

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

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**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Public Protection**
- **Maintaining Professional Standards**
- **Leadership and Team-working**
- **Policing the roads**
- **Information and intelligence**
- **Conducting Investigations**

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

- adhere to guidance in the Student Handbook about unfair practice and plagiarism.
- 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.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

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

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 Student 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.***

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *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.*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1250
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1750
Task 3	Maintaining Professional Standards Leadership and Team-working	1750
Task 4	Policing the roads Information and intelligence Conducting investigations	1750
Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Having achieved Independent Patrol Status, **reflect** on the impact of organisation culture within policing on your wellbeing and resilience (organisation change, retaining personal values in a wider organisational culture).

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Since becoming an independent officer, I have found that my personal values and the values of the organisation do mostly align. However, there are cultural differences within the organisation that do not always align with my values (acknowledging some of these are driven by pressures), which affect my wellbeing and resilience to some extent.

Within the police, I feel there is a great deal of team spirit and a sense of working together collectively and collaboratively to achieve an end goal. Within my own team, we communicate efficiently and work well together to help prioritise each other's workloads. There is never a sense that each officer is completely on their own, and by that, I mean we ensure that each officer is offered support and help while also encouraging each other to ask for advice and additional support when attended calls.

For myself, teamwork and looking out for each other is crucial when it comes to maintaining my wellbeing and resilience. Having a supportive team that is willing to provide advice and help in any way possible, when I am still such a new officer, offers me a sense of comfort while also building up my confidence. I do not feel so out of my depth when I am able to reach out to a team member for advice or support, especially in a situation that I might find confusing or stressful. It is acknowledged that collaboration within a team which includes listening to the opinion of others, asking questions, sharing ideas and strategies, and keeping an open mind by always

considering a team members idea; contributes to a positive organisational culture (Harvard Business, 2021, p.63-67).

However, there are areas within the organisation that I feel have affected my wellbeing and resilience negatively. I have found that since becoming an independent officer, I have immediately become an available resource who is expected to know everything to the same standards as more experienced officers. Student officers should be given a smaller workload and more time focus on outstanding actions on active cases. I feel this should be the case because officers must carefully balance answering calls and working on their own workloads, which is a skill that takes time and practice to acquire. There is a high expectation to manage a large volume of work, while providing a high level of service as an inexperienced officer. Student officers need more time and support to grow in confidence. I feel that student officers are expected to be of the same standard as experienced officers, perhaps driven by organisational and resourcing pressures at the management level, which can lead to stressful work environments and unrealistic expectations. More resources offered to student officers should help with their work loads and building confidence could allow them to be better equipped to meet the high demands, while also minimising unnecessary stresses (Emerald Group Publishing Limited, 2021).

If student officers conform to these expectations, it can create an environment whereby expectations can never be met, and officers of a lower ranking can be pushed into doing things they do not feel ready or comfortable completing. I feel there is a culture within the organisation that does see young officers as an easy means to increase numbers on paper. This means officers with little experience or those that may need support in certain areas could be placed into situations that could be unsafe, or mistakes are made because they simply have not built up their knowledge. Student officers could also be at risk of not completing paperwork correctly or not dealing with a victim of a crime to the same standards as a more experienced officer. Therefore, I feel less experienced officers should not feel pressured by such organisational expectations as it can affect their confidence negatively or could produce an overall negative outcome. There is also a risk that student officers will conform to these expectations and accept there is a lack support, which could negatively impact their mental health. Unless a culture evolves that

acknowledges student officer's inexperience and requirements for appropriate support structures, then student officers will continue to be placed into situations whereby they lack experience and mistakes will continue to be made (Demou *et al.* 2020).

Another general risk associated with organisational culture is that it has the potential to stifle cultural and cognitive diversity. In hierarchical organisations with long-established structures and processes such as the police, there is perhaps less tolerance for those who do not fully comply or adhere to the organisation's cultural values. Clearly, individuals do need to uphold the values wherever possible, but new experiences and insights may also benefit the organisation and allow it to adapt and modernise more effectively, which could be being suppressed.

