more of

these issues as outlined by Parisi-Carew (2019) it does not mean that the team will not function and/or fail. It's also worth noting that these may not be the only issues evident in a team.

An issue I have identified in my workplace and one also highlighted by Nahavandi & Aranda (1994) is that employees believe that working as a team is unnecessary because of the time and effort it takes to build trust and agree on workloads. However, Allender (1993) found that this commendable effort did not always translate into higher productivity. Other issues in the team may include low engagement, lack of transparency and long term thinking and the inability to change and/or move with the times (Flint, 2016).

Now that some of the common downfalls of teams have been identified, I will attempt to identify solutions and ways in which a team can move forward and potentially become a team which is not only successful but also sustainable. I will identify models that can offer a potential pathway for teams to identify where they are going wrong and where they can improve. I will put forward my reasons for identifying the models as being appropriate and compare them.

Perhaps one of the most common models used is one which was originally produced back in 1965 and was adapted in 1977 adding an additional stage. I am referring to the forming, storming, norming, performing and adjourning (FSNPA) model. This model illustrates the stages of development a team must go through to become effective and sustainable. The FSNPA model is shown below.

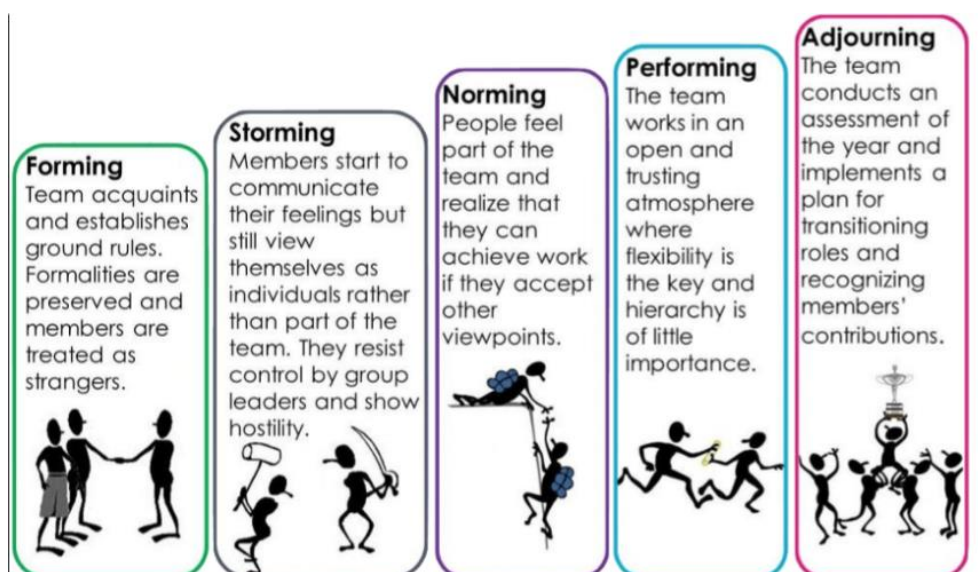


Figure 1. FSNPA model (Tuckman & Jensen, 1977; Riter, 2018)

I chose to use this model as it is arguably the most popular 'teamwork' model around and has stood the test of time since it was first published in 1965. The model is simple in its appearance and combines effective terminology with good illustrations. The fact that twelve years after its introduction an additional stage (adjourning) was implemented shows how well it has adapted. The final stage involves reflective practices so it is a model that can be improved and modified for the user's needs.

Another commonly used teamwork model is the GRPI model or the goals, roles, processes and interpersonal relationships model. This is another simple, well-illustrated model which enables the user to incorporate their own methods and ideas to enhance the model's effectiveness. The model was initially produced in 1972 so like the FSNPA model it has stood the test of time. However, both models are very different in how they look to improve a team. The GRPI model is shown below.

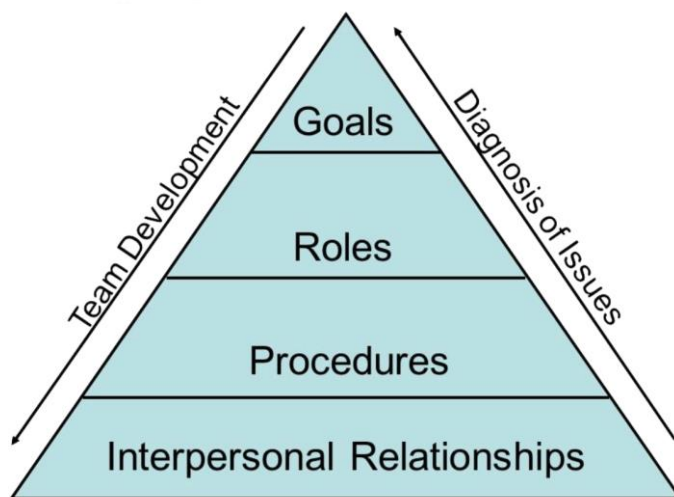


Figure 2. GRPI Teamwork model (Beckhard,1972; Riter, 2018)

The FSNPA model initially focuses on team growth and formation. The team's direction, goals and roles are unclear, motivation is high, but the team's performance is usually low (Raue et al., 2013). There will be a high dependence on the team leader for any direction or guidance (Chapman, 2020). This is the forming stage.

