

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 Graduate Diploma in Professional Policing Practice. 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 have 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 is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

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 particularly important.

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc 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	2000
Task 2	Vulnerability and Risk Evidence-based policing	2000
Task 3	O.C.P	2000 equivalent
Task 4	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 4		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	

Task 5	Personal study/learning plan	2000
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum: Understanding the role of a constable, 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).

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

There are not many jobs that a person could have any more that do not involve needing to work in a team in some capacity. As such, being a team player and working well in a team is a very important skill for a person to possess. However, that is not to say that by considering yourself a 'team player' that you will automatically fit in with any team or group, or that you will work well in any group you are placed in. This is because groups of people have their own dynamics that are unique to that specific group and they do not work in isolation. There will always be outside pressures and influences that effect a group – especially when the group itself is found in a professional working environment. This is because companies and organisations have individual cultures which will always influence the thinking of the employees and will place rules, restrictions, and regulations on the way that people within the organisation will work.

Organisational cultures are varied depending on the specific organisation and as such it can take new starters at an organisation time to learn and adapt to the new culture that they are suddenly working within. This can be difficult for some people as the pressure to fit in and know the unwritten rules of an organisation's culture can be overwhelming, especially when combined with the general stresses of starting a new job or role. Given the context of this essay, I will focus on the organisational culture of the Police Service which in and of itself is incredibly unique and important to the way that officers and teams of officers conduct themselves. This is due to the unique and specific nature of policing and the coping mechanisms that have become part and parcel of dealing with and coping with traumatic and stressful situations that are common place in policing.

Due to the importance of teams being able to work well with each other, there have been numerous studies and theories put forward by academics on how teams work and how to encourage good team dynamics. The first that I want to discuss is the DISC model which was put forward by Dr. William Moulton Marston in 1928. The DISC model predicts the behaviour of teams based on the personality traits of those who make up the teams. It separates people into four key personality traits: dominance, inducement, submission, and compliance (Marston, 1928). The issue with this of course, is that reducing people into specific categories tends not to work. For example, Marston explains that people within the dominance category are results orientated, innovative, competitive, and direct. A person can be all of those things but that does not mean to say that they cannot also possess traits belonging to another category such as being analytical which is a trait Marston says people in the compliance category hold. Expecting people to fit into four very strict categories is reductive and does not allow for individuality at all. Thus, when using Marston's theory one must consider its usefulness to their own specific situation, as well as perhaps make concessions to make the model fit their own reality and situation.

Rather than focusing on the personality traits of those within a team the Tuckman Team Dynamics theory put forward in 1965 by Bruce Tuckman focuses on the stages that teams go through whilst working together. According to Tuckman's theory teams go through 5 stages:

- Forming – where teams get to know each other and set boundaries
- Storming – a stage characterised by conflict where boundaries are pushed against and members of the team learn more about each other
- Norming – this is where independence occurs as team members begin to understand their roles in the group and are no longer wholly reliant on one another

- Performing – the team begins to work as intended and the group now has synergy.
- Adjourning – the end of the group after the task or project has been completed. This can be quite emotional for teams who have worked well together.

Tuckman was also quick to point out in his theory that whilst the stages appear to be linear that that is not always necessarily true and that depending on problems that pop up within the team that they can move back and forth between the stages; or in some cases even stall in a stage and become unable to move out of it (Tuckman, 1965). Tuckman's theory is a lot less rigid than the DISC model above as it does not put people into categories, rather it explains the stages that teams go through. It is also fluid and adaptable in that it allows for progression and regression through the stages which is a realistic view point to have. Especially in high pressure jobs such as policing where it is normal for clashes and differences of opinion to occur. Sometimes these differences are fundamental and down to clashing personalities but more often than not, they are borne out of a need to release stress and frustration.

