

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/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

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Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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Component 1 50%	Area of Professional Practice	Word count
Task 1	Maintaining Professional Standards Leadership and Team-working Wellbeing and Resilience	2500
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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:

Within every police force there are numerous roles that contribute to the every day working operation of a police constabulary. All these roles within a force work towards protecting and reassuring the communities in which they are responsible for. To maximise the productivity of the constabulary, every individual who works for the constabulary brings a variety of skill sets and experiences. With every individual having different strengths and weaknesses, it is crucial for the constabulary to recognise and implement theories to enhance team work to capitalise each individuals skill set to have a holistic approach embedding the skills of a team to tackle the criminality demand within communities. All whilst each person adheres to the code of practice whilst doing so. Paoline, Myres & Worden (2002) form the view that those from different backgrounds bring different policing outlooks and attributes based on past experiences

Throughout this essay I will be focusing on theories that relate to team dynamics and how these theories underpin the development of team cohesion. I will be looking into theories from Belbin, Tuckman and Lencioni. I will evaluate these theories and look at how they impact upon cultural norms within the police.

To be able to understand the dynamics of a team and how a team functions, it is necessary to consider the individuals who make up the formation of a team. Belbin (1981) describes a team role as “a tendency to behave, contribute and interrelate with others in a particular way” Belbin’s ideology suggests that within a team, it is built upon individuals who categorise into one of his nine characteristics of personality type. Each personality of the individual deciphers the best suited category for that person. Belbin emphasis to have a well-balanced team, the make up the nine roles should be incorporated to every team to give it balance. Belbin specifies the nine roles to create a team as being: resource investigator, team worker, co-ordinator, plant, monitor evaluator, specialist, shaper, implementer and completer finisher.

Prichard and Stanton (1999) conducted research into the ideology of the structure of teams that were made up with individuals with different characteristics and those who had the same/similar characteristics. Results from the study were consistent with Belbin’s notion that that those in a team with different characteristics performed better.

It is important to note that within a team, it is not always possible to have a balance of these roles. Those who are not dominate in a personality type acquire a role which they adapt to or if there is not an equal balance of personality types within the team, it results in individuals taking on a role which they are not suited to. However, Belbin (2010) stated that a team does not require nine individuals as those who are in a team are able to have the characteristics of multiple roles. As a result, this will have an impact on the motivation of the individual which in essences impacts on the team.

Lupuleac et al (2012) conducted a study into how a structure of a team based on Belbin’s model influenced a team’s motivation. The study looked at a team who had no diversity in the role types of their team to a team who had variety within the roles as set out in Belbin’s theory. It concluded that a team that incorporated the nine

personality types had higher levels of motivation. The more variety within the roles of the team would be a direct correlation to the increase in motivation. Within the police, there are numerous different teams who not only work with other individuals within that team but collaborate with other teams/departments and several different ranks of authority. Teams that have not got a balance of different role types face challenges on how they function. If senior rank and/or management can identify these roles within the teams it will have a positive impact on productivity of the team. It is for senior officers of higher rank/management to have the understanding of the people within their team to be able to determine and support teams to ensure that these roles are included and diversified within the teams in the force.

An equally significant aspect of understanding team dynamics is to be able to define teamwork. Scarnati (2001) defines teamwork “as a cooperative process that allows ordinary people to achieve extraordinary results”. This definition highlights the importance on how more is achievable through working as a team. An example of this is when a police constable is investigating a case and require support from others which may be in the form of specialist officers such as forensics. This can be the different in the constable being able to prove or disprove a person’s involvement in that case. Without the collaborative support, the investigating officer would be limited to how far they would be able to investigate the case.

Considering Belbin’s team roles and focusing on the importance of how hierarchy implement individuals’ roles within a team. Attention is required to the dynamics of a team. Myres (2013) defines team dynamics as “the unconscious, psychological forces that influence the direction of a team’s behaviour and performance” Depending on a team’s dynamic can impact upon their performance. This is important to be managed as a good team dynamic can produce outstanding results but if it is not managed then the toxic relationship within the team dynamic can have a detrimental effect on achievement by the team.