The next phase of the FSNPA is the storming stage whereby team members often start to 'collide' and conflict arises resulting in a loss of team focus (Raue et al., 2013). The leader still needs to be accessible at this stage and ensure the team are clear on their responsibilities. If team members are struggling, then the leader may need to introduce training or coaching to help further individual and team development.

The norming phase is where the process becomes a little clearer and the team members have formed good working relations so that they can effectively 'get the job done.' The team leader can take a step back and put more responsibility on the

team members once ground rules have been set and the members begin to trust each other (The Team Building Company, 2019).

The performing stage is easy to understand and will be clear for all to see when exercising the model in practice. This is where the team is at peak performance, reaching their full potential and likely to achieve their goals efficiently (MindTools, 2009). To get to this stage, members must feel that their contributions are heard and respected which in turn enhances their performance.

The adjourning stage is the final stage and a full review of the project should take place. A team and self-assessment should also be conducted at this stage to establish if/where improvements can be made. There is likely to be a sense of relief that the project has ended or a sense of accomplishment (Tuckman 2001., Natvig & Stark, 2016).

The GRPI model is different in terms of what it focuses on but has been used just as effectively as the FSNPA model to create a formula leading to high performing teams.

The GRPI models first stage is regarding the team's goals where targets and objectives for the team are set. There will be precise deadlines and expectations of the individual team members (Chapman, 2012). The second stage refers to the roles of the team members. Clarity is key at this stage so there is a clear understanding of boundaries. All team members are aware of each other's roles and responsibilities and the individual team members goals match the targets set for the team (Chapman, 2012).

The third stage refers to procedures which 'observes how the work is being completed and how the team is making decisions, communicates and problem solves. If there is that lack of clarity which has been talked about previously then frustrations can grow and conflict can occur within the team' (Tartell, 2016). The final stage of the GRPI model, where the team could potentially fail, is the interpersonal relationship stage. The stages prior to this can heavily affect the relationship of the group members and either have a positive or negative impact. For instance, if there is a lack of clarity, trust and poor communication then this will affect the interpersonal relationships or group dynamic in a negative manner.

The GRPI model is useful but has its limitations. 'The model is static which paints a picture of team performance at a specific point rather than the duration of the team's life span' (Tartell, 2016). Another limitation is that the model views a team as one entity and does not recognise the shared emotional life of the team and how it can change over time (Tartell, 2016).

The FSNPA model also has its uses but it isn't perfect. After reviewing the model, it's clear to see that the model would struggle to be implemented into a large team as it focuses heavily on team dynamics. Poor communication is more likely in a larger team which could have a negative impact on the outcome of the project. Another limitation of the model is that each stage is difficult to maintain one by one. This means that members will have to follow different instructions at every stage to deal with tasks, communicate well and maintain good working relationships (Kobiruzzaman, 2019).

These models have proved effective over time for groups that are struggling to achieve their goals, work efficiently and as a unit. However, not every team needs to use a model in order to function and achieve goals consistently; ground rules and 'team norms' will suffice in these cases. Examples of team norms which should be part of any team are treating everyone with respect, honesty and integrity and supporting your colleagues wherever possible (Karten, 2012). These are just a few of the 'norms' you'd expect to see in any team and certainly within the police.

As a probationer within the police, you often get volunteered for jobs as 'it's good for your development.' There are ground rules or 'cake fines' as they are called within the organisation whereby you are expected to bring in sweet treats for the shift if you do certain things wrong or fail to do something. Examples of a cake fine offence would be taking the police car keys home, losing a prisoner or making an unlawful arrest. Other 'police norms' include the strong sense of bond and togetherness a shift must have, especially when it comes to backing up one another at a call. Even something as simple as getting a takeaway together on a supernoon shift further enhances this bond.

Having these norms and ground rules enable the team to work efficiently and develop a sense of camaraderie. However, when not adhered to, they could inhibit the team and cause conflict. For instance, if someone doesn't engage with people on shift and the norms, they will break away from the team. As a probationer you feel obligated to volunteer yourself for jobs as you want to help the team and develop yourself. Having takeaway on a supernoon develops the bond between everyone in the team; if you don't have a takeaway you may struggle to fit in and the same applies if you fail to pay cake fines.

