

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

Learner name: _____ **Geraint**
Nash_____

Learner's University Registration Number:
_____ **1910678** _____

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
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:

In this essay I will explore the various theories of team dynamics with the objective of understanding why some teams may struggle to function whereas others may function well. I will concentrate on the importance of effective leadership within the team dynamic and in doing this I will also consider the reasons why inter-personal conflict issues can arise and methods that can be adopted to minimise the likelihood of these problems arising.

I will also consider how effective leadership within the team dynamic has the potential to negate the possibility of a lack of adherence to professional standards and the subsequent negative impact that this may have for the organisation, the team and the individual officer.

Police officers are often expected to work independently, however the officer will also be working as part of a team and therefore the teams effectiveness will have a significant impact on the performance of the individual. It is important that the teams

dynamics are operating to their optimum performance levels in order for the police organisation to offer the highest level of service to the public.

There are a number of different theories based around team dynamics as a means of developing team cohesion.

According to Lencioni:

“organizations fail to achieve teamwork because they unknowingly fall prey to five natural but dangerous pitfalls, which I call the five dysfunctions of a team”.

The five pitfalls which Lencioni refers to are:

Absence of trust

Fear of conflict

Lack of commitment

Avoidance of accountability

Inattention to results

In order to avoid the pitfalls outlined above the team dynamic should be largely influenced by the leader of the team who will hopefully steer the team in the right direction. In a typical neighbourhood response policing scenario of which I am part of, the team will be led by the shift sergeant. They will of course be led by their superior, who is in turn led by their superior and the chain of command continues. In this instance I will focus on the dynamic of the team of police constables led by the shift Sergeant.

Northouse defined leadership as

“...a process whereby an individual influences a group of individuals to achieve a common goal.”

Similarly the GLOBE (Global Leadership and Organisational Effectiveness Research Program) study defines leadership as:

"the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organisations of which they are members."

Different leaders will have different methods of leading. There are a number recognised methods of leadership, each having their own advantages and disadvantages. These can include but are not limited to the autocratic, democratic, laissez faire and transactional style of leadership.

Autocratic leadership is often seen within the police service and is generally when a leader makes decisions on behalf of a team or organisation with little or no input from the team members. A perceived advantage of this is in situations where the ability of a leader to make swift, decisive decisions is paramount. For example there may not always be time to consult with a team. This may often be the case in an emergency situation whereby prompt and decisive decision making may be necessary to save lives.

However, if this style of leadership remains over a prolonged period there is a risk that it may negatively affect the morale of the team as there is often little reward or recognition given out and the individuals of the team may begin to feel less valued.

Democratic leadership adopts an inclusive approach, with the leader relying and encouraging the input of the team members. This can lead to contentment within the team as individuals feel empowered by their ability to contribute to the decision making process.

According to Gastil:

"democratic leadership is behavior that influences people in a manner consistent with and or conducive to basic democratic principles and processes, such as self-

determination. inclusiveness, equal participation, and deliberation (Dahl, 1989; Fishkin. 1991)”

I would suggest that in an ideal world this is a good method of leadership, however in front line policing whereby swift decisive decisions often have to be made there is not often the time to employ a democratic approach to leadership and deliver the quality of service that the public expects. However I think that where time allows this approach should be utilised in order to reap the benefits that are outlined above.

Laissez faire leadership describes a leadership style whereby the leader has a passive influence on the team. I feel that this is inherently risky unless one has a lot of trust in the ability of individuals within the team to make correct decisions. It may also result in a lack of clarity as to who is doing what, which will in turn present it's own challenges especially from a managerial perspective.

According to Malik et al:

“leadership styles significantly contribute to augment the organizational citizenship behaviour. Democratic leadership style stimulates more organizational citizenship behaviour among the employees. However, autocratic leader is unable to stimulate the feelings of helping others due to its task-oriented nature. Furthermore, Laissez faire leadership style has a very weak relationship with organizational citizenship behaviour.”

Different methods of leadership can be tailored to suit differing circumstances and personalities. In recent years in policing has shown a preference towards transformational and transactional leadership styles. Transformational leadership relies on a leaders charisma to transform individuals, groups and organisations.

Transactional leadership rewards followers and in turn the followers allow the leader to lead. However differing types of leadership do not have to be entirely exclusive of each other. According to Van Wart (2013):

“Transformational leadership rarely interferes with transactional leadership; it supplements it and, generally, proves difficult if transactional leadership does not precede it.”

It could be argued that another leadership method, namely collaborative leadership is also relevant to the police service. The police as an organisation are engaging more with other partner agencies such as the NHS, local councils and others in order to provide a more effective service that can maximise benefit to the public.