To help maintain my wellbeing and resilience, I make sure that when I am not at work, I try to switch-off and avoid thinking of work by occupying my mind with other activities. I also avoid looking at my work emails or my workload while I am at home, as I have set strict boundaries. Home is for home and work is where I work. By allowing myself down time away from work and by keeping my work life and home life separate, I feel I am much more refreshed and energised. This is essential for my wellbeing, as I feel that keeping a good work life and home life balance promote a more positive attitude and avoids negative cognitive thought loops that contribute to stress and anxiety (Stranks, 2005).

Some of the activities I like to engage in are walking the dog every day while listening to podcasts about topics completely unrelated to my work. I will also keep myself active by going to gym on a regular basis while also listening to podcasts or music. I find the mixture of exercise and listening to podcasts or music helps release any stress or anxiety by releasing endorphins, while also allowing my mind to avoid focussing on work-related stresses (Teut, M, *et al.* 2012).

I also like to go outside and garden. I find that the hands-on activity of gardening is extremely satisfying, and I can spend a long period of time gardening and while doing so, my mind wanders and I think about other things other than work. I find that

gardening also reduces my stress levels but more importantly it helps me feel positive and productive (Shanmuganathan-Felton, V, *et al.* 2020).

I feel that these activities that I actively engage in, help me by keeping my stress levels down while also keeping my brain occupied with other things other than work. I feel it is necessary for myself to continue with these activities to maintain my wellbeing and resilience, as I always come away from either activity feeling less stressed, satisfied and in a much more positive mood. Maintaining these activities will also have a positive influence when I am work, as I will continue to feel refreshed, less stressed and with a continued positive attitude. This is necessary to continue working in the stressful and highly demanding job, especially when expectations from the organisation are high and the demand for good quality work is expected.

Although I do not necessarily agree with the practice of placing student officers into highly stressful and complex roles when they are so inexperienced, I do believe by managing wellbeing and resilience can help keep student officers in the role for the long term, but only if a positive organisational culture provides them with support network they require (Carr, 2014).

Word count – 1,255

Task 2

Relevant areas of the National Policing Curriculum:

Decision-making and Discretion, Vulnerability and Risk, Public Protection.

You must choose an incident, for example a domestic related incident, and reflect on how you made decisions in complex and unpredictable circumstances using dynamic risk assessment.

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

Evaluate decisions made during the incident and your use (or otherwise) of the National Decision Model. Explain the rationale behind your decisions and your considerations when recording details of the incident. Consider your ethical approach to the decision. Outline the consequences of your decision making.

1750 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

I attended an emergency call with a colleague, regarding a neighbour reporting loud shouting and banging from the address next door. While driving to the address, the control room provided us with information regarding the address the disturbance was coming from. I began using the NDM (National Decision Model) process (College of Policing, 2013). The control room informed us that there were warning markers attached to the two current occupants at this address.

These warning markers included the male having been flagged as a domestic abuse aggressor, the male was also known to use drugs and often have sharp needles in his possession. The male was also known to be aggressive toward police officers. The female linked to the address was flagged to be subject to domestic abuse from the same male. There were two children linked to this address that were ages five and three and known by social services.

This information provided by the control room was the first stage in the NDM, *Gathering information and intelligence* (College of Policing, 2021). This is a critical stage of the NDM process, as it allows officers to gather as much information and intelligence on the location and parties involved, before arriving at the address.

Because we were made aware of the serious warning markers associated with the male, I was able to make the quick decision to call for a second unit to attend. I made this choice to ask for a second unit because the male was known to be violent toward officers, and we would need more support to deal with the female and her children in a safe and secure manner. By gathering as much information and intelligence before arriving at the address, my colleague and I were better prepared.