Preventing conflict isn't easy. If there are characters who don't fit in with the rest of the team then the supervisor will have an uphill task. Depending on the reasons why and how long the relationship has been soured, the supervisor may be able to step in. They can act as a mediator in private meetings and try and improve the situation. Ultimately, the people involved need to act in a civil and professional manner and the supervisor should only step in as a last resort. If the relationship fails to improve, leaving them in the team could be detrimental and seriously affect the rest of the team by creating a group split. Having this split could mean people being less

inclined to work with those on the other side of the fence which will result in poor individual and team performance. In turn, the public will not be filled with confidence, and we will not meet the minimum standards of service. Any conflict must be dealt with immediately and in the correct manner for the team to work together effectively.

Lacklustre team dynamics can also lead to a poor performance and victims and members of the public are entitled to make complaints if they feel mistreated or are unhappy with the service. Social media group chats are something, in my experience, that can cause poor team dynamics. Usually these chats are used to talk of things outside of work, but things may get said that offend members of the group or aren't appropriate. This can land you in trouble and in front of professional standards if someone reports a comment. To avoid this, you need to be aware of who is in the group and ensure that everyone acts in line with professional standards.

Social media posts on platforms such as Facebook and Twitter are another example of something that could affect team dynamics. Posting about political matters and issues with the police could cause conflict and create a negative feeling within the team. Being based in a large police station means you are likely to be working with people from all different backgrounds, including civilians and chief superintendents, so you must ensure you are acting in a professional manner and working well together as a team. How you act as an individual will call into question the rest of the team. Having a good team and supervisor around you for support will help you develop as an individual and ensure you are conducting yourself in the correct manner.

To improve team and individual performance you need to understand the importance of feedback. Feedback can identify common pitfalls, provoke change and fuel growth (Armstrong et al., 2020; Marsh, 2018). Brounstein (2016) states that feedback must be constructive, in person wherever possible, based mostly around feelings and emotions, direct and have a good variation of positive and negative feedback. Without feedback nothing will change, and nothing will improve. The issue surrounding feedback is that it is not given often enough, especially where the police are concerned. There are always calls to go to and work to write up so for supervisors to speak with individuals regarding feedback is difficult. In most cases, feedback is given yearly on an individual basis which is not enough.

Word count = 2750

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:

I was involved in an incident which initially was reported to a PCSO who was on foot patrol at the time. A group of youths had reported to the PCSO that one of the members had been assaulted by one of the residents. She asked for officers to attend to help with enquiries and manage the youths. I attended with another officer who identified the victim and took her home to speak with her parents about the incident. I took a statement from a male who had been identified as a witness after moving the youths on.

I returned to the station and was informed that there was a call from the house where the offender for the alleged assault was living who were reporting that their car had been damaged by youths. The same colleague and I returned to the area and spoke with the reporting person who was the father of the offender involved in the previous assault. He showed me several clips on his CCTV monitor of youths throwing stones at the window, shouting abuse at the house, damaging the car and kicking footballs at the front door. The clips were shown over a period of a months with several incidents occurring per day. Most of the incidents had been reported to the police but with different officers attending and the reporting person being unorthodox and suspected of suffering with mental health issues, his case may have not been given enough time. It was now a case of joining the dots, identifying the offenders and supporting the victims of ASB.

On speaking with the residents, it was clear that they all seemed to be suffering with mental health issues but what was also clear was that they were not imagining the ASB issues or making false allegations. During this incident there were no language issues. After engaging with the residents, it became evident why the youths were targeting the address. As the residents would react to the ASB by approaching and shouting at them and in some cases throwing water over them, the youths would keep coming back for what they deemed as entertainment. Based on this I could assume that they were struggling to deal with the issues and not interacting with the youths appropriately. Potentially, someone without mental health issues would choose not to engage with the youths and instead report them to the police.

With these constant issues occurring a certain case sprung to mind. The Fiona Pilkington and Francecca Hardwick case whereby Ms Pilkington committed suicide and killed Francecca by driving her vehicle into a lay-by and setting the vehicle on fire whilst still inside after years of torment by youths (BBC News, 2009). This incident shook the country as well as the policing world and serves as a reminder of how what may seem as minor issues or kids being a nuisance can develop into something far more serious. It can have a massive impact on a person's mental wellbeing and there is no way of knowing how someone could act in response to ASB.

There are numerous methods used by the police, council, social services and schools to tackle ASB. Often ASB is committed by persons under the age of eighteen who would then be classed as youth offenders. As they are generally youths they are dealt with differently as opposed to adults as there is a strong resistance towards children being in the criminal justice system and thus being criminalised. This theory is contested by some sections of the public, especially by those directly affected by ASB and crime.

