



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

Learner name: __Emma Thomas_____

**Learner's University Registration Number:
_____2117853_____**

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:

Organisational culture is described as people sharing common values and beliefs; it sets expectations and influences how people behave and work in the organisation. Organisational cultures evolve and change over time. "Organisational culture provides the glue that holds the organisation together and encourages employees to engage and perform for the organisation." (VAN DEN BERG and WILDEROM, 2004). Having achieved my independence and reflected on my strategies to maintain my wellbeing and resilience, I continue to use the outdoors for my mental health and fitness. The police culture requires me to adapt to shift work, short notice roster changes, limited resources, irregular sleep schedules, lack of breaks, a heavy workload and dealing with traumatic events. In this paper, I will explore how organisational culture has impacted my wellbeing and resilience, and the risks associated with adapting to this culture.

The police department is a disciplined organisation and consists of many layers. There are rules and regulations in the form of a code of conduct that are necessary for the effective and efficient operation of the service (ADIELE 2009). The role of a police officer is complex as they must deal with many different situations and adapt to each one. According to ARUAJO (2012), for an organisation it is not just about becoming a disciplined organisation, it is about the people who make up the workforce. There must be a common goal that inspires individuals to work towards something greater. The Police Crime Commissioner and Chief Constable create an implementation plan with shared principles and values that sets the standard for what the department wants to achieve. The plan is then interpreted by each department as to how it can contribute to the overall objective and each member of staff is accountable for adhering to this joint plan (South Wales Police 2022b).

Modern policing has changed and so has the organisational culture within the service. According to Campeau (2019), today's police recruits are exposed to a historically heightened level of scrutiny. Yet traditional ideas about how best to police persist. Many senior officers base their policing behaviour on a variety of cultural elements, such as unofficial myths about how to provide the community with what it expects from their police service. "For decades, Peel's principles applied to crime

and disorder prevention. Today, however, 20% of our work is on mental health issues and we handle 300,000 missing person reports every year. Police used to be the last line of defence; now they are the first line of response as the capacity of other services has shrunk" (Griffiths 2019). According to Pattanayak (2021, p. 34), there is a significant difference between the public and private sectors in terms of organisational culture. "Organisational culture has evolved over the years in the public sector as systems, procedures, policies, organisational climate, organisational functioning, work culture, etc. are well defined, practised more or less consistently and are also stable." Dictionary definitions of resilience usually refer to the ability to recover quickly from difficulties or to get back on one's feet. Robertson (2017) believes that resilience enables people to remain positive and healthy when faced with challenges and hardships. Resilience enables people to focus on what is important and cope effectively with challenges, including recovering from trauma or negative experiences (Robertson 2017). Police officers must endure and cope with excessive stresses, resulting not only from professional pressures and workloads, but also from the stressful things that officers encounter in their working lives. These things have overwhelming and lasting effects on the officers who must deal with them. These experiences shape an officer and can be shared with colleagues, creating a team, and keeping them together. Most of these officers share the same values and beliefs of the police culture, but unfortunately a few abuses the power given to them. HMICFRS (2022). A heavy workload, fatigue and unhealthy diet can have a significant impact on my stress and mental health. It is important to take care of myself and I pay attention to my wellbeing to limit the risk of my mental health being affected.

Studies show that the negative consequences and characteristics of police culture that stigmatise and marginalise officers with mental health problems can make officers unwilling to ask for help, which only increases their stress. Recognising that some police professional cultures are unhealthy and uninviting, we can work to develop force-wide regulations and training to educate officers on issues such as mental health stigma (Hakik and Langlois, 2020).

I now work irregular shifts instead of the typical daytime hours I had during my training. Sleeping less than 7 hours per night is associated with negative health and safety impacts and disrupts biological sleep patterns. Household pressures contribute to short sleep duration and sleep disturbances. Interactions with family and friends, domestic responsibilities and leisure activities can all impact on sleep opportunities. Shift work can be seen as a source of stress however, having a strong support network in the form of family, friends and colleagues contributes to my overall well-being. Eating a healthy diet and knowing how to manage my sleep, such as taking naps, helped reduce my fatigue during the shift (Wright, Bogan, R. K., & Wyatt, J. K. 2012).