Van Wart explains that collaborative leadership focuses on power sharing arrangements with other organisations:

“Collaborative theory emphasizes the need to support the health of communities and the environment for the good of all, and thus it is particularly well suited to the public and nonprofit sector”.

One of the most significant impacts on a team can be felt by a changeover of leadership. Within a policing context this could mean a change in shift sergeant.

Shipherd et al 2018 stated that:

“Different leadership styles e.g. autocratic, democratic, transactional, transformational) have varying impacts on individuals’ affective states, team dynamics and communities at large.”

From a positive perspective a new Sergeant will often result in an opportunity for officers to try and impress the new Sergeant, this may result in an immediate improvement in overall shift performance.

However a negative aspect of leadership change within a typical police shift scenario may occur because a new Sergeant will have a different method of managing than their predecessor and they may insist that certain procedures are carried out differently. This can be met with resistance from the team especially by officers who have perhaps worked a different way for a length of time. This

negativity from senior shift members can influence the less experienced members of the team who, in reality often look up to the more senior members for guidance.

Now that we have an understanding of the common theories of team dynamics and leadership we can explore why interpersonal conflict may arise within a team.

According to Tuckman conflict can often occur during the developmental stage of team formation. Tuckman identified 5 stages of team development, namely Forming, Storming, Norming, Performing and Adjourning. To briefly explain, the forming stage is at the beginning of team formation whereby team members are unfamiliar with each others strengths and weaknesses and how each team member may work. During this phase team members will rely on direction from the leader so it is helpful that the leader sets out the team objective with clarity in order to minimise feelings of uncertainty within the team.

The next phase is storming. During this phase team members have become more familiar with one another and different ideas and working methods may arise. This is the stage that interpersonal conflict is most likely to arise and unless it is resolved effectively then it may be difficult for the team to progress to the norming stage.

Effective conflict management will increase the likelihood of the team progressing to the norming stage. According to Tekleab (et al 2009):

“conflict management has a direct, positive effect on team cohesion and moderates the relationship between relationship conflict and team cohesion as well as that between task conflict and team cohesion”.

Individuals in a team will often have differing strengths and weaknesses. Therefore the end product of a team should have the potential to be greater than what can be achieved by the individual, provided that a leader can harness the strengths within the team effectively by ensuring that the team work in harmony and that individuals within it have the opportunity to utilise their strengths and the team remain supportive of one another.

As previously mentioned, the next phase of team development is norming. This is where differences are resolved, appreciation for each other's strengths is recognised and hopefully the team will be focused on its objective.

The performing stage is when the team is at its most productive and able to achieve the goals that had been set out. Finally, the adjourning stage is when the objective has been met or the team is disbanded.

In view of the above, it is apparent that perhaps the most critical phase is that of storming. As if this period is not managed effectively then interpersonal conflict may not be resolved. Therefore it is important to understand effective conflict management technique.

According to a study by Zamlynskyi (et al 2020):

“the adoption of a team conflict dynamics model increases the likelihood of the success of a project by tackling every single aspect that contributes to this success in the first place.”

The CUDSA model is a well established method of resolving conflict. CUDSA is an acronym for Confront the conflict, Understand each others position, Define the problem, Search for and evaluate alternative solutions, Agree upon and implement the best solutions. This model assists by giving a basic framework to adhere to when resolving conflict.

The success of the team is likely to be influenced by motivation levels of the individuals within the team. Therefore it is important that the leader understands what motivates the individuals in the team in order to maximise results.

Adair's Action Centred Leadership Model is represented by three overlapping circles, each circle representing a key management responsibility. These three facets are:

Achieving the task

Managing the team

Managing individuals

Adair believes that these three factors overlap. Achieving the task will build the team and satisfy the individuals within it. If the needs of the team are not satisfied, then performance will suffer and the individuals within the team will be less satisfied. If the needs of the individuals are not satisfied, then team cohesion will suffer and performance of the task will be compromised.

Adair's 50:50 rule states:

"50% of motivation comes from within a person, and 50% from his or her environment, especially from the leadership encountered therein".

Therefore according to this theory a successful leader will be effective at what is necessary to motivate team members, as different individuals will be motivated in different ways.

According to Van Wart:

"Based on expectancy theory (Vroom 1964), leaders need to facilitate the basics of employee motivation so that followers have the ability to do the job, the belief that they will succeed, and the feeling that their efforts will be worthwhile".

