



Prifysgol Cymru
Y Drindod Dewi Sant
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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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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
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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:

Teams are found in a variety of situations and opportunities to be a part of a team occur across a range of vocations and less formal settings, such as in sports. Whether in work or a social environment, it is desired that teams work together better to achieve better results, whatever those results may be. As such, theories have arisen which seek to identify what strengthens teams and produces results. This essay will examine different theories of team dynamics to consider how teams might work together more effectively. Additionally, the topic of conflict within a team environment will be examined, seeing how it impacts on performance. Finally, an examination of team dynamics within a police environment will be conducted, looking at the impact of those dynamics on officers not complying with professional standards.

The first aspect of team dynamics that will be explored is communication. As Schramm (1955) explains, communication involves sharing information, attitudes or ideas. Schramm (1955) goes on to explain how communication consists of a source, message and destination. Alternatively, it could be said that there are two parties exchanging a message. Sometimes that communication will occur between team members and at times that communication is from those in leadership positions to those they supervise.

The success of communication is measured in how accurately or consistently that message moves from giver to recipient. If the information is unchanged from its beginning, the communication has been effective but if the recipient misinterprets it, there has been some fault in how it was conveyed or how it has been analysed and taken in. The act of communicating involves an 'encoder' and 'decoder' says

Schramm (1955), speaking on the process of transferring the message from 'Source' to 'Destination'. This is the process where distortion occurs by the content being encoded in a way that is unexpected by the destination who is unable to decode it. Alternatively, an unsuccessful decoder will result in a misinterpreted message. Whatever the context, the exchange of information is at the heart of how a team function. Therefore, ensuring that information is exchanged accurately is clearly essential to teams being successful.

Within the context of Christian Ministry, Momeny and Gourgues (2020) explain that communication is essential for any leader seeking to create a positive environment within a team. They describe communication as "key to team health" which shows the impact it can have on a team and its ability to function. Due to this they have developed 'Communication Process Theory' (CPT) which suggests that a team can be transformed through communication which makes use of emotional intelligence and is intended to produce growth and development within a team. (Momeny and Gourgues, 2020). CPT begins by the leader overcoming fear, as they argue trust is the opposite of fear. In overcoming fear, the team member will trust the leader. With trust, a team grows in its collective identity and understands its shared goals better. At this stage, the leader should endeavour to "build upon an individual's sense of belonging" (Momeny and Gourgues, 2020) to develop a sense of belonging within the team thus increasing how committed an individual is to the team. This is essential if a leader wants to see cohesion between team members which in turn helps a team to achieve its goals.

Secondly, the relationships between team members should be considered in explaining team dynamics. Momeny and Gourgues (2020) state that there is a direct impact on the productivity of a team from how the team relates to one another. This highlights how important it is to ensure those inter-team dynamics are functioning to produce the best results. They go on to draw what those benefits of 'healthy' team dynamics are: 'trust, shared purpose, and an ability to understand how members integrate into the whole.' (2020). The argument here is that these are factors of good team dynamics, making the rapport within a team important.

Teams are not a constant, they change and develop over time. In their study of small group development, Truckman and Jensen (2001) examined a number of reports on group dynamics to draw them together into some common themes of how teams develop over time. They summarised team development in five areas, "forming", "storming", "norming", "performing" and "adjourning". "Forming" is the process of a team coming together and forming, or when new people may join a team at different times. At this stage, the team leader establishes the expectations of the group and provides the direction for where the team will be going. The team is beginning to form relationships with each other and are initially accepting of the leader's directions. "Storming" is the stage at which members of the group grow in confidence individually and start to voice their opinions and displaying their personality. At this point there may be conflict within as differing standpoints clash. These conflicts can distract the group from their shared goals if the leader does not maintain the focus of the team on their objective. "Norming" is a pivotal point in the process of a team developing as it is when the members start to accept the different viewpoints within and concentrate on their shared targets. At this stage, people understand their roles and the roles of others, allowing them to get on with work more independently.