Workload refers to the amount of work allocated to me. It can occasionally become overwhelming and lead to stress, anxiety, and demotivation. It is crucial to plan and manage the workload, otherwise it can become impossible. I communicate with my supervisor and university lecturers because not only do I have a workload to manage, but I also have a family and am working towards a degree, which adds to my workload. Targets and deadlines are often set, which provide structure but can also add pressure. Self-care, including mental health, is a vital component of

resilience (Hughes, Kinder et al. 2019). Many of the choices I make can have a positive or negative impact. Because I am now independent patrol, I can influence new students, and that is a very responsible position to be in. "An entire police force can be judged by the community based on the inappropriate posting of a single officer, which significantly damages public trust and brings the police force into disrepute." IOPC (2021)

Following the murder of Sarah Everard by a serving Met officer in March 2021, Baroness Louise Casey was asked to conduct an independent investigation into the Metropolitan Police's standards of conduct and internal organisational culture. The report was conducted over a year and the publication of the final report revealed serious institutional failings across the organisation that will require significant reform. According to the damning report, there are racist officers and staff, as well as "deep-seated homophobia" within the organisation. It goes on to say that violence against women and girls is not taken as seriously as other types of violence. However, internal perceptions of the Met's overall culture are divided. 40% of staff surveyed consider the overall culture to be positive, while 46% consider it to be negative (Casey, 2023).

The role of a police officer is complex, having to deal with many different situations and adapt to each one. Organisational culture has evolved in the public sector over the years, with systems, procedures, policies, organisational climate, organisational functioning, work culture, etc. Recognising that some police occupational cultures are unhealthy and dismissive, we can develop force-wide regulations and training to educate officers on issues such as mental health. However, there appears to be a long way to go and lessons to be learnt to eradicate negative cultures in policing as they undoubtedly still exist and the risks of officers conforming to them are damaging to public perception and bring the service into disrepute. Consent-based policing relies on public trust and the police service risks losing the legitimacy of consent.

Words 1291

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:

The Crime Survey for England and Wales estimates that 2.4 million adults, including 1.7 million women and 699,000 men, experienced domestic abuse in the year ending March 2022 (Office for National Statistics, 2022). Domestic abuse is a pattern of intimidating or controlling behaviour that does not always involve physical contact. Domestic violence can also include psychological, sexual, or financial abuse and is rarely an isolated incident (Men's Advice Line, 2022). In this essay, I will discuss a domestic violence incident and the decisions I made in a complex, changing situation and explain my motivations. I will use Gibbs (1988) model of reflection.

Decisions in a Policing context can be complex. According to Roycroft (2019, p. 6), "We have seen a vast increase in the transparency of police decision making and the need for police officers of all ranks to justify, record and explain their decision making in specific investigation logs" he also added, "although it is right that police officers face scrutiny, the level of scrutiny has increased dramatically over the last decade". Given this, the college of policing (2014) developed the national decision-making model (NDM) to streamline decision-making and ensure that policing values are adhered to while making those decisions. It is a national policing model that assists police officers in dynamically risk-assessing complex situations and providing justification for their decisions.

Similarly, when a person contacts the police control room for the first time, the staff use a risk assessment tool to make decisions. The THRIVE decision module is used by many forces, to evaluate the initial response. THRIVE stands for Threat, Harm, Risk, Investigation, Vulnerability and Engagement and enables the call taker to make

an assessment and grade the call based on the individual's needs. Call handlers will apply the process and record the rationale and the tool assists staff in determining the level of response required and helps prioritise. The model also helps determine whether any other organisations can assist in protecting the caller (HMICFRS, 2020).