My colleague and I discussed the best way to try and approach the situation, while considering a best case and worst-case scenario. This is where we both reached the second stage in the NDM process, *Assessing the threat and risk and developing a working strategy* (College of Policing, 2021). This stage in the NDM is important, as it allowed myself and my colleague to discuss the quickest and safest way to enter the address and deal with all parties involved. As the control room had not confirmed if any offences had taken place yet, we could only assume the best-case scenario was a verbal argument. If that was the case, we could ask the male to leave the address if both parties agreed, and for him to only return after everything had calmed down. The worst-case scenario was if the male and or female became aggressive and or resisted officers and offences were disclosed. I knew that I would need to get the female and the children away from the male as soon as we arrived so I could speak with her privately. As a female officer, I knew I was perhaps better suited to engaging with the female as I could build empathy and not be affected by any potential negative male gender stereotypes. My (male) colleague would need to speak with the male (for similar reasons). At this stage, we asked the control room if they could pass the details of any family members of the female to my radio, so if we needed to, we could drive the female and her children to a family member's address that was approved by social services.

On arrival to the address, we could hear the shouting from outside the address, and so we all turned on our BWV (Body Worn Video). The male answered the door and was annoyed the police were called but he did let us into the address. I went into the address second, and immediately pulled the female and two children aside into another room and left the other three officers to speak with the male in

the other room. I noticed the female had a black eye and bloody nose. When I asked her what happened, she stated the male had attacked her after they got into an argument. There was no language barrier between myself and the female as she spoke English as a first language and so I could be sure that there was a clear, unambiguous method of communication between us. After assessing the two children, and the female, I made the decision to inform the other officers that the male had to be arrested for a Section 47 – Actual Bodily Harm (ABH) due to the male having unlawfully assaulted the female and causing actual harm (Sentencing Council, 2021). This is where I considered stage three of the NDM; *Considering powers and policies* (College of Policing, 2021). At this stage it was clear to me that the male had committed an offence as the female stated so, and the injuries to her face were evident.

I discreetly explained to the other officers why the male needed to be arrested for the offence of a Section 47 – Actual Bodily Harm (ABH). This allowed me to share my thought process with my colleagues to ensure that they all agreed and approved with the suggested course of action. The male was arrested by the other officers and escorted to the police station. Myself and my colleague stayed at the address to take a statement from the female, as she wished to make a complaint.

I began *identifying options and contingencies* which is the fourth stage of the NDM (College of Policing, 2021). Due to the females' injuries, I recommended the female go to the hospital to have her eye and nose checked. The female could not drive to the hospital, so I suggested she get in touch with a family member to drive her and to look after her children. Because I had the details of some family members on my radio, I was able to quickly call the female's parents who came to the address within minutes. I decided it was best for the father to take the female to the hospital. I spoke with the female and asked if her mother could take her two children to her address, which she agreed. I ran the appropriate checks with social services on the female's mother to make sure she was safe to look after the children. I made the decision to contact the females' parents to assist, as I felt there would be less tension if the males' parents were to get involved. I wanted the female and her children to leave the address in the calmest possible way, and to not further traumatise them. Both the children had a good relationship with the

females' parents which I felt was also important in keeping the children as stress free as possible.

I felt it was best that the female left the address with her father to the hospital. The children were scared and upset, and I felt getting them to a place of safety with an appropriate adult would be the best option for them. Although there was no cultural, ethnic or language barriers when communicating with the female and her family, it was clear that the female was struggling in her relationship with the male and was struggling to maintain her home.

This was clear when I observed the home and the state it was in. The home was very dirty, and the children also appeared unwashed. There was no food in the fridge, and the kitchen was piled with old dirty dishes and rubbish. The house smelt strongly of old rubbish and smoke, and the female confirmed she and the male smoked inside the house in front of their children. At this point, I reverted to the third stage of the NDM, *Consider powers and policies* (College of Policing, 2021). Because of the poor conditions of the home, I felt it was necessary to involve outside agencies. I felt it was unethical to leave the children living in the home. I made the decision to contact social services again and explained to them about the incident that took place between the female and male and the concerns I had about the children being exposed to the domestic abuse and living in the terrible conditions. I made it clear to social services that the female's mother was looking after the two children for the time being, that she could be a good option to look after the children until the living conditions improved. I also made the appropriate referrals for the female to agencies that could possibly support her with her children and the issues surrounding the domestic abuse. I recorded all this information regarding the incident and my communication with these outside agencies in detail, as I wanted to make it clear that the female and the children all needed support and could continue to live in the conditions at the address, alongside the male.