“Performing” is the process of the team functioning together and achieving their goals. Issues are managed within the team and the leader can assign responsibility within the group. At this stage, the leader can withdraw to an extent and the team continues to function, the leader continues in a delegatory manner. The final aspect of Truckman’s theory of development is “Adjourning”. (1977) This final stage is the completion of the task for which the team was formed, so the team may be feeling unclear of what the next steps shall be for them or may be losing enthusiasm for the task. The process begins again if the leader initiates a new task or project.

Truckman’s theory provides an analysis of team forming and it applies to a Policing environment to some extent, for instance considering the initial training period of a Police officer.

When a new recruit joins the Police, the “Forming” stage is seen as recruits familiarise themselves with each other and their trainers and adjust to being a part of a disciplined organisation. If a new recruit is unfamiliar with the disciplined nature of the Police, they may begin by resisting the authority of their leaders, those training them, and the Sergeant involved in training. The “Norming” stage is seen when the officers have accepted their environment and started functioning together well in their learning process. This may be when a class of new officers take time away from work to socialise and relax together. “Performing” is seen in the latter stages of the training period when recruits are more relaxed around those training them and consider trainers more approachable. Student officers will thrive as they feel able to ask questions which results in more learning. As the training period comes to an end, the “adjourning” stage is seen in how recruits may feel less motivated by the lessons as they are beginning to consider the next stages of their recruitment. Students who have performed well may be recognised and the opportunity to reflect on the training period comes as officers have their passing out parade. As can be seen, this theory does explain team development and it does apply to a Policing context as seen in the example of the training period of new recruits.

Conflict is inevitable in a team environment as a team is fundamentally made up of a mixture of people with different backgrounds, ideals and ideas about what works. There may be issues over leadership and methods too (Greer and Dannals, 2017). There are four types of conflict identified by Greer and Dannals (2017, Pg. 318). They are task, relationship, process and status conflicts. Interpersonal conflict is a very emotive subject, so can have a big impact on a team’s dynamics. (Chen and Ayoko, 2012) Furthermore the impacts of such conflict can impact team results. (Greer, 2012). The atmosphere within a team can impact relationship conflict too, along with the behavioural processes. (Greer and Dannals, 2017) A pre-existing positive atmosphere, from manager to worker and within a team, will reduce conflict. However, if there is negative feedback and an adverse atmosphere, disagreements will arise more easily.

Conflicts over tasks are another reason that teams are dysfunctional, as they can become personal and emotive (Greer and Dannals, 2017).

Mohammed and Angell (2004) found that certain situations helped in reducing the chances of relationship conflict, studying the impact of time constraints and established team dialogue. They found that teams working in such situations found

those variables to help decrease conflict. Those factors are found in the work of Police officers responding to incidents where there are constraints on an investigation whether it be evidential opportunities, medical assistance or custody clocks. Once within a police force, although the structure of a team might change, there is a recognised order and structure which assists in avoiding conflict. Shared identity and context were found to assist a team dynamic that avoids conflict (Hinds and Mortensen, 2005). This is a huge part of a police team setting. In joining the Police and going through a collective experience of training, then being given a uniform that is worn throughout the force, officers find themselves sharing in a collective identity. Furthermore, much of the work of an officer is within a common context. Officers respond to calls of a similar nature, face similar hostilities, and interact with the same management and policies or procedures. Within a team, particularly at the same level, this common experience forms a bond, uniting teams and reducing conflict.

As previously mentioned, a shared context or experience can benefit a team in terms of reducing possibilities for conflict. However, that shared experience could have a detrimental effect on how a team complies with professional standards. With a shared experience may come a shared response, even if that response is not in line with the policies or procedures of a police force. Such behaviour could become accepted as part of the norm. Police misconduct, or failure to comply with the standards that are expected, is the result of three predictors according to Ivkovic (2005). They are community, individual and organisational. All three of these are connected with team dynamics. For example, it has been found that peers impact an individual. Within a police force, this might be seen through non-compliant peers affecting other officers receiving complaints (Wolfe and Piquero, 2011). There has also been reference to a “code of silence”, that within such a unique team setting where its members are experiencing high pressure situations together, members keep quiet instead of challenging behaviour they know does not align with the values of the organisation. That notion of silence goes directly against the standard of “challenging and reporting improper conduct” (Code of Ethics | College of Policing, 2014).