When dealing with an incident or allegation of ASB, crimes need to be ruled out in order to deal with the incident appropriately and proportionately. Often ASB calls consist of youths throwing stones, kicking or knocking doors and being loud and rowdy in the street. However, ASB is classed as 'behaviour which has 'caused' or is likely to cause harassment, alarm or distress to any person' (s 2(1)(a) of the Anti-Social Behaviour, Crime and Policing Act 2014) (Bryant & Bryant, 2019).

To combat ASB, which the incident that I am referring to may have been deemed as initially, referrals can be submitted which will in-turn inform all the relevant agencies who have contact with the offender e.g. social services and education sector. If an individual receives so many referrals, they can expect to receive written warnings which their parents will be made aware of. These will be issued as a result of multi-agency meetings which again will involve persons from the

police, education, social services and council etc. This means that the offending person can be monitored across the board for any changes in behaviour. It is important to note that a simple ASB referral will not count as an 'outcome' which the police ideally want in every scenario. There is a REACH referral available which achieves an 'outcome' but the offender and his/her parents must consent to the voluntary process whereby they must engage in some kind of restorative justice.

If they persist with their behaviour, then further measures can be imposed such as community protection notices (CPN) which will document certain things an individual cannot do in order to improve the quality of life for his/her victims. If breached, then it is a criminal offence which could result in the offender being fined or ordered to carry out community service. Further to the CPN, there is a criminal behaviour order (CBO) which is like the CPN and is a criminal offence if breached with stricter punishments. However, the court can only issue a CBO on conviction of another offence and prove that the offender also engaged in anti-social behaviour (Bryant & Bryant, 2019).

As well as referring individuals via ASB and REACH referrals, there is also the youth offending service (YOS) which is very much applicable to the incident I dealt with as the offender was under the age of eighteen. The process is like that of a referral as once the offender admits the offence as was in my case, they can be referred to YOS. If they deny the offence, in my case criminal damage, and there is enough evidence to support this they can be charged to youth court. From my limited experience, most would rather work with YOS and engage with restorative justice or a community resolution than go to youth court. Restorative justice (RJ) is 'a process whereby all parties concerned with the offence collaborate to resolve and deal with the aftermath of the offence and its implications for the future' (Marshall, 1996; Crawford & Newburn, 2003).

Restorative justice can be implemented at any stage of an ongoing case but is usually used before a case goes to court. Examples of restorative justice include mediation where the offender and victim can meet with a third-party running proceedings in order to solve any outstanding issues and figure out how to move forward, compensation, conditions to not enter a certain area, financial penalties and reparation work (Crown Prosecution Service, 2019).

The use of referrals and YOS both have their advantages and disadvantages. From my experience the use of referrals works well for young offenders in the early stages of their offending, but their use wears off as time goes on especially for persistent offenders. As stated before, they make all the relevant parties aware of the individuals offending behaviour, but they very rarely please the public and/or the victim. Some of the referrals available like REACH require the offender and their guardians to engage and this does not always happen making them

redundant. The current criminal justice system (CJS) is reluctant to 'throw the book' at children and are keen on working with partner agencies to establish the true cause of the offending behaviour whether it be due to poor parenting, disabilities, mental health issues, issues with education/employment or adverse childhood experiences (ACE).

YOS is a useful tool from the police's point of view because if/when the offender admits to the offence, they will take over and decide on the best outcome whether it be mediation or reparation. They have a vast array of options available to them as disposals (RJ) which proves to be a major advantage. The disadvantage of this tool, however, is that the offender must admit to the offence and show remorse. The victim will be able to have their say in what they deem to be the most appropriate solution which is often a complaint to the police and the CJS. If the offender decides not to engage for whatever reason, they can be taken to youth court where harsher disposals and orders can be imposed.

I personally prefer the use of YOS due to the level of flexibility they have, and it gives the offender the chance to redeem themselves and reflect on their behaviour. This is the outcome I achieved for my offender after I provided an identification statement identifying him which in turn forced his hand to admit the offence during a voluntary interview. He has been referred to YOS and is currently waiting on what form of RJ he will have to go through. It's a good outcome for the victim who will have their voice heard and won't be left dissatisfied or underwhelmed when solely an ASB referral is submitted.

However, some victims may feel that YOS is a 'soft' outcome for the offender. The ASB referrals have their place, especially for first time offenders and where there isn't a clear offender, but they take time to work (written warnings & acceptable behaviour contacts etc). This leaves the victims waiting for action to be taken and during this time the offender could re-offend and thus the 'vicious circle' begins until more serious action is taken.

Word count = 1,629

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: _____ (Learner – electronic signature accepted.)

Date: _07/03/2021 _____

Task 4
Relevant areas of the National Policing Curriculum:
Policing the roads and conducting investigations.