In 2002, Patrick Lencioni put forward a theory where he focussed on the ways that teams could fail. The Lencioni Model, also known as the Five Dysfunctions of a Team, discussed the five problems that teams commonly run into that effect how well they work. The model states that the five common problems are:

- A lack of trust between team mates which means that people within the team are less likely to take risks or ask for help.
- A fear of conflict meaning that there is a false peace which can effect progress.
- A lack of commitment from those involved in the team. If those involved are not committed to the group or the task then the success of the group is put in jeopardy.
- An avoidance of accountability where members of the team take responsibility for themselves and their own work but refuse to hold other members of the team accountable.
- An inattention to results where team members focus on their own personal goals rather than the goals of the team meaning that they lose sight of the results that are needed to make the project a success.

Lencioni also suggests that the 5 dysfunctions form a pyramid, with lack of trust at the bottom, followed by fear of conflict, lack of commitment, avoidance of accountability, and topped with an inattention to results. Lencioni's model states that to help a group function well that one must tackle the bottom of the pyramid and work upwards (Lencioni, 2002). This makes a lot of sense as the base of the pyramid is trust. By building trust, the members of the group are provided with a good grounding to go on and tackle the other problems that they may be facing. Essentially, without being able to trust one another, a group will not be able to function.

By using the theories put forth by those mentioned above, one can analyse and consider why issues arise within existing teams and then go beyond that and put processes in place to tackle the issues and enhance the effectiveness and efficiency of the team. Conflict within teams is a normal phenomenon and for the most part cannot be avoided; this is especially true of teams who work in high pressured environments where the outcome of the work that they are doing is

important. This conflict is often caused by stress which is not managed correctly. It is often the case that this stress boils over and then begins to have a detrimental effect on the way that the team works and the working relationships of those in the team. In policing in particular, stress is a common factor that members of staff face. An article published in the Wall Street Journal, details research conducted that shows the main stress triggers that people in the workplace face. The list contains, but is not limited to, a challenging workload, incidents of conflict, and situations that create urgency (Christfort, 2017). These factors are all things that are common place in the police, and to an extent that is not seen in other professional settings which can only add to the stress levels. This is often due to the serious nature of the job, which in some cases is literally life or death.

Stress is not the only thing that can cause conflict within a team however. Something that can cause a big issue for teams is the different types of people who make the group up. Whether the differences come in the form of the way people work or a clash of personalities, the fact is that not everyone will get on and it is inevitable that there will be clashes between people whether small or big. The issue with this is that in a working environment it is prudent that these clashes do not begin to have a detrimental effect on the work that is being done or the work place environment as this can then cause the entire group to become dysfunctional and ineffective.

The issue with dysfunctional groups, beyond the failing of the group, is that the conduct of the group and the resulting issues that emerge can lead to a failing of professional standards. The severity of this issue will always be determined by the organisation and the standards set. This means that a failing at one organisation may not be as serious as the same failing within another organisation. In terms of policing and working within the police force, the standards set are extremely high given the fact that officers must behave in an appropriate way at all times due to the powers that they are given and the responsibility they undertake after their attestation as an officer.

There are times when being part of a team can lead to a slip up in professionalism. This often comes as a result of the pressure individuals feel to fit into the group. Often times, the failures come in the form of inappropriate comments or jokes. This has been seen numerous times within the police force, and has only become more evident with the advent of social media and group chats like those created on apps like WhatsApp. The nature of policing means that dark humour is an accepted part of the culture of policing however, it is imperative that officers know what is and is not appropriate to do and say. This has become even truer in recent years, with scrutiny of the police becoming more and more intense as time goes on (Giordano, 2021).

Team building and working as a part of a team will always be important in almost every profession that exists; with the success of the team contributing to the overall success of the organisation. This means that having teams that work well together to achieve results is imperative. To ensure the success of the team, there must be an understanding of the individuals that make up the team, as well as an understanding of how different individuals collaborate. Only once an understanding of the individual has been made, can understanding of the group as a whole be gathered. This means that the individual is extremely important to the group and it would only take a single person to derail a previously high functioning group.