As the Police organisation is ranked in structure, there are layers of interactions between subordinates and superiors. For this reason, these interactions should be considered in relation to team dynamics. When considering the relationship between supervisors and subordinates, Wolfe and Piquero discuss how this can have negative consequences (2011). They consider the concept of a team’s culture being informed by supervisors, referring to Schein (1993), suggesting they create, manage and sometimes destroy it. If a supervisor is fair and trustworthy in their methods and practices, they are considered reputable managers with their techniques and directions to be respected. In comparison, those in positions of authority who persistently breach the required professional standards can “legitimize” such behaviour or “delegitimize” their position and respect from subordinates (Wolfe and Piquero, 2011). In essence, a team is affected by the person leading that team as they are pivotal in constructing the group environment which in turn can impact team member behaviour. In the Police these teams are often made up of officers with a Sergeant at the head, but there is no reason to suggest these effects will not occur at superior ranks in the hierarchy. Clearly this can very easily contribute to situations where officers do not comply with the standards expected. For example, a Sergeant

that is consistent in a proportionate and reasonable use of force will likely produce a culture of officers who use force in a similar rational manner. Officers will have a better respect for their supervisor and attempt to follow suit. However, if a Sergeant is seen to be excessive and heavy-handed in their use of force, it may result in officers mimicking such behaviour, in response to their superior's disregard for professional standards. Officers might lose respect for their superior and respond in behaviour they know to be wrong, even in an attempt to retaliate.

In summary, we have seen that there are a number of theories about how teams' functions and the dynamics between team members. These can be helpful as tools for assessing a team in a police force setting or as suggestions towards better functionality as a body. Additionally, the way teams develop and change over time has been examined. This is useful in monitoring teams in an environment where teams are formed and reformed so readily. In a way, each police incident will have a unique team of respondents interacting and performing together, so teams will be created and then disbanded for every call. Finally, some discussion has been had around team dynamics as a cause of misconduct by failing to adhere to ethical standards. Just as team dynamics have been seen to be manipulated to produce good results, they can have much more detrimental consequences.

Word Count: 2294

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:

This short essay will discuss an incident I have dealt with involving a vulnerable victim of crime. I will describe the incident and examine my approach with a vulnerable victim as well as considering alternative approaches. Additionally, the problems of repeat victimisation and offending will be examined with particular focus on how to minimise them.

Firstly, it is important to identify what a vulnerable person is. One NHS source describes a vulnerable adult as someone who is “for any reason unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.” (University Hospital Southampton, 2021). This could be manifested in a number of ways, through physical inability to protect oneself from harm, or some mental inability, or cognitive deficit. Someone may be vulnerable due to lacking basic skills many of us take for granted, or due to some lack of mental capacity (Dewis Wales, 2021). Generally, all children are considered vulnerable as their age is considered to prevent them from being unable to fully take care of themselves or protect themselves, however there are clearly going to be some children who are more vulnerable than others.

There are many vulnerable people in society today, so it is inevitable that the Police and other professionals will encounter them in their day-to-day workings. As such, it is crucial that they get it right to minimise the risk to those who are vulnerable and offer them any support they may lack.

The incident I will be exploring is one of fraud where a vulnerable person was the victim of someone taking money from their account by impersonating a company employee. This is a case of fraud by false representation under Section 2 of the

Fraud Act as the caller was presenting as working for Sky which was not the case (Fraud Act 2006). The victim, who has dementia, had received a phone call from someone stating they worked for the victims' internet provider. They appeared to know the victim and her situation and claimed that her internet was infected with viruses. They convinced the victim to download an app to her phone and, following that, asked that she look at her banking app, as she was apparently eligible for a refund. The lady opened her banking app, put in her security details and then she lost control of her phone. She could see money being transferred from her account and had thousands of pounds taken and transferred to an account she did not recognise. This lady was vulnerable due to her age and her dementia. These factors were exploited by the caller, taking advantage of her to gain access to her bank accounts and removing money from them.