Another factor to consider is the differing experience levels within the team as needs and motivations may differ depending on this. Van Wart goes on to make reference to Hersey and Blanchard (1972) whereby they asserted that:

"...workers need and want training and structure when they are new and inexperienced, therefore making them receptive to a directing style. As soon as the workers have gained some knowledge and experience, supervisors will be able to engage in discussions with them in order to enhance worker understanding and help them continue to improve. Such discussions lend themselves to a coaching style.

When workers become relatively competent and able to solve problems on their own, the ideal style is supporting because it allows substantial freedom with minimal oversight. When workers are reliably competent and almost entirely self-directed, the ideal style is delegating”.

In light of this extract, we can understand the importance of a shift sergeant recognising the different needs of the shift as there are often a range of ages and experience levels within a typical police station.

Another key factor for leaders to consider, especially a shift sergeant is the requirement of the team to adhere to professional standards. This is necessary to maintain public confidence especially as we are now a police service that polices by public consent. Therefore we need to engage with the public in order to understand local issues. There is however occasional conflicting interest between national rules and local requirements.

There have been many instances whereby the professional standards within the police service have been breached and have resulted in a negative public perception which is often exacerbated by the media. Examples of this are the Taylor Report which focussed on the Hillsborough disaster in 1989 and the Leveson Enquiry which identified that data was being passed between public bodies and the press.

Police officers can sometimes find themselves under pressure to breach professional standards. Such examples can come from pressure from other colleagues within the team who may question an officers loyalty if he does not 'bend the rules' to help out. However, a good leader will not pressure their subordinates to break procedural or legislative rules and also will not ignore when they do, as if it becomes known that a leader will turn a blind eye so long as they are not directly informed of an infringement then this omission may be misinterpreted by the team as acceptable and could widen the communication gap between the leader and their team.

Noble cause corruption can occur when an officer wants to convict a criminal whom he believes has committed an offence but has a lack of evidence to do so. The officer may therefore fabricate evidence in order to secure the conviction.

An inexperienced officer may simply be unaware of all correct procedures and may therefore make 'honest mistakes'.

Therefore I believe that it is important that new officers are fully supported especially throughout their probation and early years of service. It is important to strike the correct balance between empowering a new officer with the confidence to work with autonomy whilst ensuring that they do not fall foul of procedural requirements. It is the responsibility of the Sergeant to ensure that this support is in place for their staff and a good leader will identify weaknesses and ensure that sufficient support is in place.

There have also been examples of Organised Crime Groups infiltrating the police service with obvious negative implications. Operation Tiberius was an independent internal investigation written by the Metropolitan Police Service but was leaked to the Independent newspaper. This report exposed many examples of corruption and Organised Crime Group infiltration into the police service.

The consequences of unleashing of such information into the public domain by the media is obviously very harmful to the public perception of the police and can undo years of hard work that may have been put into gaining the public trust.

In light of the above it is clear to see the importance of officers adhering to the police services own code of ethics. Specifically *honesty and integrity* and *challenging and reporting improper conduct* are vital if we are able to gain the trust of the public and police by consent.

In conclusion we can now see the importance of understanding team dynamics in order to achieve team cohesion, particularly when recognising how the role of effective leadership can influence a team positively and ensure that professional standards maintained to a high standard, thus giving the police service a greater likelihood of obtaining and securing the trust of the public and policing by their consent. **Word count: 2749**

Task 2

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Critically evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Explore what works in relation to tackling repeat victimisation and repeat offending.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay I will give an example of an incident whereby I dealt with a vulnerable person which required me to consider the effectiveness of the approach of the police and partner agencies when dealing with vulnerable people. In the specific example I will illustrate how safeguarding is necessary not only for the victim of the crime but sometimes of the offender as well and how in doing this it can be mutually beneficial not only for the offender but for the victim and society as a whole. I will utilise Bortons Reflective Tool (BRT) to assist me in my assessment of the incident.

My explanation of events will also incorporate the utilisation of the THRIVE risk assessment i.e. managing the Threat, Harm, Risk, Investigation, Vulnerability and Engagement whilst dealing with the investigation. I will critically evaluate the appropriateness of a multi-agency approach when protecting the vulnerable and preventing repeat victimisation with emphasis on the importance of effective communication and accountability between the police and partner agencies in order to achieve a positive outcome.

Modern day policing has seen an emphasis not only on identifying and prosecuting offenders but also of safeguarding the victim from further incidents and working in collaboration with other agencies such as social services in order to create pathways to more longer term support options for victims or those with vulnerability. This is illustrated in the annual HMIC Peels Effectiveness Inspection whereby by all forces are assessed against certain criteria including how effective the police are at protecting the vulnerable and supporting victims.