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

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

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

ANSWER:

The police work day in and day out on information and intelligence (I&I). Without I&I the police would not be able to carry out their duties safely, competently and working life for police staff would be even more unpredictable and chaotic. The police have access to a vast array of systems and information platforms. The main ones which are used daily are Niche, STORM and the police national computer (PNC).

Niche will hold varying levels of information and the benefits of the system are reaped when more and differing levels of I&I are entered. Niche will have records of a person's name, date of birth and contact information when they call the police. These are imported to Niche from STORM where police contact is initiated by the caller. Niche also allows users to submit intelligence and can be used to inform officers in future dealings with a person, vehicle or address. Intel submitted may further build on other submissions which could secure a warrant for a property search and/or arrest. People who are recorded on Niche are not just people who have been dealt with by police for criminal offences but could be people who have submitted intelligence.

PNC is solely used as an electronic record for persons who have been dealt with for offences by the police and courts (National Police Chiefs Council, 2019). Other systems available to police are the police national database (PND), police national legal database (PNLD) and the voters register. These systems and the officer's local area knowledge which develops daily help keep police staff as informed as possible. Making use of these systems is a must if we are to tackle the most serious criminal activity.

As already stated, Niche and PNC are the most commonly used police systems with Niche being the most heavily used one as it contains large amounts of information. However, both Niche and PNC go hand in hand with each other. Niche allows you to record a vast array of information which can then be linked to persons, property, vehicles and locations. Types of information included on Niche are contact information, associates, involved occurrences/incidents, photographs, vehicles used and warnings such as drugs, weapons, violence.

The I&I stored on these systems must be regularly reviewed and verified to ensure that it is up to date and accurate otherwise it is redundant. Intelligence submissions are reviewed and evaluated to assess how accurate the information is before it is released to other policing staff. Intelligence submission forms will scrutinise and aim to get as much detail from the submission as possible. The form will require the sources details such as address, name and contact details so that the submitting officer and the receiver of the intelligence can assess whether the source is reliable or not. Sometimes a person will provide information to police for malicious reasons so the persons motivations behind providing the information need to be understood.

There is a model solely developed for intelligence which will grade the information's credibility. The model is known as the 3X5X2 and grades intelligence as reliable, untested and not reliable. It then looks at how the information came to be known and the following can be chosen from; known directly to the source, known directly to the source but corroborated, known indirectly to the source, not known and suspected to be false. The dissemination sets out handling codes which allow the lawful sharing of the intelligence with or without conditions. This model is vital in disseminating information and identifying the correct persons responsible. Without it the police could be misled, and the wrong people held accountable for somebody else's actions. Also, some people in the community can be easy targets in terms of people reporting them as it may be common knowledge that they have been involved with the police before. The system looks to eradicate this.

Roads policing is an effective way to reduce not only road offences but preventing other forms of criminality as well. Being able to stop road users under section 163 of the road traffic act 1988 allows officers to not only check that their driving credentials and their vehicle are in order but run checks on persons within the vehicle are acting and driving within the law. Officers do not require any grounds to stop vehicles whilst on a road and can often conduct PNC and Niche checks which may hold intelligence for the vehicle and/or driver. Certain types of intelligence on the vehicle/driver may prompt an officer to stop the vehicle e.g. drugs, fail to stop or the associated persons linked to the vehicle being wanted. Officers can run these checks whilst observing or pursuing the vehicle and making vehicle stops can act as a deterrent for others who use the road network in order to or whilst committing offences. This also reassures the law-abiding public of our presence on the roads.

On stopping vehicles, other police powers can then be used in order to deal with road users and those suspected of committing offences. These additional powers include stop and search powers under section 1 of the police and criminal evidence act (PACE) 1984 and section 23 of the misuse of drugs act 1971 which enable the police to search and seize any individual and/or vehicle for stolen or prohibited articles, fireworks and controlled substances. A vehicle may be seized if for instance they are not insured, driving whilst under the influence or are not licensed to do so and the person may be subject to arrest. A vehicle stop can land the most serious offenders in police custody for other offences and without a means to travel to potentially commit further offences. Whether occupants of the vehicle are arrested or not, information will be learnt, intelligence submitted about them and the vehicle and any criminality can be disrupted.

College of Policing (2021) states that “the role of roads policing is to prevent loss of life and injury on the roads by preventing, investigating and prosecuting offences through intelligence led policing.” There are several key accountabilities for roads policing according to the college of policing (2021). The more applicable ones relate to the searching of vehicles and its occupants to gather information and support ‘evidence-based preventative policing.’ Roads policing also sets out to ‘provide a visible roads presence to reassure the public, reduce the fear of crime whilst making use of I&I and automatic number plate recognition’ (ANPR) (College of Policing, 2021).