Incidents like this are not uncommon and the BBC has reported an increase in recent times in such scams (Wakefield, 2021). They have been on the rise, particularly during lockdowns where people are forced to remain at home and will likely continue as people keep falling prey to them. This increase has even been described as a "pandemic" (Corera, 2021) in the UK. The large amounts of money that are lost each year are rising and this in turn affects how the United Kingdom is viewed as a place of business. This demonstrates the far-reaching impact of this type of crime. On an individual level, the impact can be devastating, especially when the target is vulnerable. A victim can see their life savings disappear in moments, all due to their trust in the voice on the other end of the line and for vulnerable victims, they have not been prepared to safeguard from this type of attack or may not have the expertise to detect when someone is duping them.

When dealing with these types of incidents, it is initially the call handler who interacts with the victim, followed by a response officer. The decisions made by these two people can have a dramatic impact on the quality of service a victim gets as they are the first to interact with the victim, identify their vulnerabilities, and signpost in the direction of the best support. A call handler asks a number of questions when speaking to a caller to gain as much information as possible, so that an appropriate response is given. These questions identify risks to raise with the response officer who will speak with the victim. These questions relate to repeat victims, disabilities, and additional needs of the caller and other risk identifiers.

On attending to speak to this woman, the vulnerability of her age was immediately apparent. As is the case with any interaction, it was possible to identify that this woman appeared older and to infer that there would be some vulnerability due to this. Her dementia was not obvious however but was mentioned by the woman during our conversation. When dementia was mentioned, it stood out as a factor of her vulnerability. Dementia can affect "memory, thinking, orientation, comprehension, calculation, learning capability, language, and judgement." (National Collaborating Centre for Mental Health (UK), 2007). It is obvious how someone with dementia, then, could be exploited, especially by this type of fraud.

In responding to these types of victims, where they are displaying vulnerabilities, the Police are not always the best service to provide support. That is why it is essential that Police work with partner agencies to signpost victims to get help and to make other agencies aware of those who need additional support. If the Police can work

efficiently with other agencies, these vulnerable victims will get the best outcome and help to prevent repeat victimisation. Partners may be able to put measures in place that allow vulnerable victims to be better equipped to recognise and avoid falling subject to crime, especially in similar circumstances to this example.

Within Gwent Police, there is a policy of submitting Public Protection Notifications (PPNs) for vulnerable people that are involved in Police incidents. These PPNs vary depending on the risks identified by officers, but they include a set of questions to answer regarding the subject and the opportunity for an officer to write about their own observations. These are forwarded to social services to make contact with the subject or parents, in the case of some children, to understand their circumstances. PPNs allow the Police to bring to the attention of social services those in need of support, so that help can be set up for them. It also allows social services to be kept updated about those already in their care to enable a fuller picture of their needs and lifestyle.

In this instance, the woman was already known to social services due to ongoing support being given with her dementia. In liaising with them following this incident, new risks were identified regarding the female's ability to recognise and avoid future fraudulent attempts. With this incident being shared with them and the concerns of officers being recorded and passed on, social services were able to develop their knowledge of this female. Safeguarding advice was given to the woman by myself, to help her understand how to protect herself from repeat victimisation. For example, I explained the "Take Five" campaign (Take Five - To Stop Fraud | To Stop Fraud, 2021) which promotes the importance of taking time to consider what a caller is saying, not rushing into answering questions or doing what a caller is saying.

In conclusion, this essay highlights some of the vulnerabilities that may be encountered by the police when dealing with victims and the importance of working with other agencies. If victims are the priority, then identifying and providing support for those who are vulnerable is crucial. The police should continue to keep partners, especially social services, aware of the incidents they deal with that involve a vulnerable person. Those services have the resources and training to better help and provide advice, to avoid repeat victimisation, so they can offer a better service than the Police. In working together, those needs are met most fully met as a more representative picture is built of what life is like for an individual.

Word Count: 1352

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: _ Aled Goodwin _ _ _ _ _ (Learner – electronic signature accepted.)