To develop team dynamics, Tuckman and Jensen (1977) created a model of five stages of team development. The stages of Tuckman and Jensen’s model are forming, storming, norming, performing and adjourning. The model was focused towards smaller groups, but the principle can be transferred to develop team cohesion.

The model escalates through the stages as the individuals displays behaviours to be accepted with a position within a team. The forming stage is about an individual establishing themselves by adhering to the leader but keeping themselves distant from the team. The behaviours from this stage are transpired by the team leader. Storming is when individuals become vocal about their feelings and concentrate on building relationships rather than focusing on the job. Norming is the stage after relationships have been formed within the team and the individual can utilise their skill set to focus on the job. Performing is the stage where challenge takes place within the team and the individual is accepting of criticism of other team members. Adjourning is the closure of a project/objective, this is a reflection on what had been achieved to complete a goal.

In the early stages of Tuckman and Jensen's model, a major involvement is played by the team leader. With the main influencer being the team leader to a new individual within a team, the development of a person is primarily learning through their direction. Jaing et al (2020) researched into the attitudes of a leader had on an employee. They found that those leaders with a positive attitude had positive outcomes from the employee and those leaders with negative attitudes had negative outcomes from the employee. Depending on the leader, will play a significant role on the individual. In the absence of a team leader and the responsibility falls to a member of the team the same principle will apply with the new team member being influenced by the values and work ethic of that person.

In the police force a new recruit police constable is governed by the same ideology with the Sargent acting as the team leader. Their Sargent will be the role model for that particular new recruit so depending on the motives of that Sargent's will be depend what transpires to the new recruit and the existing team. Within the team there may be other constables who are in the same position and only had their current Sargent to idolise or there could be several officers with longer service who have had multiple Sergeants. This can create conflict within a police forces as officers who have experienced changes to procedures and management styles may influence the new recruit into their style of working and therefore would not be able to follow Tuckman

and Jensen model. As they would be receiving contradicting information and could find it difficult to establish themselves within the role.

Furthermore, due to the large number of individuals who work for a police force and substantial recruitment drive for new police constables. There is a continuous change within teams and departments with new recruits joining teams and existing team members gaining promotions it is difficult to implement the model set out by Tuckman and Jensen due to the time it can take in later stages such as norming as there isn't the stability of having the same team.

Understanding the concept on trying to build team cohesion has been set out in a model created by Lencioni which he called "the five dysfunctions of a team". The five areas which Lencioni sets out to building team cohesion are: inattention to results, avoidance of accountability, lack of commitment, fear of conflict and absence of trust. The areas within the model can be targeted individually but is most effective with each area the areas are interrelated rather than stand alone.

The first stage in Lencioni's model is absence of trust, this stage requires team members to be transparent with their team to be open and honest with their team which includes admitting to their mistakes and weaknesses. Without this trust within the team it sets the tone for the second stage, fear of conflict. Therefore, teams are unable to discuss and debate ideas to get honest feedback as they try to protect themselves with giving guarded information. In the third stage, lack of commitment, individual who haven't expressed their honest and comprehensive views in the previous stage do not hold themselves to commitment within the team. The fourth stages focus on the avoidance of accountability. If members of the team haven't committed themselves to a clear plan of action, Lencioni states that team members then find it hard to challenge team members on their counter productive behaviour for good of the team. The fifth stage, intention to results is when the individual puts their needs ahead the needs of the group.

Lencioni's model outlines how transparency within a person is the fundamental to being able to build healthy relationships within the team so individuals can be challenged in a team. With the nature of working in the police, frontline officers can be

put in hostile situations. Rosenstein & O'Daniel (2006) conducted research into the effect of disruptive behaviour and conclude that it had a significant impact on team dynamics. The disruptive behaviour increased the levels of stress and increased likelihood of making errors when carrying out work. When the police deal with some offenders they tend to display disruptive behaviour. This shows that impact that it can have on the officer and therefore how it can affect that individual's performance. This highlights the importance of officers being able to trust one another and be open and honest to help support each other.