I&I gathered and submitted as a result of efficient roads policing can also assist other areas of policing. The neighbourhood sections of policing thrive off I&I. The neighbourhood team tend to have more opportunities to dedicate their time to review and evaluate intelligence and assess whether they then have grounds to act on it. For instance, if there is consistent intelligence submitted for persons and/or the vehicles they have access to by the roads policing sections, then this information will be shared force wide so that all teams are privy to the information. The neighbourhood teams can piece together the I&I submitted and view any calls for police regarding the persons and/or vehicles and then act wherever they see fit. Examples of this would be to arrest offenders for offences such as drug offences, theft offences such as serial shoplifters and burglaries and suspected organised crime group members and conduct a person and/or a premises and vehicle search under section 32 PACE 1984. Another option may be to file an application for a warrant which can be executed on property(s), vehicles and for the arrest of persons. Often the warrants issued by the courts are solely issued based on police intelligence.

When these warrants are executed, other offences which were not originally being targeted by police are stumbled upon. For example, when searching premises’ and/or vehicles for common items such as drugs and stolen goods, offensive weapons, sharply bladed articles and firearms may also be present. However, rarer

offences may also surface such as human trafficking and slavery. These are a possibility where drug offences are concerned as drug dealers and people concerned in the supply of drugs often take advantage of vulnerable persons by facilitating entry to the country so that they then work alongside them in the drug trade (Bryant & Bryant, 2019). This may all be unearthed purely from a traffic officer submitting intelligence on road users, seizing illicit items and using stop search and arrest powers.

Other means and methods the police have available to them which can also target road traffic offences as well as other offences are road traffic operations. Gwent police regularly run road traffic operations and look to target certain type of 'road offenders' such as drink/drug drivers, scrap collectors and uninsured drivers. This is another effective method for disrupting the typical low-level offences, but also discovering and disrupting the more serious offenders in society such as those involved in the drug and child sexual exploitation (CSE) trade, OCG's, and county lines. Persons involved in such criminality rely on having transport and without it they will struggle to commit offences.

Another roads policing tool which has already briefly been referred to is ANPR. ANPR is perceived as 'non-intrusive' technology and is used for numerous purposes. Aside from identifying vehicles which may be of interest to the police, they are also used for electronic toll collection, car parking systems, site security and traffic collection (Zhai, Bensaali & Sotudeh, 2013). As stated, ANPR has the capability of capturing an image of a vehicle whilst in motion, detecting the number plate and where the police are concerned, run the appropriate checks for valid insurance or stolen markers. There are four stages to the ANPR technology: image capture, number plate detection, character segmentation which is the process of decomposing an image of sequences and splits them into individual symbols and character recognition (Patel, Shah & Patel, 2013).

ANPR has been labelled as a 'non-intrusive' policing method as on the surface it simply captures motorists number plates, if there are no markers pinned on the vehicle such as no insurance or the vehicle is suspected to be stolen, they will not be stopped by police and can go about their business. Although it seems most of the public are positive where the implementation of ANPR is concerned, there are still several people who disapprove of its use and question what the information is being used for.

People these days take their security and privacy very seriously. This can involve fitting CCTV and video doorbells to their properties and dashcams to their vehicles. The same applies to the internet which has been around for over two decades. People are more aware of the risks online and are taking steps to improve their internet safety as well as rejecting 'cookies' which record what you view, tailor

advertisements to you and send you marketing information. People take these steps in a bid to feel like they aren't being tracked or kept under surveillance.

Like the internet, ANPR has been around for longer than most people think. ANPR was developed in 1976 and put into operational use in 1979. Early trials were deployed on motorways and the first arrest credited to ANPR was in 1981 where it assisted in recovering a stolen vehicle (ANPR International, 2018).

ANPR has recently made the headlines and has been thrown into the debate and controversy of the relatively new technology live facial recognition (LFR) which allows people who are sought after by the police to be found by identifying faces from live feeds and comparing them to ones recorded on police systems. Admittedly, LFR has raised further issues compared to ANPR and the more serious argument of the potential breach of the right to a private life as set out by the human rights act 1998. LFR fate is still yet unknown as the debate as to whether it should be used by police is rumbling on. However, it seems as though ANPR is here to stay.

As already stated, ANPR is used by the police to assist with their enquires, whilst identifying offenders and stolen vehicles and/or property. The police have static cameras placed in various locations acting as what the public see as CCTV cameras. ANPR can also be fitted to police vehicles and is regularly done so where traffic police vehicles are concerned. ANPR negates the requirement for a human operator which means that checks are done far quicker, there is less room for error, and it has the capability to check thousands of number plates per day. The same concept applies if an officer or control room operator were to run the checks manually. For example, if a vehicle is uninsured or stolen, officers have this information available to them before stopping the vehicle. This is the main use of ANPR, but it is not only limited to these reasons.