Date: _ _ _ _ _ 14/04/21 _ _ _ _ _

Task 4

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

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

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

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

ANSWER:

This essay will look at information and intelligence and explore what is meant by those terms, as well as where they have originated. It will consider how information and intelligence can assist Police forces in tackling crime, in particular widespread crime. There will be a focus on how that data benefits the effective policing of roads. There will be exploration into what ANPR is, focusing on what it can provide to the Police with some examples of how it is deployed as a tool that supports roads policing.

Before information and intelligence use can be evaluated, consideration should be given to what is meant by those terms. As stated by Innes and Sheptycki (2004) intelligence is becoming ever more "pivotal to the conduct of effective and efficient policing". Is there any difference between information and intelligence? Innes and Sheptycki refer to intelligence as the product of information, describing intelligence as "information that is organizationally encoded" for use in the future for "social control" (2004, pg. 5). They continue, discussing this relationship between information and intelligence in the following way, "information consists of bits of data that, when combined and viewed together with relevant background knowledge, may be used to produce intelligence." (Innes and Sheptycki, 2004. Pg. 6). Essentially, intelligence is the product when careful consideration and scrutiny are given to multiple pieces of information, in terms of their validity and detail. Intelligence is used by numerous organisations, particularly in the field of security, however this essay will focus on the specific context of intelligence within Police work.

Willmer (1970) identified that information is fed to the Police all the time, and that the translation of this information to intelligence is a demanding, time consuming task. Willmer describes this process of modification as gaining material and sanitising it into significant "bits" that lead to a Police response. The use of intelligence in Policing has developed and grown as technology has allowed for more information to come to the police for analysis and become intelligence. For example, twenty-five years after Willman wrote, a survey in the United States found

approximately 6% of households to be without a computer (Mullen, 1996). Now, a further twenty-five years later, the figure is surely even lower. Society is faced with more and more information each day, as are the police. In an ever-connected world, information travels more quickly, so the effective obtaining and analysis of it is key to an effective Police response.

Information is gathered from a mixture of places, some that are accessible to everyone and others that are established by the Police to obtain such information. For example, Police use covert human intelligence sources (CHIS) to find out information and develop it into intelligence. A CHIS is often paid in return for the information they provide, giving an incentive to those who have links to criminal groups. This role could also be taken by an undercover police officer. The idea of using subjects as a CHIS is not new, however the protection and guidelines for such informers has improved (Billingsley and Lennon, 2009). As previously mentioned, technology provides opportunities to obtain information and subsequently develop intelligence. Simultaneously, technology allows for a more efficient viewing and processing of information into intelligence, taking away the need to travel to view data (CHAN, 2001. Pg. 142). As later discussed, Automatic Number Plate Recognition is another asset to information and intelligence relating specifically to vehicles. It is a form of technology that is very useful to Police.

One of the more overlooked sources of information is regular missing persons, specifically children who are regularly reported as missing. The reason for their being overlooked is the vast amount of time and energy used by Police in the regular creation of missing person reports, area searches and return interviews. These children can easily be seen as a frustration and waste of time. This can result in officers completing tasks carelessly or half-heartedly, but as the prevalence of crime such as 'county lines' drug trafficking and child sexual exploitation increase, they should be taken more seriously (Richardson, 2019). When a missing person is located or returns, they must be asked about where they have been and what has happened in the time they have been missing. This is a safeguarding task, but also can gain intelligence. This is an opportunity to build a picture about the child in order to determine if they have been drawn into county lines by a drug gang, or even if they are being sexually exploited. Gangs prey on children who are at risk through poverty or being in care, recruiting them to be exploited by tempting them with money or a sense of belonging (Stone, 2018). These children are enlisted to complete jobs which are more precarious. Due to their age, being caught with drugs or weapons would result in lesser consequences for the children exploited. Often these low-level drug runners are those who come into contact with Police. In gaining information and producing intelligence from these children, it allows for better understanding of the larger gang network and those in more powerful positions within the hierarchy. In the case examined by Stone, the convicted gang member 'M' had "recruited at least three vulnerable teenagers who had been reported missing from their homes" and this is likely to be the case with numerous teenagers reported missing each month (Stone, 2018).