Police received a 999 call from a male who asked for police and then ended the call. The control room located the coordinates of the call; however, no additional information was available. This made me uneasy since without this knowledge, I would have to rely on my intuition and have to make spontaneous decisions. While making decisions, intuition is frequently used when little information is available and a quick conclusion needs to be made (Salas, Rosen et al. 2010). When I arrived, a female answered the door and was crying. I walked into the living room; a male was sitting on the sofa. Although everything was quiet, I had a strong intuition that something had happened. In order to develop my dynamic risk assessment, I requested the couple's information and background checks from the control room. The male had little intelligence, but the female had several indicators of violence. According to Straus' (1979) Conflict Tactics Scale, domestic violence against men occurs just as frequently as against women. I could not simply presume that the man had been violent since it would be a bias or stereotype that would distort my judgement (Paulus, de Vries et al. 2022). Bias influences decision making on both a conscious and unconscious level. "Experts believe that the mind's unconscious is responsible for 80% or more of thought processes," writes Nalty (2016). Unconscious bias is a normal part of the human experience. Assumptions are easy to make and have an impact on decision-making.

I took the male to another room while my colleague stayed with the female. I made this decision so the male could speak openly to me and give his account without colluding with the female or giving false information. My priority was to make the situation safe, and I needed to figure out what had happened to allow me to make informed decisions. In domestic abuse cases, police officers must take positive action; this does not always imply arrest if no offences have occurred (College of Policing, 2015). The male was noticeably quiet and assured me that everything was fine. My intuition told me he was hiding something and did not want to talk, so I softened my tone and told him I was there to help. According to Drijber, Reijnders, and Ceelen (2013), the main reasons given by men for failing to report domestic violence were fear, shame, and anxiety about not being taken seriously. There is also a widespread belief that the police are powerless or unwilling to intervene. The intelligence I received from the control room told me the male was a repeat victim of violence from the female changed the threat and my thought process. Being a victim can be an isolating experience, with feelings of isolation and fear and no one to talk to. I recognised some of this male's behaviours and assured him that I would not pass judgement. I asked the male if the female had used violence against him, and he stated that she had. Consequently, victims typically fear that if they disclose the abuse, no one will believe them. The realisation that someone finally understands their suffering might provide a victim with a sense of hope and solace. It is crucial to listen (Verywell Mind, 2019).

Subsequently, there was shouting coming from the next room where the female had become agitated. Using the NDM I knew I needed to leave the male in the safety of

that room and told him to stay there. The female was becoming aggressive towards my colleague so on entering I calmly asked the female to calm down. Whilst talking to the female I was using the NDM to assess the threat and develop a working strategy. I became aware of two children in the hall which added to my information. Impact factors were now making me decide I would be taking immediate action this included the intelligence I now had, the presence of a victim and children and the female being aggressive and resistant.

I considered my policies and procedures and due to the disclosure of an assault positive action would be taken and safeguarding the victim would be a priority to minimise the risks. Under the Police and Criminal Evidence Act (1986) I could now justify an arrest and needed to protect a vulnerable person, the same act allowed me to use reasonable force to execute the power of arrest. The female was arrested and handcuffed, again this was due to intelligence that she had previously been violent. My colleague took the female to custody which allowed me to remain with the male for safeguarding as I had already started building a rapport with him. As a result of my actions, I was potentially separating a mother from her children; however, using the NDM justified my actions and provided me with clear options without allowing my emotions as a mother to cloud my judgement. This situation could have turned out differently if I had not had this model to guide me, and I could have potentially left a victim of domestic violence in a dangerous situation with no safeguards or support in place.

In addition to safety, the victim and their family require ongoing support. I approached the male about providing a statement to proceed with the investigation. I could tell he was worried, so I told him we could discuss it at the end to give him time to think. Following that, I completed a risk assessment tool known as a public protection notification (PPN). This form includes a risk assessment evaluation tool for domestic abuse, stalking, and harassment (DASH), which was implemented in 2009 by UK police forces and partner organisations. The assessment assists front-line officers in identifying domestic violence, stalking, and so-called "honour-based violence" that pose a substantial risk (HMIC, 2014). This assessment is then provided to the Domestic Abuse unit's specialist officers. I then developed a safety plan with the male, which included calling 999 if he felt threatened, adding a marker to the address, accepting help, and engaging with partner agencies. I gave the contact information for Live Fear Free, a Welsh Government initiative that provides help and advice about violence against women, domestic abuse, and sexual violence. They can be reached 24 hours a day and offer ongoing support and assistance with life after the police have left (Welsh Government, n.d.). It takes an average of 2.3 years for a survivor to leave their abuser and remain separated for good (Safe Lives, 2015), and leaving is the most dangerous part of the process. When an abuser believes they are losing control over their victim, they often resort to dangerous measures to regain control.