As well as checking number plates live, ANPR can also analyse the movements of vehicles between certain dates and times or when offences were committed, and vehicles are believed to have been used. This is particularly useful when investigating the comings and goings of persons suspected of drug dealing, harassment and/or stalking. However, this ideology can be applied to an array of investigations and crimes such as drug smuggling, human trafficking and county lines. For example, if a vehicle is regularly being driven to where there is suspected and persistent drug dealings, the vehicle can be intercepted with the vehicle and occupants searched and/or arrested. The same applies if a vehicle is regularly attending airports or seaports and there are concerns that the vehicle is being used to convey other humans who intend to be labour and/or sexually exploited or conscripted into slavery. Also, if a vehicle is regularly crossing borders and there is evidence to suggest that the vehicle and occupants are involved in county lines then the information provided by ANPR could be the final piece of the jigsaw in exposing criminals.

From my experience as a response officer, I have not had the level of exposure to ANPR which is regularly used by traffic officers and control room operators. Under normal circumstances I would have had an attachment with the traffic team which may have enlightened me further to the benefits of using it. On the surface ANPR seems an invaluable tool which greatly assists the police and reassures the public that persons looking to travel the country to commit crime will not go unnoticed. However, there are those amongst the public that don't want to see ANPR used due to concerns and suspicions that the police may be abusing and/or manipulating the information. Some people see it as a topic which should be debated as they believe their life is no longer private if their vehicle registration is recorded. I personally don't recognise this as being a valid argument.

Intelligence is something I have seen the benefits of since being operational. I have submitted a wealth of intelligence since being operational and have also benefitted from other people's submissions. Whenever attending calls, and especially when stopping cars, it's important that before engaging with anyone you know as much about them as possible. The main thing officers will look for are warning markers which have been linked to people such as violence, weapons, drugs, escape markers etc. Without intelligence the police would not be suitably prepared for the hostile and dangerous incidents we are required to attend. Being misinformed could prove to be fatal for police staff and/or the public which would not fill the community with confidence. For this very reason intelligence is one of the most important pillars to the organisation which is greatly assisted by ANPR.

Word count = 2617

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. Completing case files			8	4			I need a full crash course on all things case file to further develop my knowledge. Since being on shift it does not seem that anybody understands the ins and outs of case files. Due to the pandemic my initial training was limited where the use of NICHE was

						concerned. Due to this there was not enough time to look at and complete the different types of case files. I have therefore had to rely on my colleagues and supervisor for help and advice. Although they have helped me along the way they have never been able to commit enough time to the cause due to call demand and their own workload. I need to understand the fundamentals of a case file so that I know why I am completing a certain case file, what needs to be included and how it is completed. To track my development in the following areas I will be using SMART targets (Doran, 1981). My targets will follow these headings; specific, measurable, attainable, realistic and timely. Specific – As already stated I am pursuing further knowledge and development when completing case files. Measurable – As case files are not regularly completed on shift it is difficult to keep up to
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						date on what is included in the relevant case files and how to complete the documents which need to be included. There are courses being run for persons looking to further develop their case file skills. However, number are limited for the course so I will give myself a year to get on the course and put my learning into practice whilst on shift. This amount of time should allow me to get enough experience in completing the full range of case files (GAP, NGAP, red and green CPS advice and crown court upgrades). I am more comfortable with GAP and red CPS advice files but CPS green advice, crown court upgrade and NGAP files are proving more difficult so more time can be focused on these three types. Attainable - This goal can certainly be achieved but will require time and dedication. It may take longer than a year that has been set but with time, each case file
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						submission I will learn more and improve. I will look for advice and feedback wherever possible so that learning will be encouraged. Realistic – I have given myself enough time to be able to focus on the three types of case file. Within the year there should be several opportunities to complete the relevant files. If I don't get the opportunity myself then I am more than happy to help my colleagues out on shift with their files. Timely – I am currently working on an NGAP and green CPS case file so I will only need the chance to complete a crown court upgrade file. A year should allow me the opportunity to complete one and to further develop myself with green CPS advice and NGAP files. If I am getting closer to my one-year deadline then I will have to consider extending it or look to my colleagues to help with any relevant case
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							files they have on their workload.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Since being on the response team I have not had the opportunity to carry out a stop search on a person. I joined response in the middle of the pandemic so calls to the police dried up and there were not as many persons out in public. I am also at a disadvantage due to not being blue light trained so I am not able to stop cars whilst single crewed. Now that the pandemic is not as prevalent as it once was the call to the police have rapidly increased and there are not enough officers to cope with the demand. There is not enough time to be proactive as officers are either committed with calls or working on their own cases. I have carried out stop searches prior to joining the response team and I am confident in carrying them out whilst following the guidelines. However, I am conscious of the
2. Stop search			9		7		