This is where the final stage of the NDM took place, *Take action and review what happened* (College of Policing, 2021). At this stage, it was important for me to make the appropriate referrals to the outside agencies, as I believed it was my

ethical duty to keep the children as safe as possible even if that meant them being separated from their mother. After a few days, I did receive feedback from social services, who had visited the female, her children, and the address. Social services had made the decision to remove the children from the female's care until she could prove she could look after them more appropriately. The children were placed with the female's mother for the time being. I found this to be a positive validation of my original decision, in that other people had also assessed the situation and associated risk factors in a similar way to me and come to a similar conclusion regarding the children's wellbeing.

Because of my referrals to social services and other outside agencies, the children were removed from the address and placed into more suitable care. Although I did not want to remove the children from their own mother, I felt it was in their best interest to be looked after in a much more stable environment. Unfortunately, because the female lost custody of her two children, she did refuse to move forward with her complaint against the male. This meant the female denied the assault in a re-traction statement and the male was eventually released. I felt the choice to report the females' children was a tough moral decision, however, I felt the children being so young and vulnerable were more of a priority than the female and needed urgent care and support. More drastic measures needed to be taken which meant the female losing custody of her children, and the female unwilling to support police further regarding the incident involving the male.

Word count - 1,801

Task 3

Relevant areas of the National Policing Curriculum: Maintaining Professional Standards, Leadership and Team-working

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).

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 (Code of Ethics, policies, procedures, protocols or legislation).

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Working as a team can have its benefits as well as its challenges. It cannot be guaranteed that individuals within teams will get along with other team members, which can in turn affect the team cohesion (Salas, E, et al. 2015).

Personality clashes, cultural differences or whereby sub-groups have formed within the team are just some of the triggers that can affect a team negatively. The more diversity within a team, the more likely there will be conflict between individuals, simply due to their personal and professional traits (Tekleab, A, et al. 2016).

However, there are ways in which teams can work effectively and function cohesively, which can be seen in models such as the Tuckman's Model of Small-Group Development (Natvig, D, et al. 2016).

Tuckman explains the five stages in the model: forming, storming, norming, performing and adjourning. This model explains how teams start forming their relationships, setting boundaries and leadership is established. The second stage (storming) is where conflict can often occur due to individuals testing the

boundaries within their roles and can be resistant to change. The third stage (norming) should be when individuals accept their roles within the team, and they begin to work in a more harmonious and productive manner. The fourth stage (performing) should be when the team begins working cohesively and with a focus to achieve goals. The final stage (adjourning) is when the team self-evaluates and analysis their work after the goal is achieved.

Each of these stages within Tuckman's Model of Small-Group Development are important when it comes to developing an effective team that can work as a cohesive unit. By providing a team with structure and with a goal to achieve, it will greatly improve the chances of the team staying focused and working together (Natvig, D, et al. 2016). It is also important to appoint a leader or group organiser, who can help push the team's goals through planning, managing and motivation. Someone that can lead and delegate the work and communicate affectively about what goals need to be achieved. The leader (whomever is selected for the role) should provide clear and concise instructions as to avoid duplication of work or confusion. Feedback can sometimes be lacking after the goal is achieved. Feedback is helpful for all involved as it can improve confidence in an individual's work but can also help an individual improve in certain areas. If feedback is not provided regularly, opportunities are missed, and mistakes can continue to be made as lessons are not learnt. Insight from other team members can help identify shortfalls that can sometimes be overlooked and improve the overall quality of the work by testing and validating outputs with a wider audience (Quach, D, et al. 2020).

Inter-personal conflict can also cause a disruption to a team's cohesion. These inter-personal conflicts can include personal interests, such as hesitation to disclose involvement in political activism (Gupta, M, et al. 2011). Personal ethical conflict can also impact how smoothly a team can cohesively work together. Every individual within the team will hold their own ethical values, which could result in individuals clashing over their views. Ethical conflict within teams can increase negativity and decrease team satisfaction, overall hindering the completing of the task at hand (Xing, 2022).