The result of ineffective collaboration between partner agencies and the subsequent shortfalls in safeguarding the vulnerable was apparent with the tragic incident involving Victoria Climbié. Victoria had received contact throughout her short life from various agencies and professionals such as the police and social services yet somehow she was still not effectively safeguarded, which tragically resulted in her death. This led to a report by Lord Laming being published which outlined a number of recommendations for improvements around communication, accountability and other aspects for agencies and professionals involved in the case, including the police service.

When dealing with vulnerable victims we can also look to the guidance set out in the NPCC National Vulnerability Action Plan 2018-2021 which lists the following procedures to consider which are key to effectively dealing with vulnerable victims.

1. Early intervention and prevention
2. Protecting, Safeguarding, supporting and managing risk
3. Information, intelligence, data collection and management information
4. Effective investigation and outcomes
5. Leadership
6. Learning and development
7. Communications

The overarching principles of this being

1. Recognising and responding to vulnerability requires partners to work together effectively

2. Concept of vulnerability encompasses the person and their circumstances
3. Responding to vulnerability includes empowering people to seek their own support networks
4. Prioritising prevention reduces harm and demand
5. To be better in recognising and responding to vulnerability requires a change in culture within and across service providers.

An example of my own experience of dealing with the vulnerable happened when I attended an emergency call whereby a female had reported that her son had attended her property and had assaulted her.

On arrival at the address the caller was clearly upset at what had happened. Explaining the 'what' aspect of BRT the victim had been assaulted by her son causing superficial injuries. Her four year old grandchild was present at the address. Her son was still present on arrival at the scene and was clearly very intoxicated. I quickly established that the grandchild was physically unharmed, although clearly upset by what had happened.

The son was therefore arrested on suspicion of committing the assault, he was conveyed to custody by my colleague allowing me the opportunity to speak to the victim and establish the circumstances of the incident in greater detail.

Reflecting back to the Laming Report, one of the recommendations of the report of Lord Laming was:

"Front-line staff in each of the agencies which regularly come into contact with families with children must ensure that in each new contact, basic information about the child is recorded. This must include the child's name, address, age, the name of the child's primary carer, the child's GP, and the name of the child's school if the child is of school age. Gaps in this information should be passed on to the relevant authority in accordance with local arrangements."

On speaking with the caller it became apparent that she was a repeat victim which the Home Office Circular 19/2000 on domestic abuse describe as:

'being the victim of the same type of crime more than once in the last 12 months.'

It became evident that the lack of engagement from the victim had previously hindered us in being able to assist in safeguarding her appropriately and she had not been supportive of police action so far.

Culturally, the victim had been brought up not to trust the police and thought that by involving us would only make matters worse, this presented me with the challenge of obtaining her cooperation and ultimately safeguarding her.

The victim explained that her son had been battling with anxiety for a number of years but had begun to self-medicate by drinking alcohol which had become a causative factor for his irrational and aggressive behaviour.

I had a lengthy discussion with the victim explaining that she had a duty of care not only to herself but also to her granddaughter who although had not been physically harmed was also at risk from the psychological trauma that may occur as a result of being present during these incidents.

I also explained that to her that there is victim support available to her and there are also gateways of support that can be offered to her son to help him rehabilitate but that he too would need to engage with the support that is offered.

In relation to the 'so what' aspect of Borton's tool I considered several factors. Primarily the safeguarding of the victim and the child would need to take precedence. This was initially accomplished by arresting the offender and implementing suitable bail conditions. We would then need to consider options to tackle repeat victimisation such as applying for a restraining order and providing gateways for the offender to access support for his mental health and alcohol dependence, such as utilising the Gwent Drug and Alcohol Service (GDAS).

I was pleased that after explaining these options to the victim she decided to support us with our investigation and provide a formal statement. I continued to safeguard the victim by completing the DASH (Domestic Abuse Stalking Harassment) Risk Assessment with her and informing social services by submitting a comprehensive PPN (Public Protection Notification) relaying vital information to social services about the victim and the child as well as giving me the opportunity to communicate my professional opinion about the incident. This was a key opportunity to express any concerns that I had and assist social services when they are deciding what actions to take.

Critically evaluating the appropriateness of agencies in offering support to victims I think that one of the key elements of successful safeguarding is in the communication of information between the agencies involved in offering support. This communication has to flow throughout the entire safeguarding process. Beginning with the initial disclosure from the victim to the police. The victim needs to have the confidence and trust in the police to begin with in order to engage. This is something that is lacking within certain segments of society but something that the police are actively trying to improve with the more recent notions of policing by consent and community cohesion. According to Goldsmith:

“When the public views police as legitimate (or trustworthy), public co-operation with police in ways that assist effectiveness is more likely”

The lack of accountability by agencies was made all too apparent in Lord Lamings Climbié report in 2003 whereby he stated:

“The single most important change in the future must be the drawing of a clear line of accountability, from top to bottom, without doubt or ambiguity about who is responsible at every level for the well-being of vulnerable children.”