There are four categories of intelligence according to Innes and Sheptycki (2004, Pg. 10). They define them as "Criminal", "Crime", "Community" and "Contextual". Criminal intelligence pertains to the material about organised crime groups and their

activities. Crime intelligence relates to particular crimes, where they are occurring, and their frequency. It is provided predominantly by those willing to inform from within those circles. Community intelligence is explained as information that comes from the public about community issues that are pertinent. Lastly, contextual intelligence is regarding the changing nature of society and the effects of “social organisation” changes on policing (Innes and Sheptycki, 2004. Pg. 10).

The use of intelligence allows for a completely different approach to Policing. Rather than traditional reactive methods, whereby an offender is sought following an offence being committed, intelligence allows a proactive approach to Policing where the very methods for committing criminal activity are disrupted and targeted in preventing crime from happening. Some have labelled this approach as intelligence-led policing, the move away from rapid response or deployment following an offence (Ratcliffe, 2016). Ratcliffe goes on to describe the concept of intelligence-led policing as a complete role reversal, in that instead of an approach focussed on those at the bottom who respond to emergencies, its approach is top-down. It may be a unique approach, but is it effective? This approach was described as being a “future oriented, targeted approach to crime control” (Maguire, 2000).

To assist in the move to intelligence-led policing, the National Intelligence Model (NIM) was introduced. Some have suggested this has provided standardised Policing practice (Maguire and John, 2006). The NIM was the creation of Superintendent Brian Flood, amongst others, whereby police management is divided into three levels, consideration is given to available resources and how they are distributed and tasked (Maguire and John, 2006). The three levels of management focus on local area policing, force-wide or regional issues, as well as national or international considerations. Within each of those levels, a tasking and co-ordinating group (TCG) runs. The TCG involves managers within each level in decision-making centred on the prioritisation of intelligence and allocation of resources where appropriate. Flood argues that the implementation of the NIM across Police forces nationally indicates consensus that policing should be “primarily preventative” (Flood, 2004. Pg. 63). This impacts road policing in particular. These more specialist units are better utilised by the use of the NIM. The tasking process provides clear goals for these units, whether that be vehicles to target that intelligence has revealed as being used for drug supply or routes to patrol that are suspected of being channels of trafficking. If a suspect is identified as being involved in the supply of drugs, perhaps from intelligence gained from a CHIS (Covert Human Intelligence Source), making use of ANPR can give movements of a vehicle so that traffic officers can stop the vehicle when a delivery of drugs is to happen and catch offenders in the act.

Non-traffic officers also have a responsibility for providing intelligence based on their interactions with the public and offenders. In submitting intelligence, they help to build a picture around offenders and crime types. For example, officers often respond to reports such as suspicious vehicles lingering in an area, or being parked up regularly. Officers can be slow to respond, and vehicles may have gone. If intelligence is submitted regarding the suspicious behaviour based on what the person reporting has seen and heard, traffic units can act on that intelligence to stop a vehicle, see who is driving it, why they are out, and if there are grounds to search the vehicle.

Automatic Number Plate Recognition (ANPR) was invented in 1976 at the Home Office Scientific Development Branch in England (Gurney, Rhead, Ramalingam and Cohen, 2012). Through the use of cameras and computers, number plates can be scanned and cross referenced, and the information or intelligence connected with a vehicle can be viewed or flagged to officers. It is widely used by Police forces and is a great asset to both reactive and proactive policing. As its name suggests, much of the work of ANPR happens without any involvement of a Police Officer, instead as vehicles drive along sections of road, these cameras capture their number plate and run it through a computer database to return any details known about that vehicle. As such, it is efficient and is cost effective. It is not just the Police that use ANPR. It has begun being used in other settings too, such as in car parks to monitor drivers coming in and out and eliminating the need for paper tickets. Additionally, Highways agencies and other commercial organisations use this technology (Kirby and Turner, 2007).