(Word count: 1887)

Task 2

Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

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. Consider the use of evidence-based policing.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Repeat victimisation is a common problem within policing and the criminal justice system. The vast majority of victims (and offenders) that officers deal with have in one way or another come into contact with police. It is very unusual to encounter someone who has never had interaction with police. Granted, having previously had contact with the police does not make a person a repeat victim or offender. However, being the victim or perpetrator of a crime once does increase the chances of being a victim or perpetrator again.

Far and away, the crimes that lead to the most repeat victimisation are domestic violence and other domestic related crimes. One survey conducted estimated that approximately 42% of reported domestic related crimes occurred in a one year period since the last report and of that 42%, 15% occurred within 24 hours of the last report (Jankowski, n.d.). This means that victims of domestic violence are incredibly vulnerable and as such need to be managed and supported by police in a way that victims of non-domestic related crime may not. Thus, it is understandable why police forces are take a robust approach to dealing with domestic related incident and crime.

Although victims of any crime can be vulnerable and repeatedly targeted, in this instance I am going to focus on a case of domestic related stalking and harassment I investigated over a prolonged period of time. The initial report made to police was from a woman in her 50s who had very limited contact with police in the past. She was stating that her ex-partner had turned up at her address unexpectedly and would not leave. On attending the call it came to light that the ex-partner was a man from the north of England who had travelled over 400 miles without an invitation

or without making the victim unaware. At the time of the call, although the behaviour of the male was strange, it was not criminal. On top of this, the victim did not wish to make a complaint to police, rather she wanted her ex-partner warned to leave her alone and reminded that the relationship was over. This was done by myself and a colleague and we watched the male leave the area.

Several weeks later, another report to police was made by the victim stating that she had been receiving threatening letters, emails, texts, and phone calls from the male. On speaking to the victim, it transpired that she had been receiving hundreds of texts, emails, and calls a day from the male; as well as almost daily letters from him that were vaguely threatening and accusatory, accusing her of cheating on him when the two of them were in a relationship. This unwanted contact had been occurring for several weeks and had started after the male turned up at the victim's address and was warned by myself and my colleague to leave the victim alone.

This means that the behaviour exhibited by the male had escalated from strange and unwanted to criminal. Ultimately, he was committing two offences: stalking and harassment. Stalking is an offence outlined in the Protection from Harassment Act of 1997 which states that unwanted contact with a victim by any means is an offence. In isolation, the contact may seem innocent however over prolonged period of time, it can cause the victim severe distress and effect their day to day life. Harassment is also an offence under the same act which states that repeated attempts to impose communication which can distress or fear to a reasonable person is an offence (Protection from Harassment Act, 1997).

The biggest issue I faced when dealing with this incident was that while the victim resided within my force area, the offender lived in the area of Humberside Police and because he was sending the letters, emails and texts, and making calls from his home address, it meant that the crime was actually occurring in Humberside rather than in South Wales. This meant that while I was dealing with and supporting the victim on my end, I had to leave the bulk of the investigation and dealing with the offender to a different force.

Communication between police forces has not always been the easiest thing to do however, in recent years there has been a massive improvement in the way forces communicate. This has mainly come with the advent and popularisation of certain technologies – mainly computers and the internet – which has led to databases being established and easier means of communication across distances.

In terms of managing vulnerable victims, like the victim of the crime I was involved with, there are many different approaches one can take. The first, and most standard, is submitting victim support referral forms and public protection notifications. These two documents are referrals to specialist teams who are then able to provide further support to the victims of crimes. This support can come in the form of refuge, mental health support, referrals to social services, the council, or different housing teams. The issue with these referrals is that, except for exceptional circumstances, they are wholly reliant on the victim consenting to the support. This means that if they refuse consent, the forms cannot be shared with outside partners meaning that they will not be able to access the support that they likely really need. However, on the occasions where the referrals are accepted, the victims are able to more easily access support from various sources that can prove vital.