Cheminais (2009) highlighted a number of potential challenges in multi-agency working including time, a lack of clear communication, a loss of clarity of roles and responsibilities and preventing a culture of ‘over referring’ when it would be more

desirable to take responsibility for an action. Also highlighted was the difficulty that can occur when trying to engage the 'hard to reach' individuals in society.

In conclusion I feel that although multi-agency working does present it's challenges, ultimately it is the most effective way of assisting vulnerable people by utilising the specialisms of the different agencies involved. However, improvements in communication and accountability is the key to better safeguarding.

When tackling repeat victimisation I believe that this can often be addressed in two stages as was the case in the incident that I described in this essay.

Firstly by the initial safeguarding of the victim by arresting and prosecuting the offender but ultimately by addressing the causative factors that are resulting in the offender behaving in a certain way.

In my example I identified that the offender only committed offences when he was intoxicated. He primarily used alcohol to manage his anxiety issues but had become dependant on it. Research suggests that alcohol dependence is more likely to occur in individuals with anxiety disorders rather than those without. (Menary et al 2011).

Reflecting on aspects to learn from the incident ('now what'). It is likely that if the suspects mental health issues were managed more effectively to begin with then he would not consume alcohol and then not commit offences. This highlights the importance in signposting individuals to relevant support agencies at an early stage in order to prevent the cycle of repeat victimisation.

Word Count : 1646

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: _____ G Nash _____ (Learner – electronic signature accepted.)

Date: ____ 08/04/2021 _____

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:

In this essay I will explore how roads policing based information and intelligence can be utilised to assist in tackling widespread criminal activity. I will place particular emphasis on how adopting a multi-agency approach will benefit us in achieving disruption of these criminal organisations. I will also analyse how Automatic Number Plate Recognition (ANPR) can form a key part of the investigative process in achieving that goal.

The Road Traffic Act 1988 defines a road as being:

'(any length) of highway to which the public has access, and includes bridges over which a road passes (s 192 RTA 1988)'

In general terms a road is used to assist people in travelling to different locations. Therefore they can also be used by criminals in order to travel to facilitate their criminal activity. Effective roads policing gives officers a window of opportunity to intercept or even to monitor criminals in order to disrupt criminal activity.

The police are given various powers in order to allow them to police the roads effectively.

For example, section 163 Road Traffic Act 1988 gives any police officer the legal power to stop any mechanically propelled vehicle on a road without suspicion or authorisation (Bryant and Bryant 2019). Furthermore section 1(2) PACE 1984:

‘provides police officers with the power to stop and search any person, vehicle, or anything which is in or on a vehicle, for stolen or prohibited articles, points and blades, or fireworks’.

In addition to the police powers outlined above, roads based policing has benefited from a number of technological advances over the recent years which make crime detection and intelligence gathering more efficient. According to the Transport – Tenth Report in 2006 these advances have allowed for greater ease when conducting a number of roads policing activity such as vehicle identification (modern advances in ANPR) and traffic management, however this does not detract from the reliance on the individual officers ability to detect a number of other infringements such as drink-driving, non-wearing of seatbelt, mobile phone use and vehicle maintenance checks.

Working together with other departments and agencies can increase the effectiveness of criminal disruption. The term intelligence-led policing (ILP) is often used within the police and means that intelligence from a number of agencies is used with the intention of disrupting, disabling or undermining criminal activity. (Bryant and Bryant 2019 pg 27).

According to Thornton (2009, pg 3):

‘the concept of intelligence led policing underpins all aspects of policing, from neighbourhood policing and partnership work to the investigation of serious and organised crime and terrorism’. (Bryant and Bryant 2019, pg 27).

In 1993 The Audit Commission Report supported the theory that a minority of criminals are responsible for the majority of volume crime and since then the notion

of 'targeting the criminal and not just the crime' led to a greater emphasis on intelligence gathering and analysis and a reduction in reactive policing which was deemed to be less effective. (Bryant and Bryant 2019, pg27)

Roads policing is one facet of policing as a whole and can form part of an integral system of crime prevention both locally and nationally when operated in collaboration with other forces and agencies.

The nature of roads policing allows for unique opportunities in gathering information and building intelligence to assist in disrupting criminal activity. However, these opportunities are reliant upon information and intelligence not only being gathered but also being shared between such forces and agencies.