The Police ANPR network of cameras makes use of a variety of road types and locations across the United Kingdom. Many of the cameras go unnoticed by road users as they are subtly placed and not signposted. Moreover, the locations of the camera network are not shared as they are a valuable asset. In addition, some Police vehicles have ANPR cameras attached to them, predominantly within a Police force's road policing – or equivalent - unit. These cameras relay the number plates to computer systems housed within the vehicles which access any data held relating to them.

ANPR can be used to enhance reactive investigations as well as supporting proactive techniques. It is a versatile tool that Police forces use and should continue to use in disrupting crime. In their article about the use of ANPR, Detective Chief Superintendent Stuart Kirby and Detective Superintendent George Turner outline a number of reactive and proactive uses to ANPR (2007, Pp. 37-38). In reactive circumstances, ANPR can identify vehicles being used to commit crime, allow for research of possible suspects, provide research on the vehicle of a victim to understand the crime, to ascertain witnesses and to investigate an alibi. Evidently there is a lot that ANPR may provide assistance with during an investigation. Simultaneously, in a proactive environment ANPR can help in researching a target, locate a vehicle or record its movements for future surveillance, provide insight for planning an arrest (Kirby and Turner, 2007).

It should be noted that ANPR is not without its limitations. For instance, if a vehicle displays a registration plate that does not comply with regulations, cameras will struggle to recognise its details. Furthermore, despite ANPR being able to trace the movements of a vehicle, there is no guarantee that those movements align with the movements of any individual associated with that vehicle. The images from these cameras do sometimes allow for the identification of a driver or front passenger however this is not their primary purpose, that is to record the movements of a vehicle (Kirby and Turner, 2007).

Considering ANPR plus information and intelligence, it can clearly be seen that the two elements work together. As information is collected, analysed, and sanitised to

become intelligence and then recorded in relation to a person and their vehicle(s), it allows for a more informed policing of the roads.

These are some specific examples of the use of ANPR in investigations. Firstly, in locating an offender or an area to search for an offender. For example, if a burglary has been committed and the offender disturbed, so they have escaped in a vehicle. If the victim or a witness can provide an index to Police, checks can be made on ANPR for a number of things. Checks can be run on the times this vehicle has been captured on ANPR in the days or hours before the burglary. This could give information about where the offender has come from, where they usually drive around, if they had pre-planned their criminal activity, and crucially their direction of travel immediately following the suspected offence. This last piece of information would provide guidance to managers in deploying resources to trace and stop the offenders in their attempt to escape the scene.

Secondly, if a vehicle identified by officers is suspected to be using cloned plates, as more and more vehicles are becoming (Hymas and Boycott-Owen, 2021), then ANPR can quickly assist in confirming or denying that suspicion. It is possible to check a registration plate within a timeframe and compare the locations of cameras that have registered the vehicle. If a vehicle is registering in more than one place within a time period that would be unfeasible to be enough for the length of the journey, it would suggest that the vehicle is cloned. ANPR would not say which vehicle is cloned however, so there is still some investigation required.

Thirdly, consider the increase in car theft seen in the rise of keyless car theft (BBC, 2019). It is commonplace for thieves to work in partnership, approaching a target vehicle in their own vehicle before one of them attempts to intercept the signal of a key fob to unlock it. Once the target vehicle is unlocked and taken, the accomplice follows in their own vehicle. In this scenario, the owner of the stolen vehicle can provide their registration to the Police which allows for ANPR checks to return results of vehicles that are traveling in convoy. Through this more detailed request, the offender's vehicle with an unknown index which follows behind may be identified by multiple hits of the two vehicles in convoy. This may lead to identification of offenders, offender location, and even links to other vehicle thefts.

In conclusion, information and intelligence is central to police work. Its use stretches far and wide within crime investigation and proactive policing. This essay has considered the impact it might have if applied more rigorously to communicating with missing children, as well as the value in roads policing by means of ANPR. As policing continues to be intelligence-led, forces should continue to make use of the resources available to them. To be effective, preconceptions should not become barriers to retrieving information such as through proper interactions with missing children. Intelligence is important and as relevant as ever in policing today and as forces look to continue in a proactive approach, it will be fundamental to enabling them to do so.