Another approach that can be taken with managing vulnerable victims is making risk assessments of trigger points for them and the thing that makes them vulnerable (College of Policing, 2015). In a case of domestic violence, a potential

trigger point would be the release of the offender from police custody. This is a trigger point because whilst the offender is in custody, the victim is safeguarded from them. However, when the offender is released, the risk for the victim increases. This risk can be mitigated by putting certain things in place such as bail conditions stating that the offender cannot contact the suspect, target hardening measures such as CCTV and security lights, or even go so far as to find the victim a place in a refuge so that the offender does not know where they are. Of course, that's not to say that these measures are always effective. Sometimes offenders do not listen to their bail or victims are not willing to move into a refuge or even the refuge is found by the offender. All of these eventualities need to be considered when making the risk assessment.

In cases of anti-social behaviour, the trigger points may be different than those for crimes. For example, certain times of day or even a specific day i.e. Halloween or Bonfire Night. These triggers would need to be taken into consideration and procedures such as increased visible patrols may need to be put in place to dissuade the behaviour. Reassurance visits from members of the neighbourhood policing team may also be useful to help the victims of anti-social behaviour feel safer and to further curb the behaviour from those who commit it.

In cases of domestic violence, another way to help and manage victims is to make them aware of history of the offender. While this used to be a difficult thing to do, since the introduction of the Domestic Violence Disclosure Scheme, more commonly known as Clare's Law, it is now easier than ever for a victim to access information that may be relevant to them in relation to their partner. Clare's Law is a process through which a person (or someone close to them) can access information on the offending history of their partner. If it is then deemed that it would be prudent for the person to know certain information then they can be provided that information by police – generally this information involves a history of violence or domestic related crimes (Gov.uk, 2021).

Clare's Law disclosure at an early stage of a relationship can keep the person from becoming a victim entirely. Or, if they are already a victim it can help them see that the behaviour being exhibited towards them is not a one-time thing and therefore is not likely to end. This can then lead then to ask for help to leave the offender and to do so in a safe way. The issue with Clare's Law is that there is a significant lack of uptake on those who wish to receive the information. This is especially true of the "Right to Know" element of Clare's Law where, rather than apply for the information themselves, a person is offered it by the police in a situation where it is deemed that it would be beneficial for them to know the history of the person they are with. The uptake on Right to Know disclosure is 57% which seems like a good amount however according to Hertfordshire Police, of 64 of the people who declined information offered to them, 63 of them did not receive the information because they either refused to engage with police or they already knew the information themselves (Williams, 2018). This means that in the cases where the victim will not engage with police, that it becomes difficult to help them because without their cooperation and support, the hands of police are tied.

The best way to help victims is help stop them becoming a victim again by tackling repeat victimisation. While preventing repeat victimisation is not easy, if it can be achieved then it is worth doing. There is not one catch-all way to prevent repeat victimisation because the way offender and victims behave will vary on a case by case basis. However, there are some processes that are used more than others

in the hope of preventing repeat victimisation. The first is target hardening which is the process of making the victim a harder target for crime.

Target hardening comes in many forms but generally includes things like installing security cameras, lights, and alarm systems, fitting more secure doors or locks, giving the victim a personal attack alarm which calls police when pressed, or even putting a critical marker on the victim, their phone number or their address (The You Trust, 2021). By putting these things in place it provides the victim with more security thus making them feel safer in their own home as well as making it more difficult for them to be targeted. Of course, target hardening only goes so far, and in a lot of cases it relies on the victim engaging properly with police and wanting the measures to be put in place. Without this cooperation, most hardening measures cannot be executed.

In certain cases, simple things can be done to tackle victimisation. In cases of stalking and/or harassment, like the incident I handled, a simple measure can be changing the victim's phone number. However, in some case victims do not want to do this as they do not want to feel as though they are changing their lives out of fear. In my case, I seized the phone of the victim as it contained so much evidence. Besides providing this evidence, it also served as a way to allow the victim to change her phone and her number without feeling like she was giving into fear. Without her phone, the only way the offender could reach her was through the post and even then, she stopped opening his letters until he was arrested and they stopped completely.