Different strategies can be adopted to improve and enhance individual and team performance, while also managing conflict within teams. In the 'Fix your team toolkit' what measures can be taken to try and improve both team and individual performance (Bryant-Smith and Grevis, 2018). Some suggested 'tools' include the importance of communication and how it is necessary to have conversations within the team, while also incorporating feedback and open discussions. Communication can not only open dialog between team members but can also build empathy and understanding to strengthen the relationships between individuals. Also discussed is making sure the organisation's core values and behavioural expectations are clear and understood amongst all team members. This is crucial when it comes to improving and maintaining team cohesion as it removes any possible unwanted or inappropriate biases or opinions that an individual may hold that could disrupt the workings of the group. It provides a framework and structure that all team members can adhere and promote, to provide common ground and shared goals amongst diverse individuals. What can also improve team cohesion is managing workloads and resources effectively by a leader or manager, which can prevent the team from becoming overworked, stressed, and unable to complete tasks (Bryant-Smith and Beard, 2018). Good leaders can help protect colleagues from organisational and management pressures from above, reduce distractions and wider requests, thus helping individuals focus on a manageable set of tasks. Effective methods in improving team and individual performances are necessary when it comes to response policing, due the large workloads and few resources that officers are faced with. By having measures in place such as the above, it ensures teams and individuals are working as effectively and efficiently as possible (Espevik, R, et al. 2021).

Sometimes positive or negative team dynamics can affect the level of professionalism that is expected within the police, which could compromise policies, procedures, protocols, legislation, and The Codes of Practice. In some cases, if team cohesion and leadership has broken down and there is little to no communication or aspirations, then the goal in mind can come to a halt, and individual and team productiveness can become obsolete (Bradshaw, 2021). A lack of team engagement can great friction which therefore affects productivity and

poor performance, and where the growing friction can dictate the team's behaviour (Crowley, 2018).

Compromises to standards of policing can also be made when teams and individuals become too overfamiliar with each other. Teams could become too overly friendly, and the role of a leader may become obsolete, leaving the team vulnerable to having no sense of direction or boundaries in place (Morrison and Nolan, 2007).

Whether the team has been affected by positive or negative changes, both can have a knock-on effect with the way in which policies, procedures, protocols, legislation, and The Code of Practice are maintained. If the team's performance has diminished and there is no motivation to correct the issues, then this may prevent officers from complying with the policies, procedures, protocols, and legislation that is expected within the organisation. Conversely, a positive team dynamic ensures these aspects are upheld and remain robust.

Ensuring a victim of crime has been sufficiently safe guarded and that the appropriate DASH (Domestic Abuse Stalking and Harassment form) and PPN (Public Protection Notice form) have been completed (whether consent was provided or not) is just an example of what necessary policies and protocols the organisation considers an absolute must (Dash risk model, 2023). If the team dynamics begins to breakdown or communication is lacking because there is no lead role taking charge, then it is possible that important measures such as these could be completed incorrectly or missed altogether. There are also certain procedures in place within the organisation that must be adhered to, which can include The Golden Hour Enquires, which must be completed by the attending officer (College of Policing, 2023). The Golden Hour Enquires occur after a crime has been committed e.g., the burglary of a residential home. On arrival, officers should be looking for potential witnesses, taking the necessary victim and witness statements, looking for CCTV and collecting it as evidence, and ensuring there is no other necessary evidence at the scene such as an object that was used to gain entry. If these important evidential stages are not completed due to individuals or teams unable to work cohesively and affectively, then opportunities are lost to try and identify subjects (Bradshaw, 2021).