Overall, the NDM is a positive decision-making tool that keeps the code of ethics at its core and promotes quick-thinking decision-making. The model simplifies and breaks down a complex decision; however, it can cause delays, especially for officers with less experience, so practice is essential. The model relies on several factors and may have unfavourable results if inadequate intelligence is received. Similarly, the PPN and DASH questions allow for a risk assessment that identifies and verifies risks

while also providing structure; however, it is time-consuming and appears to be a 'one size fits all' questionnaire with the same questions for everyone.

In summary, I am proud of how I handled the situation and trust that I was able to reassure and support him in his own home. Even though the male decided not to make a statement, I provided him with enough support to make him a survivor rather than a victim. On reflection, I could have communicated better with my colleague to reduce the conflict and aggression and prevent the situation from escalating. Moving forward, I will ensure that my communication skills develop and that, in situations involving a domestic element, I have a plan with colleagues before attending. The NDM is a useful tool for rationalising incident decisions and provides a clear choice for an officer to justify their actions and serve as a foundation for the code of ethics.

1673 words

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:

A good team does not just happen; it takes time to develop. According to Tannenbaum and Salas (2020), a team is not just people working in the same room. Being a team is more than sharing a workspace or working on related activities. A team is two or more people who communicate with each other in circumstances where at least some team members must rely on each other occasionally. A team has a shared sense of purpose and is considered a unit. This essay first introduces team development and explains how a team gains cohesion. Secondly, interpersonal conflicts and conflict resolution strategies will be discussed and finally how team dynamics can lead to non-compliance with professional standards.

Tuckman's Stages of Group Development, proposed by psychologist Bruce Tuckman in 1965, is one of the most well-known theories of team development. Forming, Storming, Norming, and Performing are the four stages teams go through. Events can cause a team to regress or stall on a stage, preventing them from reaching their full potential (Tuckman 1965). During the forming phase, the group establishes ground rules, becomes acquainted with the assignment, and tests the boundaries of appropriate interpersonal and task behaviour. This stage is when group members start developing bonds with organisational standards, leaders, and one another. The team needs to come together under the direction of the leader, who must ensure that working connections and trust are established (Bonebright 2010). The storming stage comes next. The team gains confidence, and everyone becomes more at ease with one another. Conflicts may arise, and because this is a turbulent stage, the leader must assist the team in remaining focused. During the norming and performing stages, members begin to feel a part of the team and adopt the team's standards of behaviour, roles and responsibilities become clear, and team effectiveness increases. The team develops a shared vision and trust. The team is now competent and capable of functioning as a unit (Page, Donelan 2003).

After an analysis of the data, a fifth step, called adjourning, was added to the hypothesis. Other theories have proposed a fifth step called termination, which Tuckman overlooked as an important final phase (Tuckman, Jensen 2010). In this stage, the team is dismantled and its performance and contribution are evaluated. Individuals may be transferred or the needs of the organisation may change. Team morale may be low at this point, making leadership more important than ever (Kim, Iwuchukwu 2022).

I can see how these phases connect to policing because they are present in my team. After only a short period of training, I lacked faith in both my skills and the team. Because I was joining a team that had already been formed and would start the process with me, I needed to consider how I would fit in. I didn't really understand my role during the first several months after arriving, so I had to rely heavily on my team. I relied greatly on my team during the first several months after arriving because I didn't fully understand my function. I also learned from them. When my instructor wasn't there, I saw a storming stage where team members competed to teach me and share their police techniques.