To further prevent victimisation, certain orders can be placed on the offender to limit the contact they have with the victim or to attend at certain areas. There are several different orders that can be used – depending on the type of offence being committed. These include, but are not limited to:

- Restraining order
- Stalking Protection Order
- Domestic Violence Protection Notice/Order
- Criminal Behaviour Order
- Bail conditions

Whilst all of these orders have specific criteria that needs to be met for them to be put in place, in essence they all are very similar. They impose certain restrictions on the offender which, depending on what is deemed appropriate, prohibits them from contacting their victim or entering certain addressed, streets or areas. By breaking the restrictions placed on them, the offender is then committing a criminal offence and can be prosecuted for it and could face prison time amongst other penalties.

Repeat victimisation is an incredibly important issue in policing and it is a priority issue that is being tackled. Whilst not all vulnerable victims are repeat victims, all repeat victims are by their very nature vulnerable. They may not consider themselves as vulnerable, but from a policing standpoint they are and protecting them is one of the most important things an officer can do. The issue with victims is that they cannot all be managed in the same way, and thus each victim requires a bespoke approach in helping them stay safe, whether it be through support referrals, disclosure of offender history, or target hardening.

(Word count: 2178)

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 2000 words.

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: AMY HUGHES (Learner – electronic signature accepted.)

Date: 15/01/2022

Task 4

This is a reminder that this TASK 4 section is an opportunity for you to answer one question which should be relevant to the “advanced learning” area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

Choose 1 of these 5 options to answer

(Note for officers who have an interest in becoming a detective and wish to specialise in this role, you MUST choose option 5)

1. Response Policing.
2. Policing Communities.
3. Road Policing.
4. Information and Intelligence.
5. Conducting Investigations.

Task 4 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

You should choose **a policing incident** that was of a complex nature, in which you played a significant role in providing a response.

Critically assess the challenges associated with a response incident that you have attended, and the strategies developed for effective policing in such challenging situations.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Task 4 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

You should choose **a policing problem** relating to **policing communities** that **was of a complex nature**, in which you played a significant role in providing a response.

Critically evaluate a range of interventions that you have employed to promote community engagement, focusing upon a community issue that you have dealt with.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

TASK 4 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

You should choose a serious collision that you have been involved in that **was of a complex nature**, in which you played a significant role in providing a response.

Task 4 Option 3:

Critically evaluate the evidence base for dealing with serious roads incidents and strategies that could be implemented to reduce the likelihood of it reoccurring.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

TASK 4 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically analyse the effectiveness of the National Intelligence Model and the importance of the role played by cross border cooperation in relation to information and intelligence. Consider the how effective information and intelligence is utilised within policing operations.

Evaluate how you used specialist intelligence roles to support complex investigations.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

Information and intelligence are an essential part of policing because they help officers develop a better understanding of criminality and those committing crime. By developing this wider picture of what is happening, it helps officers and departments take a preventative approach to crime, rather than a reactionary one. As well as helping to tackle crime, information and intelligence can also help keep officers and the public safe when coming into contact with the subject of the intelligence. For example, if there is intelligence to suggest that a person is in possession of a firearm, certain protocols can be put in place when dealing with them, such as having firearms officers present. This then means that not only is intelligence vital in ensuring the disruption of criminality, it is also essential in keeping officers safe.

Despite its usefulness, intelligence cannot be taken at face value. This is because it may not be accurate or it may only make up a small aspect of a much

bigger picture. Because of this, there are specific officers, often known as Intelligence Officers, whose role it is to analyse and categorise intelligence. By doing this, they can establish how useful the intelligence is, and in some case, how sensitive it is. Most officers have no need to know specialist or sensitive intelligence such as secret intelligence relating to terrorism, however some intelligence can be vital in keeping officers safe, including intelligence regarding weapons that may be held by individuals that they come across regularly.