Failing to comply with policing legalisation could also be possible if the functionality of the team is non-existent. An example of this could be basic Human Rights (UK Public General Acts, 1998). The legislation was put into place to protect the rights of UK citizens and the prevention of unlawful behaviour of a public authority. Police engagement with a member of the public by use of force comes under Article 2 of the legalisation, outlining that force only be used if necessary and for the purposes of a lawful arrest or detention (Harfield, 2014). Officers either as a team or as individuals could risk failing to comply with the legislation if excessive use of force is used on subjects and the subject suffers an injury or death. Force must be used with caution and too much force could be applied by officers who are not working and communicating well as a team. An example of this could be if a subject is restrained on their stomach by officers who are using leg and arm restraints. Officers must clearly communicate with each other about what exactly each officer is doing, how the subject is behaving and how they are breathing and if the subject has any injuries. A lack of clear communication and teamwork could lead to the subject suffocating or suffering an injury due to the restraints not being placed correctly (Bradshaw, 2021).

Officers could also fail to comply with the Codes of Ethics, which is encompassed by the formalised codes of practice which all officers must adhere by, as it regards their professional behaviour and upholding of the law (Home Office, 2014). The very actions that each officer makes within their role, can stem from their own ethical behaviour, own moral compasses including honesty, integrity, openness, respect, accountability, fairness, selflessness, and leadership. Officers could fail to adhere to these core codes, whether that derives from a poor working environment, poor internal communication, lack of leadership, breakdown of team cohesion and lack of personal interest in the role. By failing to comply with these basic codes that are at the core of policing, could not only undermine the quality of work provided to victims and the wider community from the direct officers involved, but stain the reputation of the police as whole (Maile, A, et al. 2022).

Whether it's working as a cohesive team or working individually, officers must set aside many of their personal biases, opinions, and preferences to work toward an achievable goal. It is never easy working within the tight constraints of legislation,

procedures, protocols, and policies that the police are expected to adhere by, however, if followed correctly and effectively the benefits can contribute to a positive team dynamic and ultimately improve outcomes for victims and the public.

Word count – 1,743

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

Explain 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.

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

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Information and intelligence are critical components to policing and are necessary for police to make important decisions relating to crime. Information can only become intelligence after it has been disclosed by multiple sources, has been graded and then evaluated. This process ensures the information that becomes intelligence is reliable and credible. It is necessary to have credible information for officers to work with, otherwise, information that is unreliable or untested, could produce false intelligence that cannot be used (Bradshaw, 2021). False intelligence also directly misinforms related decisions, increasing the likelihood of negative outcomes.

Different methods can be used to collect information and develop intelligence, but one of the more effective methods is direct information provided by local communities who may know or be aware of the local criminals that operate in their area. Therefore, it is essential that local frontline officers, neighbourhood officers and CSO'S (Community Support Officers) have a good rapport with members of the local communities to gather such information and increase the probability that this is disclosed in confidence (Harfield, 2014).

Once information has been gathered, the material must be passed through the 3X5X2 evaluation process where it will be graded on how it can be applied to

intelligence (College of Policing, 2023). This process stems from the NIM (National Intelligence Model). Information must pass through three separate stages; the first stage being source evaluation (is it reliable, untested, or not reliable). The second stage is information/intelligence assessment (known directly to the source, known indirectly to the source but corroborated, known indirectly to the source, not known, and suspected to be false). The third stage is dissemination what handle codes should be applied to the information, such as lawful sharing permitted, and lawful sharing permitted with conditions.

Information and intelligence can be used to aid with road policing tactics, to disrupt criminal activity, such as trafficking of drugs, theft and handling of stolen goods, exploitation of children and vulnerable adults, human trafficking and more. Crimes such as these are not restricted to one location, and because these crimes can 'move' about freely with the assistance of vehicles, officers rely heavily on the input of information and intelligence to disrupt and intercept criminal activity on the road (Harfield, 2014).

Organised crime groups will tend to target vulnerable adults and children across the county to distribute the sale of prohibited drugs, weapons and use such vulnerable adults and children for sexual exploitation (Olver and Cockbain, 2021). Criminal gangs will use different methods to procure vulnerable adults and children to conduct illegally activities through coercion and manipulation, blackmail, grooming, physical and mental abuse, and threats.