My work colleagues looked up to me and utilised my prior experience as I developed, which stimulated me and I felt like a valued team member capable of making my own decisions. My position on the team eventually became clear. Due to declining personnel levels and the loss of a skilled employee, morale was low, and it was obvious from the team's shifting dynamics that the adjourning stage had started. A fresh student joined us as we repeated the process, but this time I was an established team member. Hingst (2006) suggests the renowned 1965 model may be able to encompass the circumstance when groups encounter the inclusion of new members within their number with the slight addition of a conforming phase to the performing stage. A period of mutual investigation begins during which the group's attention is directed towards the newcomer and the new member makes an effort to learn as much as they can about the group's culture and the other members of the group. Nevertheless, Tuckman's theory is a fixed developmental sequence; Sunderstrom, Demeuse et al. (1990) argue that a single sequence can adequately capture the evolution of all types of teams, given the diversity of relationships between work teams and organisational contexts. The effect of organisational context on team development may be moderated by team boundaries.

Teams might not always function well, and effective leadership is crucial. Several tragedies have shown how important it is for emergency services to work together as effectively as they can in the event of major, crucial, or catastrophic catastrophes or events. Investigations into significant occurrences revealed gaps and failures in the interoperability between the services (HMICFRS, 2018). A Joint Emergency Service Interoperability programme (JESIP) was launched in 2012. In the UK, JESIP models and principles have become the standard for interoperability. It is the notion that individuals from different emergency services, each with their own cultures, values, and objectives, may come up with a shared set of guidelines to ensure that they work together successfully during a crisis (JESIP, 2022). An example of this is the Manchester Arena bombing. According to Power (2022) The fire service wanted to ensure safety protocols were in place before taking high-risk action, while the police

wanted to eliminate the threat and the paramedics wanted to treat casualties. It was impossible to complete all of these goals at once. According to a study on the psychology of groups, people are compelled to give their "in-group" a favourable and biased evaluation as compared to other "outgroups." Those that have a strong organisational identity do so both at work and in social settings

Likewise, interpersonal conflict is a normal, common occurrence when different people have opposing opinions and thoughts. Bao et al (2016. p542) summarise interpersonal conflict as "an interaction of interdependent people who sense disagreement and opposing interests, incompatibility and the possibility of interference, and negative emotion from others." However, according to Risser (2022), Interpersonal conflict can be healthy and beneficial, but can also lead to unhealthy and stressful relationships. In any case, human existence will always lead to conflict and in the Tuckman model it is highly likely to be in the development of the team and the storming stage. Early intervention is essential for the team to continue functioning effectively. Conflict resolution strategies are critical for achieving team cohesion and peak performance. There are several conflict management models, Mary Parker Follett (1926/1940) found that conflict was managed by domination, compromise, and integration. Thomas and Kilmann (1974) identified five styles of conflict management; Competing, Compromising, Collaborating, Avoiding, and Accommodating. Whereas more recently There is widespread consensus among management academics, according to Rahim (2002), that there is no one optimal way to make choices, lead, or manage conflict.

One of the easiest ways to manage conflict is using the CUDSA model. This acronym stands for Confront the behaviour, Understand each other's position, Define the problem, Search for a solution and then Agree upon the best solution and put it into practice (Wall, 2016).

Individuals are put to the test when it comes to policing, particularly when it comes to response. One night shift, my team was short-staffed, and no one was able to take a break or eat. We were all exhausted and hungry when a grade one call involving a stabbing came in. We all responded, and because we had already gone through the stages of the TUCKMANS model, we were a very effective team. We moved forward with the task at hand and agreed upon what to do. Being a part of the team made me extremely proud, and we exceeded expectations. Nobody complained when we stayed late to finish a hand-on for the next team. Being tired, hungry, and fed up with being short has brought my team together and as a result, we are a strong unit with a strong leadership team.

Nevertheless, team dynamics can fail, putting individuals at risk of failing to meet professional standards. The problem with management and hierarchical cultures, according to Smith (2022), is that they have the potential to stifle the truth and prevent genuine dialogue. A short-term, limited emphasis on targets that takes precedence over the core purpose might result from leadership communication that is cut off from the fundamental values and purpose of policing. Officers rely on one another, so a culture of loyalty is required. This is an important policing culture because it emphasises a police officer's responsibility for, and accountability to, fellow colleagues. When confronted with a shared risk, a portion of this accountability

must be instinctive and unquestioning, while the other requires a visible display of solidarity. Wieslander (2017) describes a hidden policy within the police, dubbed "The Blue Code," in which there is a gap between practice and policy. According to research (Holgersson, 2019; Loyens, 2013), police officers frequently believe there is a significant risk of retaliation against whistleblowers, as well as a risk of team members protecting individuals.