The College of Policing (2014) issued the code of ethics as a code of practice under section 39A of the Police Act 1993. In the codes of practice it expects that everyone working within the force adopts these standards of behaviour. Within the models of team dynamics, Tuckman and Jensen and Lencioni, they require those working in the police to be able to build relationships within team. By being open and honest with the team to allow the relationships to be formed. "Honesty and integrity" is one of the standards of professional behaviours that is expected but if a person isn't displaying honesty which includes with themselves to their team. If this is the case, the person is not only not complying with professional standards, but they are not going to be part of the team which has the detrimental impact on developing team cohesion.

According to Paoline, Myres & Worden (2002) police officers deal with their organisational environment by having a "lay low" or "cover your ass" attitude. Those who go against this notion will disrupt relationships with the team but can result in a failing to comply with professional standard requirements. Those officers within the team adhere to the idea set out by Paoline, Myres & Worden influence colleagues to work in the way they do. This takes away from the reason why a person is doing a task, not to help or adhere to a policy but rather them facing the consequence as it will get them in trouble.

The structure of a team has many influences that can be affected on how it performs and the dynamic within the team. It is not solely down to a person's attributes that has an impact but on external influences such as other team members and the hierarchy of management. Lencioni's covers the importance of the transparency of

the individual. This goes hand in hand with what police officers need to adhere to policies, protocols and procedures within the police force. But as there is a continual evolution of policies, protocols and procedures, those officers who have been in the force for a considerable amount of time and do not adopt the way the policing has become try to shape the team that they are part of by implementing the norm of behaviour they have developed in their career. Therefore, management have an important role to play in understanding the makeup of the individuals in their team and shaping them to adopt the policing culture which they transcribe.

Word count: 2271

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:

Throughout this essay, I will be reflecting on a domestic abuse incident. I will be evaluating the processes which I followed to safeguard the victim and reflecting on what support I was able to offer the victim. I will also be reflecting on what a repeat victim of crime is and how to prevent a person from becoming a repeat victim of crime.

The incident which I will be evaluating was to an emergency call to a public car park in a middle of a village. The call was made on behalf of the victim by her sister reporting that her sisters' ex-partner had smashed her car up. Upon arrival at the scene, I was flagged down by a female who was the caller to the incident. I was informed that her sister arranged to meet her ex-partner in the car park as it was arranged for the victim to give back belongings to the subject. The subject had asked if he could get back with the victim, but the victim said no. The subject reacted in anger and punched the victim's drivers window causing it to smash, he has then punched the vehicle a second time causing the rear window to smash and then continued to kick the car a number of times causing multiple dents in the body work of the vehicle. As the subject got back into his vehicle and started to drive off, he shouted to the victim "you have seen what I have done, if you call the police the same will be done to your house"

The victim was sat in the passenger seat of her sister's car and was distressed by the situation that had occurred. The victim was hyperventilating and hysterical crying. My first thought was to try calm the victim and ensure that no physical harm had come to her. Having established the welfare of the victim, I tried to obtain an account from the victim. Reflecting on my approach, I could have offered the victim a place where she felt comfortable to provide an account. The victim had a closed body language and did not want to engage with conversation around the incident. I explained that my concern was her safety and to minimise any future harm happening to her. The victim explained that the behaviour displayed by her ex-partner is his normal way of behaving and it was her fault as she had not agreed to what he wanted. The victim explained that the subject was of Polish nationality and spoke broken English which the victim felt hindered his understanding. As a part of this the victim repeatedly blamed herself for what happened. My concern was that the victim had normalised the subject's behaviour.