This was recognised back in 2005 when the Roads Policing Strategy was published and it stated that:

"Criminals use roads to carry out a great deal of their activity-ranging from burglary and theft to drug dealing and terrorism. Proactive road policing can deny criminals the unchallenged use of the roads, and is an effective measure for containing and deterring crime."

This is a theme that has continued into the present day. More recently the NPCC 3year strategy 2018-2021 also states that one of it's objectives is to 'pro-actively enforce the law and reduce the threat of serious crime'.

The strategy also encourages partnership orientated policing and the sharing of information and intelligence which has been facilitated by the National Roads Policing Intelligence Forum (NRPIF). This provides a method to assist and encourage joint working between UK police forces and other stakeholders when disrupting criminality.

I will now explore some of the methods that roads policing can specific disrupt criminals. The importance of joint working with other forces and agencies becomes apparent when attempting to combat what is commonly known as 'county lines' as this consists of multifaceted criminal activity. According to the National Crime Agency 'county lines' is:

‘where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs. The ‘County Line’ is the mobile phone line used to take the orders of drugs.’

The National Police Chiefs Council recognises that these gangs are likely to exploit children and vulnerable adults to transport drugs and money and they will often use coercion, intimidation, violence and weapons. The HMICFRS (Her Majesty’s Inspectorate of Constabulary and Fire and Rescue Services) 2020 report on county lines states that there are well established links between county lines and other serious criminal behaviour such as human trafficking and modern slavery.

The report goes on to identify that one of the key problems that county lines poses law enforcement is the fact that the main criminals involved often go undetected for some time. This is because local police forces are often under pressure to combat the crime that is occurring in their area as opposed to in other parts of the country. Therefore as the country is connected by a road network, effective roads policing can be pivotal in disrupting county lines crime so long as effective tactics are utilised.

The report again emphasises the importance of cross border collaboration between forces. Policing must work in unity with the National Crime Agency and other forces in order to combat this type of crime effectively.

In my opinion greater awareness and use of the NRPIF could see improvements in this area in conjunction with the effective use of roads policing technology such as ANPR that can be used to develop the intelligence that can be used to disrupt these criminal organisations.

It is important to consider that statistically the majority of road related offences are committed by criminal offenders. Broughton (2020) found when analysing data during the period of 1999 to 2003 that:

‘men who committed between 4 and 8 non-motoring offences committed on average 21 times as many serious motoring offences as men who committed no non-motoring offences, and 3.9 times as many other motoring offences.’

Interestingly, Broughton went on to state that:

‘the strongest relationship was found for the offence of driving while disqualified: on average, men who committed at least 9 non-motoring offences between 1999 and 2003 committed more than 100 times as many of these offences as men who committed no non-motoring offences.’

This is clear evidence that criminals are statistically less likely to adhere to basic traffic regulations. Therefore effectively dealing with relatively minor road related offences can result in an accumulation of points on an offenders driving licence which will eventually lead to a driving ban, consequently prohibiting the offender from using the road network to conduct his criminal activity.

It is also important to note that a court can impose a driving ban for ‘any offence’(s146 (1) of the Powers of Criminal Courts (Sentencing) Act 2000 states:

‘The court by or before which a person is convicted of an offence committed after 31st December 1997 may, instead of or in addition to dealing with him in any other way, order him to be disqualified, for such period as it thinks fit, for holding or obtaining a driving licence.’

It need not have to be a specific driving offence, although the use of a vehicle for the commission of an offence is likely to be taken into consideration, so long as the offence is committed after 31/12/1997. For example, a court could issue an individual a driving ban further to being convicted for being involved in the supply of class A drugs, thereby preventing the individual from drug trafficking by driving. In order to continue with their criminal behaviour they may need to acquire the assistance of another individual, this in turn presents the opportunity to develop

further intelligence in relation to the Organised Crime Group and achieve additional disruption.

There are a several specific roads policing tactics that can be used to disrupt organised crime gang's (OCG) which are responsible for the majority of prevalent criminal activity in society such as county lines, human/drug trafficking, counterfeit/stolen goods, child sexual exploitation etc.

These tactics are contained in the 'Disrupting Serious and Organised Criminals - Menu of Tactics' which can be found on the College of Policing Website.

OCG's utilise an array of different vehicles. Heavy goods vehicles can often be used in order to transport large quantities of prohibited items such as stolen goods or drugs. OCG's involved in human trafficking will often utilise HGV's to transport victims which can have devastating consequences for the victims involved. This was reported in the media recently whereby a lorry container full of illegal immigrants arriving in the UK were tragically killed.