						fact that I haven't done one since being on shift and my work matrix requires a stop search so I can be signed off as competent in that area. Specific – As stated previously I am aiming to carry out more stop searches in the future to ensure I am still familiar and confident in carrying them out. I am required to carry out an effective stop search so that I am signed off as being confident in that area. Measurable – As far as I am concerned, I only need to conduct one good stop search between now and the new year so that I can be signed off by my tutor. However, if my tutor or I are not happy with the stop search I carry out then I may need to execute more so that we are both happy that I am competent. I am confident that I can carry out a stop search correctly as I conducted several in the PDU and I have been reading the relevant legislation
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						whilst in work and as part of my studies. Attainable – This goal is very much achievable. Between now and the new year I require one stop search to be carried out so that my tutor and I can assess my level of searching. If I require more attempts and/or more time to be able to achieve a good enough standard of search, then so be it. However, I am confident in my ability to execute one when the time comes. Realistic – The target could not be more realistic. I have set one goal and that is to complete a stop search by the end of the year. As the end of the year nears and I have still not completed one then I will have to discuss with my tutor and supervisor about the necessity to complete one ASAP. This may require me to stray away from my normal duties and assist neighbourhood who don't have the shackles like response. Either way I don't see
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							any issues with me achieving this. Timely – I have given myself until the new year to carry out a stop search and come up with contingencies in case the deadline fast approaches and I have yet to conduct one.
EXPERIENCE 3. Traffic legislation	Low 1-4	Med 5-7 5	High 8-10	Low 1-4	Med 5-7 6	High 8-10	Since being on the response team I have had very little experience where traffic legislation is concerned. The only experiences I have had have been with more experienced colleagues and often on night shifts. Not having blue lights means that I am reliant on having another officer who has blue lights with me to stop vehicles. However, when vehicles have been stopped, I have been confident in approaching driver and passengers and getting their details. I have dealt with drink/drug drivers in custody by completing the MGDD forms and the hospital procedure. I just feel on response we are not exposed enough to traffic incidents/work in general and we are

						chucked in the 'deep end' so to speak when we must assist ASU. I am not particularly interested in joining the traffic team, but I feel as though I need to brush up on the legislation. When I eventually get my blue lights, I will make an effort to be more proactive and stop vehicles when and where I can. Specific – I have set out to conduct more traffic work when on shift. I usually only conduct such work on night shifts and with a more experienced colleague who can stop vehicles. Rather than giving 'words of advice' I will issue more TORS so that I am more familiar with the ticket booklet and the traffic offences you can use them for. Other examples of traffic work I would like to familiarise myself with are S165 seizures which only ASU officers can do now. However, there is talk that response officers may be able to carry them out soon so I will
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						research what needs to be done and how a S165 seizure is done correctly. Any traffic experience will serve me well at this early stage of my career. Measurable – This goal is more difficult to track compared to the others mentioned. Before I can independently put my traffic knowledge into practice, I need to pass my blue light course which should take place the end of this year or the start of next year. In the meantime, I will make the most of my traffic experiences up until then and study traffic legislation. When I have my blue lights, I will do my best to make time to be more proactive by stopping vehicles, issuing TORS, stop searches and S165 seizures. This will help me become a much more rounded officer. Attainable – The goal can certainly be achieved with time devoted to studying traffic legislation and further practice when
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						dealing with the public for traffic offences. When I pass my blue light course this planning and preparation will serve me well for when I am eventually out of my probation and officially signed off as being independent. Having my blue lights will hopefully allow me to stand on my own two feet by reflecting on my actions which will prompt further learning in myself. I am very enthusiastic and determined about getting my blue lights and will make good use of them by stopping vehicles appropriately. Realistic – This target is realistic as between now and when I get on my blue light course, I will have more than enough time to devote some time to traffic legislation. Being placed onto a blue light is a certainty and will give me something to aim and look forward to when I am eventually allowed to blue light to calls and stop vehicles. Having my blue lights will only motivate me
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						further to conduct traffic work. Timely – At the moment I cannot set a date/time for when I get onto a blue light course. It is believed to be running the end of this year or the beginning of the next. However, this will only benefit me as I know I have an ample amount of time to expose myself to traffic with more experiences staff around me. When I then do my blue light course, I should be in a good position to conduct the relevant traffic duties independently. Even if my blue light course is delayed then it will mean I will have more time to further my knowledge. This may hinder my motivation by not going on a course when initially thought but the experience will be priceless. I will appreciate these experiences and will need to call on them when dealing with traffic offences alone.
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List of figures

Figure 1. FSNPA model (Tuckman & Jensen,1977; Riter, 2018)

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Figure 2. GRPI Teamwork model (Beckhard,1972; Riter, 2018)

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