I offered the victim to be contacted by the domestic abuse crisis team as they would be able to further safeguard the victim and offer her support around domestic abuse. I explained that it would not be until the morning due to the time of night, but this would also give the victim the opportunity to consider the supporting police action by providing a statement against the subject to which she agreed. I completed a domestic abuse stalking and harassment (DASH) risk assessment with her prior to her leaving the scene and whilst completing the DASH it brought to my attention how the victim suffers with her mental health due to previous abusive relationships. People with mental health problems are up to three times more at risk of being victims of crime than the general population (Mind and victim support, 2013)

The victim was also asked for the details of her children so safeguarding could be implemented with them as they were due to return to the victim's house the following day. Due to the number of areas for concern which were highlighted through the DASH, I submitted a referral for a multi-agency risk assessment conference (MARAC).

The victim was advised to stay at her sister's house as the subject was not aware of her address. I also obtained consent from the victim to contact her neighbours as she has a good relationship with them to inform them of the threat made to the victim's house and if the subject was to attend her property to contact the police.

Another significant factor was that the subject had no fixed abode therefore when arrest enquires were conducted of the night of the incident, he was not able to be located. Consistent communication was essential with the victim updating her when arrest enquires were conducted due to the threat made by the subject with further safeguarding offered to the victim.

Hambly & Koss (2003) looked at a person's vulnerability due to the abuse they have been subject to. They define vulnerability from abuse as "a product of the complex interaction of individual, interpersonal and societal factors". This considers the complications of a person's life and the impact it has on them. These complications are utilised by perpetrators to cause abuse to victims.

When dealing with any victim it is important to consider a holistic approach to ensure they are supported. Police officers have an important part to play in instigating the support for the victim. An officer might not be equipped with the specialised skill set to support the victim at that time but ensuring referrals are completed to utilise partner agencies who can offer the interventions to support the victims. A police officer is also required to support victims whilst conducting criminal investigations through the victim's code. According to the home office (2014) there are three crucial factors when working with partner agencies to support vulnerabilities which include information sharing, joint decision making and co-ordinated intervention.

Having a holistic approach such as supporting a person through the MARAC process can help by allowing a more accurate assessment of risk and need. Different agencies can provide different information about the individual which allows for larger amount of intelligence to developed and gathered about a person. This approach also allows for better understanding between professions on how they professional can support a victim and by working alongside other agencies can support victims in a broad range area without duplicating any work.

Despite this, different agencies have different policies which can hinder the level of information that can be shared. This can affect the level of support that a victim receives as agencies as the information that has not been disclosed to other partner agencies may restrict the level of support. In turn, if the victim is not getting the relevant support required, they can fall victim to further crime. Hence why it is important to ensure that the correct intervention is put in place from the offset.

When supporting a vulnerable people or those at risk of harm there is important to understand how a person can become a repeat victim. In the crime survey for England and Wales (2014) it defines repeat victimisation as “where a victim has experienced more than one crime of the same type in the last twelve months”.

Grove et al (2012) conducted a review into different initiatives to prevent a person becoming a repeat victim of crime. It was found that appropriately targeted measures have a major impact in reducing a person the likelihood of that person becoming a victim of the same crimes.

To help prevent a person becoming a repeat victim of crime Callanan et al (2012) argue that the best way to prevent a person from being targeted or involved in repeat crime is to ensure the safety and protection of that victim. This highlights the importance of safeguarding individual and providing victims of crime with safety information on how to prevent them being subject of crime to minimise the risks for them to be targeted. There are several target hardening tactics used but giving the victim the information alone may not be enough and physical intervention may be required to ensure it is embedded to stop them from falling victim of repeat crime.

Through the essay, I have explored the importance of collaborative working. To help reduce the likelihood of a victim being subject to another crime it is important that the safeguarding of the victim is implemented in a proactive approach by utilising agency to support the individual. The collaborative approach is paramount at ensuring the correct support is able to be offered to the victim, but this is only possible if the initial person dealing with the victim identifies the needs of the victim and shares adequate information about the person.

Word count: 1425

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: J.Woodham_____ (Learner – electronic signature accepted.)