These methods of persuasion by using vulnerable adults and children to engage in illegal activity by criminal gangs is not a new concept. Criminals involved in county lines not only focus on the distribution of illegal substances and services but import their goods and services far and wide across the country. To avoid flooding their local markets, criminal gangs have begun dealing to wider markets by using transport as a method of reaching further destinations, such as the roads or train lines. Drugs and services can be easily transported from one location to another, effectively moving from one county to another while going un-detected. This goes together when criminal gangs involve vulnerable adults and children, as they can not only be easily manipulated to carry out such activities, but they draw much less

attention and suspicion, therefore keeping the criminal gang's activities discrete and hidden from authorities (Bradshaw, 2021).

By exploiting methods of transport such as the rail and road networks, criminal gangs have the freedom and unlimited accessibility to supply areas of the country that may not be already saturated with illegal substances or services (Blakeburn and Smith, 2020). Using the rail or road networks allows criminal gangs to move quickly to new locations that maybe within reach of their own city hub, such as Manchester, London, or Birmingham. 'Commuter' destinations from the larger city hubs allow criminal gangs to easily expand their territories with the ability recruit vulnerable adults and children from those areas, while also easily monitor the supply and demand. By using the rail and road networks, criminal gangs have been able to target remote destinations that may have once been considered too isolated to branch into. By commuting to these destinations, criminal gangs can also minimise their time while at these destinations and therefore limiting their chances of alerting authorities (Coomber and Moyel, 2018). Supply of illegal substances or services can be dropped off at a destination and runners can be back in their own hubs within a matter of hours. The ability of transporting across the country within a short period of time allows criminal gangs to export to various destinations at the same time, therefore maximising their markets.

Because criminal gangs and the vulnerable adults and children they exploit are constantly on the move, it has become increasingly harder for authorities to manage (Granosik and Lewanska, 2020). Therefore, the police rely heavily on information and intelligence supplied from various sources and outside agencies to identify offenders. Banks, post-offices, and other financial institutions provide an excellent source of information for the police, as they are constantly scanning for any financial or fraudulent crimes. Money laundering is one method criminal gangs will use to process their funds, their financial activities can be tracked and traced by the banks, while allowing the banks to collect the data in compliance with financial regulations. Banks also have the means to identify locations that are being used by criminal gangs, such as how often subjects are using certain ATMs and local branches, thus creating a pattern of behaviour that can be observed (Kumar, S, et al. 2022).

Financial institutions can provide police with the opportunities to intercept these criminal gangs, especially if they are commuting to various locations to sell their products and using different branches and financial institutions to move their funds. This information and intelligence can be exploited by officers, as they can start to develop patterns of behaviour which they can use to their advantage. Such as the data supplied by the financial institutions can highlight where a subject is depositing large sums of money i.e. a post office in a small town in the South West of the country. The data might be able to tell officers what days and times the subject is depositing the money and if so, is it on a regular basis. If a pattern begins to emerge, officers can try to intercept the subjects while they are traveling to or from the location. By having the information and intelligence supplied by a reliable source such as a bank, it allows officers to effectively plan and manage the subject without over and under-utilising other sources, while also increasing the chances of intercepting the subject as the data is reliable (Harfield, 2014).

ANPR (Automated Number Plate Recognition) is another investigative tool that can be used by road officers to disrupt criminal activity (Harfield, 2014). ANPR systems can be placed on police vehicles or in stationary locations such as major roads or motorways. These systems have the capability to capture images of vehicle number plates, while vehicles are moving at high speeds. ANPR is not only used for the more obvious offences of speeding or identifying a disqualified driver but allow officers to track vehicles as they travel along roads. For example, a subject commuting out of London and into Bristol while using the motorway will hit several ANPR systems. This allows officers to create a realistic timeline from when the subject left from point A to point B with the possibility of them returning the same way. If officers are aware of the vehicle the subject is driving and can identify the vehicle's number plate, markers can be added to the vehicle that will be flagged by the ANPR system. This information is very quickly related back to the officers in near real-time. This information supplied by ANPR not only provides officers with the possibility to intercept criminals while on the move, but the data can help build further intelligence as it can include, routes taken by subjects, what vehicles they drive, number plate details and how often they travel these routes.