The National Intelligence Model is a model developed by National Crime Intelligence Service to help improve and professionalise intelligence thus making it easier to collate and action. In policing, there are three different levels to the National Intelligence Model. These are: localised crime, cross-border crime, and serious crime (Orodite Consulting, n.d.). By breaking intelligence down into these three simple categories, the National Intelligence Model makes it easier for officers to access intelligence and information that is relevant to them in their day-to-day role. For example, localised crime is important to local officers such as response officers and neighbourhood officers. However, that is not to say that those officers do not need to know about higher level intelligence, rather that it will not be as important to them in their daily role.

By processing information through the National Intelligence Model, the resulting intelligence can help with several different aspects of policing such as:

- Deciding on strategic decisions
- Making decisions based on gathering further information and intelligence
- The allocation of resources
- Creation of tactical plans
- Coordination of activities (Keningale, 2020)

By being able to use intelligence to help with the above stated things, this makes active policing more efficient. It means that there is a deliberate purpose to proactive policing and a thought through allocation of resources.

The National Intelligence Model is effective because it provides a specific outline for the way that information must be processed and scrutinised before it becomes intelligence. Specifically, the reliability and the motivation of the source of the information must be determined. Often times, information is given to officers by other members of the public. If this information is malicious or comes from a source known to lie to police, then it must be treated as unreliable information. That is not to say that it is not true or is not useful, but rather it must be considered carefully if it is to be used in any meaningful way.

Another thing that the National Intelligence Model allows for is reliable cross-border sharing of information and intelligence between police forces and crime agencies. Inter-force sharing is historically an area of policing that has fallen well-below expected standards however, in recent years, it has rapidly improved. This improvement has been fuelled by failings in information sharing – the most notorious of these failings being the Soham Murders whereby Ian Huntley was able to obtain a job in a school in Cambridgeshire despite being investigated for several sexually motivated crimes in Humberside, which ultimately led to him murdering two pupils from the school, Holly Wells and Jessica Chapman (Evening Standard, 2012). As a result of the murders, and its subsequent inquiry by Sir Michael Bichard, there was a significant development in the processes by which police forces and agencies could and would communicate with each other. In particular, the Bichard inquiry recommended, among other things, that a national IT intelligence system be created

to enable police forces to share intelligence with each other (Bichard, 2004). This system is now known as the Police National Database, and while not effective in 100% of cases, it is a massive improvement in the way intelligence is shared between forces. By sharing intelligence, it means that forces are aware of people who may be a danger to others or are involved in criminality, who may have not have been convicted of certain offences – which was the case with Huntley.

In more recent times, sharing of information and intelligence between forces has become vital in the ever growing fight against county lines drug dealing. County lines is an operation whereby gangs and organised crime groups from big cities, such as London and Birmingham, transport and sell drugs in small cities and towns. This transport and selling of drugs is usually facilitated by the criminal exploitation of children and vulnerable people (Helson, 2019). The sharing of information and intelligence is vital in tackling this type of crime as often times, the people committing the 'crime' are being exploited and abused, and may be from outside of the force area; without intelligence, the officers encountering that person would have no way of knowing the full circumstances and therefore could end up putting the person in more danger and ultimately, do nothing significant to end the larger crime that is occurring.

In a perfect world, all police forces in the country would use the same IT systems and databases. This is because it would ensure that all forces would have access to the same information as one another; as evidenced above, criminality does not respect force borders. Therefore, if different forces used the same systems then it would make it a lot easier to track this criminality and those involved in it. This would mean that forces would have access to each other's relevant information and intelligence, as well as being able to see any other relevant information about people, addresses, vehicles, or anything else that may be useful. This type of access to information could make investigations and proactive policing a lot easier, as it would allow officers an insight into nationwide criminality, rather than a limited view of what is occurring solely within their own force area.

As outlined above, intelligence and information is vital to successful policing; especially when used in specific operations. A particular example of this is the current fight against rising knife crime. Officers involved in specific operations to tackle knife crime will have access to information and intelligence regarding knives such as people who are known to carry them, feuds between gangs and gang members and any specific territorial issues between drug dealers to name a few. These pieces of information will not only serve to keep officers safe, but will also establish areas for patrol and people to be aware of whilst on those patrols.