Date: 30/04/2021

Task 4

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

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

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

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

ANSWER:

Within the United Kingdom there are over 4,500 identified crime groups. It is estimated that these crime groups cost the UK economy £37 billion each year. It's not only the financial impact that these crime groups cause but the impact on society. (NAO, 2019). Whilst the rate of crime groups has increased the way in which police respond to the criminality has had to change. Road police officers used to centre the approaches primarily on enforcement on road legislation but as to a comprehensive role to target criminals who use the roads for criminal activity (HMICFRS, 2020).

In 2000, the Home Office carried out research in the criminal history of road users and the study concluded that those who had been identified as breaking law linked to road offences had a link to being involved in other crimes. This is supported by a study conducted in 2004 where it was found that 25% of those who committed a road traffic offence were linked to other crimes. These study emphasis how the proportion of criminals commit multiple offences and how the detection of crime on the roads can be a direct correlation in apprehend offenders to other crimes. This underpins how road traffic policing has had to adapt to assist in the disruption of complex crimes.

I will be evaluating how information and intelligence is developed and implemented to apprehend offenders committing offences on the roads. I will be exploring how roads policing can disrupt roads criminal activity being carried out on roads and how tactics

are used to tackle criminality on the roads. The essay will also be analysing how automatic number plate recognition can be used a resource when disrupting criminal behaviour.

To understand how police can have targeted approaches on the roads, I need to have an understanding on what information and intelligence is. I have established the definition of information as “knowledge acquired through experience or study; facts or knowledge provided or learned; knowledge of specific and timely events or situations, news about someone or something consist of facts about them”(Harfield & Harfield, 2008). In the police, information can be provided through a number of sources. A significant contributor towards information which is collated by the police is when members of the public report criminal activity. An example of this is that a vehicle is being used in the transportation of drugs as when it is parked up a number of persons go to the car for a short period of time, exchange contents at the window and then leave.

It is not enough to tackle crime based on information alone. Information can be the instigation for an investigation to take place, but it tends to be that investigations are reactive to the information than proactive. One concern about information received by the different sources is the validity of it. Therefore police use intelligence to assist with tackling crime as it forms part of a risk assessment to the information provided. Intelligence is defined as “information that has been subject to a defined evaluation and risk assessment process in order to assist with police decision making”. All information collated by police forces across the United Kingdom are governed by the Management of Police Information (MOPI)(National centre of police excellence, 2005).

Under the guidelines of MOPI police are required to use intelligence for specific purposes which include: protecting life and property; preserving order; preventing the commission of offences; bringing offenders to justice and any duty or responsibility of the police arising from common or statute law.

All intelligence that the police receives is assessed in the 3x5x2 model. Within this it assessment model it focuses on three main areas. These three areas are the evaluation of the source who has provided the information. An assessment of the

information/intelligence that has been provided and how the intelligence is disseminated (College of policing, 2019). Once the assessment has been graded, it is then deciphered on the validity of the intelligence.

The National Crime Agency (2021) conclude that there are three main types of intelligence. These include strategic intelligence which informs forces the type of resources required to be deployed to tackle the threats. Tactical intelligence focuses on emerging threats and methodologies being used by serious organised crime groups. Operational intelligence which relates to activities known by organised crime groups that allows for direct operational activity against them. Roads policing plays a vital role in tackling the crime across the county. It is reliant on tactical intelligence as patterns of criminal behaviour can be tracked to identify routes which criminals use.

On the roads there are many ways in which intelligence can be built to target the disruption of criminality. With limited resourcing across all police forces and ever evolving crimes, police cannot always put a stop to the issues, but through targeted approaches can disrupt criminal activity. Johnston (2000) defines disruption as “disruption is to circumvent the formal justice system in order, more easily, to effect the speedy closure of a given problem”

Firstly, a constable can utilise their powers in order to help detect crime on the roads. Under section 163 of Road Traffic Act 1988 “a person driving a mechanically propelled vehicle on a road must stop the vehicle on being required to do so by a constable in uniform or traffic officer”. When a vehicle is stopped, intelligence can be gathered from the stop. This intelligence can include who the driver of the vehicle is, identifying who the passengers of the vehicle are, the purpose of the vehicle's journey, what contents the vehicle is transporting. It also enables for officers to conduct checks on the person/persons in the vehicle and intelligence to be submitted by officers to help assist in enquires. Further to this, if the constable has suspicion that the vehicle and/or its passengers are in possession of an item linked to crime for example drugs then they are able to conduct a stop search on the person and the vehicle under section 23 misuse of drugs act 1971 or any other relevant stop search legislation depending on the belief of item suspect to be concealed.