ANPR can also be used to identify victims of criminal exploitation, and what their movements are. Vulnerable adults and children will often be commuting to destinations to complete a transaction whether that is selling illegal drugs or through sexual exploitation. If further intelligence suggests that the victim often travels in a certain vehicle, road officers can place a marker on the number plate that will flag when the vehicle passes ANPR. Depending on the vulnerability, age and threat to the victim, road officers can either intercept the vehicle on route or travel to the location where they suspect the victim will be going to.

Although ANPR is an effective method of gathering information and intelligence, it isn't without its faults. ANPR systems can mis-read or fail to capture number plates such as poor lighting or dirty number plates. Criminals are also aware of ANPR and the data it captures, so it is not uncommon for criminal gangs to use cloned or duplicate number plates or hire vehicles that can make it harder to link them to. ANPR cannot for the most part identify the driver of a vehicle due to the way they are positioned, which again can play into the hands of criminals. Although a known criminal's vehicle maybe making regular journeys to a specific location, if ANPR cannot confirm who in fact is driving, then it cannot confirm who the registered keeper of the vehicle is. It also allows criminals to create an alibi is it cannot be confirmed who is driving the vehicle (Haines, 2009).

Therefore it is essential for information to be carefully processed and analysed before it become intelligence, as to avoid wasting policing resources or mistaking the identify of a subject for an innocent member of the public. Even once information has been processed and turned into intelligence, it must still be handled with care with robust and objective investigative processes followed, as it cannot be guaranteed that all intelligence is 100% reliable.

Word count – 1,704

Task 5

Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 5000D) asks that you create an individual learning plan to meet your identified needs through reflection upon your continuing practice. This shows confidence in your ability to manage your own learning in response to evolving circumstances in the workplace.

This task differs from the PDPs that you have completed in your previous workbooks 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.

1500 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 8000 words expected from this module.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE I need to improve on my knowledge of traffic offences, as now, my knowledge of basic traffic offences is very weak. Seeing as I am a response officer on patrol in a vehicle on most shifts, I feel I need to greatly improve on this knowledge to better assess and manage any traffic related offences	Low 1-4				Med 5-7		I need to focus on my basic traffic knowledge, such as dangerous and reckless driving, and driving without due care. This will require me to study basic traffic offences and what their points to prove are e.g., Section 2 – Dangerous Driving, points to prove include, drove a mechanically propelled vehicle, on a road / other public place and drove dangerously. Not only will revising the offences be necessary, but I will need to put these into practise, and I feel the best way to do so is to be actively looking out for offences

							while on patrol that I can actively make decisions on.
SKILLS I feel my skills at de-escalating a situation could be slightly improved. I find that when faced with a scenario where tensions are high, and parties involved are becoming agitated, I can become a bit too forceful instead of trying to calm the situation down.		Med 5-7				High 8-10	Improving my skills to de-escalate a situation could greatly improve the speed and final outcome of the situation. By calming myself down and speaking in a less forceful manner, I may be able to de-escalate the situation without having to use force to remove someone or arrest an individual etc. Being able to de-escalate a situation in a calm and non-physical manner, could greatly reduce the risk of any potential harm falling on officers or the other parties involved. It could also improve the communication between officers and the parties involved, who may be more willing to co-operate.
EXPERIENCE I need to increase my exposure to more Stop Searches to gain more experience when conducting the searches. As it stands, I have only made two Stop Searches since becoming an independent officer. Stop Searches for females are hard to come across unless officers are proactively able to.	Low 1-4				Med 5-7		The more experience gained from Stop Searches will help me better understand the legal grounds for the searches and what the appropriate way to conduct a Stop Search is. Now I am confident with my Stop Searches, but would like to confidently stop and individual on my own accord for known the grounds of the search right away. At the moment I have only searched individuals who have already been stopped by other officers who have provided me

							with the grounds to search.
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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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