While, information or intelligence on its own does not provide the grounds for specific searches on people – in the case of looking for weapons the legislation involved would be section 1 of the Police and Criminal Evidence Act 1984 – but it would help to build up ground when combined with other things that the officer may notice or be suspicious of on the day. By being able to action intelligence in this way, it means that its reliability and accuracy can be tested and taken into consideration if future intelligence is provided by the same source. It also means that if the intelligence is correct that proactive policing can be actioned and further criminality can be prevented, thus keeping the public safe and reassured.

There have been times in my own day-to-day role where information and intelligence has proved to be invaluable to the investigation. The most recent was when I was involved in the search for a missing person. The person that was missing

was a 15 year old boy from Birmingham who was residing in a care home and was a regular missing person. The male in question had first come to the attention of South Wales Police approximately a week before he had been reported missing when he was arrested after being involved in the theft of a van and a subsequent police chase. At the time, it was suspected that the male was involved in some form of county lines criminality as he had no links to South Wales and no reason to be in the area. When he was reported missing to West Midlands Police, they did checks on his phone and it was showing to be in the Cardiff area. Because of this, South Wales Police became involved in the search for him. Due to working in conjunction with West Midlands Police, I was able to have access to the information and intelligence that they had on the male. This confirmed our suspicions that he was being exploited and was involved in county lines criminality. They were also able to make us aware of the fact that he had a previous history of violence and carrying weapons.

This piece of information proved extremely useful when several days later, the male became a suspect in several knife-point robberies which he had been committing with several other males from the area who were also known to be involved in county lines criminality. By using information and intelligence we had collated on those males i.e. places they were known to frequent, associates, and family members, we were then able to find the male and safely affect his arrest. The information also turned out to be extremely important in apprehending all three males involved in the knife-point robberies and ensuring that they were remanded in custody until their trials.

Based on research and on personal experience, it is abundantly clear that information and intelligence is vital to modern day policing and that it is even more prudent that information and intelligence gathered by forces should be easily accessible to other forces because force borders do not serve to stop criminals from committing crimes in certain areas; in fact, more often, criminals take advantage of crossing in between different force areas to conceal their crimes, relying on forces not properly communicating with one another. Because of this, intelligence and, in particular, the cross-force sharing of intelligence, is vital in modern day policing. By using intelligence, the proper allocation of resources is ensured and proactive policing can be executed, thus keeping the public safe and reassured.

(Word count: 1810)

TASK 4 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically evaluate the processes employed in a complex investigation you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a complex investigation and review the interviewing techniques employed during this investigation.

Demonstrate your understanding of both volume and priority crime and serious and complex investigations.

Consider the strategies that you have used to deal with the impact of personal attitudes and values throughout this investigation process.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

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.

2000 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.

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	I believe that due to my training and subsequent on the job learning that I have developed a good knowledge of policing and the law. However, I feel that, given the variety that the job provides, that I will always have something new to learn. Specifically I believe I would benefit from learning more about more obscure and less-used laws and powers i.e. laws surrounding firearms etc.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Being a police officer requires a high level of skill. Specifically, skills such as working with others, knowing how to

							talk to people, managing a challenging workload. These skills are needed on top of more practical skills like knowing the best way to keep yourself and your colleagues safe (officer safety) and other job specific skills. At the moment, I think that I am in a good place with the skill set that I have however I am keen to improve and learn more things, which is always possible in the police as there is a plethora of courses and role-specific training available to officers.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Given that I am currently based in an extremely busy sector that is full of a diverse population, I feel as though I have had a good chance to experience all types of different incidents and issues. I am currently happy with where I am at experience-wise but am also aware that there is no such things as too much experience. I feel that as long as I keep being open and willing to attended a wide variety of calls that I will keep developing in this area.

Bibliography

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

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