Another way which police forces tackle the disruption of criminality on the roads is by having targeted intelligence operations. Gwent Police run Operation Utah on an annual basis and have been doing so for the last fifteen years. This operation targets cross-border criminality and is run in conjunction with neighbouring forces. The operation consists of setting up check points to inspect vehicles and their passengers. Avon and Somerset Constabulary have targeted approaches in collaboration with Gloucestershire and Wiltshire focusing on ACPO national operations which include Operation Mermaid that targets commercial vehicles and Operation Transchem that focuses on the movement of dangerous goods across the strategic road network. Whilst these operations require a lot of resource and planning it allows police forces to be able to tackle problematic issues on a larger scale. A problem with the operation's is that intelligence may have indicated that there is an issue about a specific type of crime but if criminals are made aware of the operation they are able to divert on different routes due to the vast roads infrastructures to avoid being stopped.

Intelligence-led roads policing can be assisted by agencies who are pro-active in tackling crime. In 2012 the government introduced the Strategic Policing Requirement (SPR). One of the points set out in the SPR recognise the importance of regional and organised crime units tackling organised crime by collaborating with other agencies. Hampshire police have been proactive with this approach on the roads as they have been collaborating with Border Force and Immigration to tackle human trafficking. As members of organised crime gangs try to smuggle humans in on the back of lorries, Hampshire police set out check points to disrupt this type of activity police can utilise their stop search powers to do checks on the vehicles (Hampshire police, 2021). Officers can use the opportunity to educate the drivers with information on how to stop them from being entrapped into falling victims of criminal activity by giving advice about enhancing security and checks prior to them departing on their journey. This collaborative approach allows information to be shared by agencies to firstly identify a problem which they have noticed in their field of work and secondly being proactive in sharing the information to help tackle the problem.

Whilst criminals continue to change how they commit crime by travelling further, police utilise technology to prevent criminal activity taking place. Criminal psychologist

explains that as the public are travelling further, so do the offenders. Whilst doing so they extend their reach to target more lucrative victims and to protect their anonymity (Canter, 2003)

In roads policing one of the latest pieces of technology which is used is automatic number plate recognition (ANPR) cameras. ANPR cameras capture an image of the registration plate on a vehicle where it is then instantly checked against several different databases which included but not limited to Police National Computer (PNC), local police systems and DVLA. When it's being checked against the database it can indicate an immediate response to officers if it requires to be stopped and the reasoning for stopping the vehicle (NPCC, 2020). A ANPR camera can check 3,600 vehicles in an hour and takes approximately 2 seconds to flag up any concerns with the vehicle. For example if vehicle has been reported stolen, a marker can be place on a vehicle so when the vehicle passes an ANPR camera this will flag on the database as being stolen and officers are able to look to implement tactics to stop the vehicle.

ANPR cameras are able to detect many offences which can include identifying uninsured vehicles, cars which have markers placed on them from intelligence as being involved in, cars that are on cloned registration plates as they will activate multiple ANPR cameras in different locations at the same time and identifying stolen vehicles. Some vehicles may be legitimate and not have any markers which flag up on ANPR cameras but are still involved in criminality. These cars could be involved in county lines or supplying a drug line where the drugs are transported in the cars. ANPR can assist in local investigations that are tackling issues that cover several forces. ANPR can store images of the vehicles and can be traced to hitting multiple cameras. With the assistance of other intelligence, the ANPR cameras can provide times, dates and routes that a car takes. Hodayounfor et al (2011) researched the unusual movements of vehicles by identify unusual patterns and irregular activity of vehicles to build intelligence to disrupt criminal activity. These patterns can distinguish common routes used and give locations on where suspected crimes are taking place. If a person is believed to be involved in serious crime, then the use of tracking can help link other associates to the crimes that are being committed.