Working with the Driving and Vehicle Standards Agency is a good example of effective partnership orientated policing. The DVSA often conducts roadside assessments on heavy goods vehicles in order to ensure their compliance. Breaches of regulation can result in revocation of operators licence. The police can inform the DVSA of breaches of HGV regulations committed by an OCG (instructions for doing this are found on the www.gov.uk website). The DVSA will then update the national database accordingly further disrupting the criminals involved.

Automatic Number Plate Recognition (ANPR) is an effective tool in combating crime as it is a camera which reads and it works by scanning a Vehicles registration mark (VRM) and checking it against a database of information. The National Standards for ANPR and Law Enforcement were set out by The Home Office in 2020.

The 2020 Home Office Report on The National Standards for ANPR and Law Enforcement states that:

‘ANPR technology is used to help detect, deter and disrupt criminality at a local, force, regional and national level. This includes tackling traveling criminals, Organised Crime Groups and terrorists. ANPR provides lines of enquiry and evidence in the investigation of crime and is used by LEAs throughout England, Wales, Scotland and Northern Ireland.’

ANPR provides an efficient method of identifying vehicles that may have a disqualified driver linked to it, be a stolen vehicle or even be linked to an OCG. ANPR cameras are located on an increasing amount of locations and most police traffic vehicles will also have ANPR, though many other police vehicles do not currently have this facility.

Many criminals who use the road network frequently are aware of the ANPR system and are keen to avoid it. They will often do this by using an alternate route which bypasses the ANPR cameras. This gives police the opportunity to strengthen their presence along the alternate routes if there is sufficient intelligence to suggest that an offender will be using this route at a given time.

ANPR can identify routes commonly used by an OCG directly (by capturing the VRM) or indirectly by a process of elimination (eg an officer may be able to conclude that a particular route has been used by an OCG to avoid ANPR detection). This use of intelligence can be used in the future disruption of the criminals by considering options such as further placement of ANPR cameras or targeted routine stops on along the alternate route. This disrupts the OCG by forcing them to use unfamiliar routes which could lead to better detection opportunity. This is an example of how ANPR can be used not only as a way of detecting crime but also as a way of gathering intelligence and targeting police resources proactively.

There are however some limitations of ANPR usage which police should be aware of. Criminals may use cloned licence plates, stolen vehicles or obscuring the licence plate. Another limitation of relying on ANPR is that an ANPR camera usually captures an image of the front of a vehicle which would mean that motorbikes (that are often used by OCG's may not always be captured. This does not necessarily mean that the vehicle has not passed the camera. Therefore if there is intelligence

that a specific vehicle is being utilised by criminals then it may be prudent to obtain directed surveillance authority (DSA) in order to monitor it more effectively.

The 2006 Tenth Report states that ANPR, although very efficient, is also limited by the resources available to react to it as it still requires the officers to interpret and act on the information discovered. It is unlikely that officers will be able to respond to every positive ANPR identification so in this regard its effectiveness is effectively limited by the amount of police staff available.

Another example of adopting a multi-agency approach to disrupt crime can present itself when an OCG acquire the use of taxi services to conduct their business in order to avoid being identified. In this instance it is useful to note the details of a particular taxi firm if a pattern is detected as criminals may use the same company frequently.

This information can be provided to the local authority taxi licencing department as they are responsible for deciding which operators are fit to operate as they will issue the relevant licences. The taxi company is required to keep records of all drivers, journey's and bookings so can be reported to the licencing department if they fail to do so.

If this option of transporting controlled drugs is taken away from the OCG then they will be forced to use other methods such as their own vehicles which will offer other options for the police to disrupt them.

Yet another example of information/intelligence and partnership orientated policing to disrupt organised crime can be achieved with the considered use of mobile speed camera sites. In Wales we have the Wales Road Casualty Reduction Partnership (GoSafe) which is a multi-agency partnership between the local authorities, police forces and councils all working together to increase road safety (www.gosafe.org).

The use of mobile speed check sites is a common and effective way of prosecuting individuals driving with excess speed. These are located where there is deemed to be greatest need, following discussion between the partners considering the information that has been collated. However, using intelligence these 'hotspots' could be also be located at routes that are known to be frequently used by an OCG.

This option, if executed correctly could have the combined effect of disrupting serious criminals whilst gaining the support of the local community by increasing road safety.

It can be beneficial to monitor the approaches to roads policing taken by neighbouring police forces. For example, according to the College of Policing 'Menu of Tactics' certain police forces in the UK namely West Mercia, West Midlands and Staffordshire operate a Central Motorway Police Group (CMPG). This provides a 24hr response to the motorways within their geographical area. The result of this additional resource should provide more disruption to Organised Crime Groups who would otherwise be using the motorway networks whilst conducting criminal activity. This will likely result in OCG's utilising other roads and networks which are not as efficient to transport stolen goods, drugs etc thereby causing them disruption. Potentially this could be a system that could be adopted in other forces to increase criminal disruption.