Word Count: 2584

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. Understanding Community Protection Notices and Warnings		7		2			Look at some examples of CPN/CPWs issued locally to understand the restrictions they impose on people. Read through legislation on them: Anti-Social Behaviour and Crime and Policing Act 2014 to learn about the

						legal powers connected to them. Ask Neighbourhood Policing Team about their use of CPN/CPW in dealing with antisocial behaviour.
2. Use of Sexual Harm Prevention Orders and how these are enforced.		7		4		Spend some time with MOSOVO where possible to understand how SHPOs are enforced, how they are applied for and what types of restrictions they can include. Read legislation on the subject too – Sexual Offences Act 2003, Section 103A
3. Knowledge of evidential opportunities at crime scenes			9		5	Review notes from initial training from CSI explaining how to manage evidence, correctly bag, store and exhibit. Speak to CSI officers when there is opportunity. Ask CID department about different evidential types they have dealt with. Assist colleagues wherever possible with collecting, bagging, storing and inputting evidence onto computer system.
4. Completing Traffic Offence Reports			9		5	Take opportunities to be proactive in looking to administer TORs, particularly when crewed with a colleague who can use blue lights and pull vehicles over. Take time to go through TOR booklets to keep the process familiar.
5. Knowledge of Fraud investigations		7		4		Read up on Fraud Act 2006. Visit online material relating to Fraud investigation and prevention – Action Fraud. Gain advice from Fraud Triage Team and consider an attachment for more understanding

							of what can be achieved in investigations. Reach out to financial investigators at banking companies for knowledge and advice.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Interviewing Suspects in custody			8		5		Watch back my own interviews to understand where there can be improvement. Watch interviews of more experienced colleagues to learn from their methods. Ask Sergeant for feedback and more opportunities to interview, to develop skills through exposure. Speak to CID about more complex interviews.
2. Preparing Case Files			10	4			Read through CPS guidance on what they require from officers. Speak with case file staff about the elements of a file that are more difficult – writing a good MG5, understanding the new process of submitting a CM01. Offer to help colleagues in preparing items for their case files to gain extra practice.
3. Taking accounts from children or vulnerable adults using a Witness Interview			8	4			Try to speak to officers from Public protection for some advice and guidance on using WIB booklets. Speak to Achieving Best Evidence trained officers about what is needed from a

planning Booklet							WIB when they interview a child/vulnerable adult.
4. Completing a RTC booklet			10		5		Ask to view examples of booklets completed by colleagues. Ask for attachment with traffic to have more time to shadow an officer completing a booklet/have more opportunities to complete a booklet with supervision.
5. Completing Charter applications.		7			5		Ask for feedback on my first application. Speak with high tech crime unit to assist with this. View example applications and assist colleagues in submitting applications for a variety of investigations.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Explaining Stop Search and the aspects of GOWISELY while conducting a search.			8	4			Practice search techniques. Keep familiar with the elements of GOWISELY and read into the legislation for searches. (Section 1 PACE and Section 23 Misuse of Drugs Act). Practice explaining the elements of GOWISELY so that they are clear. Familiarise self with force policy on recording stop searches. Speak to experienced officers on

						shift about their methods.
2. Vehicle Searches – methods and techniques for effective searching			8	2		Speak to a search trained officer about methods for searching a vehicle. Volunteer to assist when opportunities arise. Ask Sergeant about any operations that may be running where searches will be conducted to gain practice.
3. Completing an ONYX booklet with a victim of a sexual assault			10	3		Familiarise self with the contents of an ONYX booklet, the questions to ask and how to record answers. Speak to SOLO officers about their experiences and suggestions for how to approach dealing with sexual assaults first accounts. Ask to accompany a SOLO or other officer in speaking to a victim to see how they approach these situations.
4. Applying for a warrant from a magistrate			9	1		Ask colleagues who have done this about the process and details of how this is done. Ask Sergeant about when this is done and to be able to witness the procedure when there is next opportunity.
5. Creating Postal Charge Requisitions		7		4		Speak with custody sergeants about the process and read force policy documents about the use of PCRs.

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