Utilising ANPR cameras can also be used to apprehend offenders to track the post-incidents movements of suspects. When a crime has taken place in a area, police officers can utilise ANPR by requesting checks to be done for a particular type of make/model of a vehicle, the registration of the vehicle or if the suspect is known asking for local checks on the offender and finding what links they have to particular vehicles. The ANPR camera will be able to identify the direction of travel of the offender and the time when they were in the area of the last activated ANPR camera. Due to the number of roads within the United Kingdom this can cause issue as offenders who know where the cameras are will avoid main roads to minimise the chances of driving on a road that has an ANPR camera on it. But for those who do use main roads, it can assist local officers to put a car in an area to help increase the chances of apprehending the driver.

A problem with ANPR cameras is that they can only identify a vehicle and not the driver. For some cases such as a vehicle having no insurance then this does not apply as the vehicle can be seized under section 165A road traffic act 1988. But when there has been an ongoing investigation into a vehicle's movements, there is no way of identifying who the driver is or if there are other persons using the vehicle. If the vehicle was to stop, it is unknown what persons involvement is in the criminal activity. ANPR cameras also have the capability of capturing images of the driver which allows for the evidence to be built around a person who is suspected to be involved in criminal activity.

With there being approximately 246,000miles of road in the United Kingdom it is vital that the roads policing incorporates different approaches to help combat the those using the roads for criminal purposes. Intelligence helps assist in the targeting offenders that are using the roads in the UK. Patterns are able to be developed and used to assist to apprehend those involved. Throughout the essay I have evaluated different approaches on how police can use intelligence led approaches to tackle prevalent criminal activity. Police officers alone are not able to tackle the problems faced in stopping criminals and are required to utilise different agencies and technological advancements to assist in the ever-evolving problems created by criminals. The police need continued support from the public to continue to report

crime to help build the information and intelligence to tackle criminals by being able to proactively use the intelligence to accumulate against the offenders.

Word count: 2271

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	
Ensuring correct documentation is used and included when submitting a case file			8	4			Understanding the plea activated by the subject to ensure the relevant documentation is need. The nature of the crime that has been committed and the required documents for that crime eg DV checklist
Understanding of partner agencies that can assist when making referrals and offering support for victims		7		3			Research what agencies are able to support with victims eg when completing a DASH it is important to know what services are available for a victim.

Have a sound knowledge of intelligence that is submitted			8		5		Services such as women's aid for a woman who has been subject to a DV relationship.
Being able to understand and implement subsections of legislation			10		6		To be able to utilise intelligence to be proactive whilst policing in a area. When investigating and arresting someone ensuring that the correct piece of legislation is used and understand the powers are associated with that sub-section eg for Harassment section 2 or section 4 fear of violence – Protection from Harassment 1997
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Being able to use different techniques to put evidence to a subject in an interview			8		5		Correctly using bad character reference when applicable in interview and ensuring that the interview incorporates initial account, police agenda and challenge phase
Building rapport with a person			8	4			Being more outgoing to help build relationship to be able for a person to trust in the police
Effectively communicate with a person			9		5		To transcribe the accounts of a person in written form to give a clear and accurate account on what had taken place during an incident and ensuring

							that the criminal points to prove are included
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Using the appropriate use of force legislation			9		5		Section 117 police and criminal evidence act 1984, Section 3 criminal law act 1967 and Common law whilst complying with human rights
Identifying restrictions embedded on a person through previous dealings			9	4			When dealing with a person who has breached a protection notice, injunction or restraining order. Utilising this information in future dealing with a person eg if a person has a community protection notice in place and they breach the notice, ensure they are sanctioned for the breach
Reading a person's body language in a hostile environment			8		5		Being aware of a person's behaviour in a conflict incident. To prevent any harm coming to myself, colleague or anyone else present. To analyse the surrounding environment and completing dynamic risk assessment.

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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