In conclusion I have explained a number of ways in which roads policing combined with effective use of information and intelligence can be used to disrupt prevalent criminal activity. I have highlighted the importance of adopting a multi-agency approach in order to do this effectively.

Partnership orientated policing combined with the relatively modern addition of ANPR gives police a number of tools to develop information and intelligence and disrupt criminal organisations. The battle to combat criminal gangs is an ever evolving one and can present many challenges due to the level of resources available. Therefore improving efficiency in work practices by using a number of the methods outlined above will go some way to disrupt criminal activity and make our society a safer place to live.

Word Count: 2748

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. Roads policing		7			5		The ASU attachment helped increase my knowledge. Further study of the road traffic act is required to increase and familiarise myself with legislation.
2. Issues effecting the community that I police		6		4			Liaising more closely with neighbourhood teams to understand what is effecting the communities in which I work.
3. Dangerous dogs Act		5			6		Having dealt with a number of dangerous
4.							
5.							

						dogs issues already I need to further familiarise myself with the Dangerous Dogs Act and also communicate with the police dog unit to increase knowledge.
3. Online Fraud		5			5	Liaising with the fraud triage team and requesting further information about procedure and legislation when dealing with victims of online fraud, specifically of safeguarding victims.
4. Gaining further knowledge of the courts system		7			5	Further study of criminal justice system, specifically types and purpose of different courts to further increase knowledge and understanding
5. Interviewing suspects and the introduction of special warnings during interview			8		7	Detailed study of code C of PACE to increase knowledge. Summary I feel that I have gained a huge amount of knowledge since beginning my employment, however I am very aware that there is a vast amount that I do not already know as I am learning new things on a daily basis. I will continue to increase my knowledge by working with different staff members and

							attend further attachments when possible as well as undertake my own personal study programme.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Driving skills		7			5		Successfully complete my blue light training course in order for me to attend emergency calls more efficiently.
2. Taser	1			1			Though not essential I have decided to enrol on a taser course to allow me to be more deployable to certain high risk incidents
3. Interviewing suspects		7			7		Complete an additional CID attachment to observe the advanced interviewing techniques utilised.
4. Improve effectiveness of vehicle/property/open space searches			8		7		Complete a search course and volunteer for any s18 searches that are necessary in order to develop skillset in conducting a thorough search of properties.
5. Stop search practice			9		6		Detailed study of code A to gain more confidence in when a stop search is appropriate.

							Summary - Similarly to knowledge, my policing skills have also increased dramatically since joining, however these skills will be honed over time through repetition. There are also a number of areas of policing that I have very little skill in, I am aware that there are many different specialist areas within the police and I look forward to working more closely with departments such as Area support unit, CID and neighbourhood. I have always been interested in the dog handling aspect so will look to develop more knowledge of this throughout my career by contacting the individuals on the department and looking to arrange to attend a placement.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Experience of utilising DVPO/DVPN	6			4			Having not dealt with one in practice yet it is important I am familiar with the legalities involved in readiness for implementing. Practice completing the paperwork involved and familiarise myself with the process by speaking to the DV SPOC.
2. Communicating Death message			8		5		Putting myself forward when the opportunity to deliver death message arises. Gain advice from Family Liaison Officer

3. Increasing experience of dealing with uninsured drivers			8		6	Gain insight from working with experienced traffic officer. Enrol on s165 RTA training to enable me to sieze uninsured vehicles.
4. Increase experience when dealing with road traffic collisions			7		6	Work with experienced traffic officers and attend RTC's wherever possible to increase my efficiency and effectiveness in evidence gathering when dealing with them
5. Obtaining CCTV footage off a variety of different CCTV devices						Work alongside a knowledgeable member of the shift when obtaining CCTV footage from a variance of devices in order to expedite my investigations. Summary - I consider that as a probationary officer I have already been exposed to a large variety of different challenges and situations to overcome. However I do not class myself as an experienced officer yet and feel that I still have a lot to learn. That being said I have joined the police later in my career and have brought to the role a good deal of life experience and have

						dealt with many challenges already. I feel that this has given me a strong foundation and has put me in good stead to progress within the police service as my career progresses. I feel that my employer would agree with this and acknowledge that although I am still relatively inexperienced in the role I bring real life experience to it which is useful in dealing with a variance of scenarios successfully.
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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