To illustrate, in 2020, two officers guarding a murder scene took photos and shared them with colleagues and members of the public. An investigation revealed that several police officers were aware of the photo's existence. Only one of those officers reported this and did so anonymously. As a result, the IOPC suggested that supervisors and senior management at Forest Gate Police Station take personal responsibility for identifying and eliminating inappropriate behaviour patterns. At the same time, they must promote a welcoming and safe environment in which officers and staff are aware of their obligation to challenge and report inappropriate behaviour in accordance with the Code of Ethics (IOPC, 2022)

Tuckman's theory of team development, in summary, demonstrates how team maturity and performance develop, as well as relationships and leadership change. Tuckman's approach can help you understand team development. It helps people reach their full potential and improves team performance. However, other more recent theories have added to the foundation of Tuckman's model, so while Tuckman's theory can assess a team's process, there are additional environmental factors that can affect performance. Inter-personal conflict is unavoidable, but there are strategies for dealing with it that can be used in a policing context. Furthermore, if team dynamics fail, not only will the police service suffer, but it may also fail to comply with professional standards affecting public perception and resulting in poor performance.

1754 words

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:

In the UK, human rights are protected by the Human Rights Act (1998). Article 8 of the European Convention on Human Rights provides everyone the right to a private and family life. According to the Citizens advice (2019) The Human Rights Act does, however, allow public authorities to infringe on your rights in certain circumstances. These include national security, prevention of crime and public safety. To be legitimate, police must demonstrate that the infringement is lawful, proportionate and necessary. Officers collect information from several sources and this information goes through a process of validation including accuracy and take steps to corroborate it (James 2016). This information then becomes known as intelligence. This essay will discuss how this intelligence can be used to disrupt criminal activity, by policing the roads.

According to the Crown Prosecution Service (2019), organised crime refers to persistent, group-based criminal activity that is planned and coordinated. Financial gain is frequently, but not always, what drives them. Organised crime disregards national boundaries and national interests. Holmes (2016) argues that several agencies prefer the term Serious and organised crime rather than just organised crime as people imagine planned and code-based gangs however these are being replaced by variable and short-lived gangs. Organised crime costs approximately £37 billion to the social economy and there are estimated to be more than 350,000 individuals involved. There are also lives in jeopardy in the high-risk smuggling industry. In 2019, 39 Vietnamese nationals lost their lives in the back of a refrigerated lorry (National Crime Agency, 2022 p8).

In addition to focusing on financial gain, organised crime relies on its ability to spot illicit opportunities and take advantage of them. A network of subordinates, experts, and other more sporadic members make up organised crime groups in addition to a core of significant figures connected by familial ties, childhood friendships, and a shared history of low-level criminal or gang activity. Drug trafficking, the transportation of illegal goods, and internet-based fraud all require distinct types of

infrastructure (Serious Organised Crime Agency, UK 2006). The methods used by serious organised crime groups (OCG's) to get weapons and victims of human trafficking into the UK and evade detection at the border are among the increasing dangers and tactics that tactical intelligence alerts us to.

Considering this, Operational intelligence is used to carry out or direct operational activity against OCG's, such as providing a description of a vehicle transporting victims or firearms (National Crime Agency, 2019). The National Intelligence Model (NIM) and intelligence lead policing are in effect, a business model. The NIM was first implemented in 2000 by the national crime intelligence agency. The NIM offers a well-organized method for converting information into intelligence for use in policing purposes and intelligence lead policing. The home office described the NIM as "a validated model of policing, approved by HM Inspectorate of Constabulary as representing best practice in the use of intelligence to fight crime" (Home Office, 2001 p45). There are three levels of analysis. Level one deals with issues of crime and anti-social behaviour at local level for example neighbourhood policing teams. Level two covers any regional crime or other problems that cross borders into adjacent force areas. Lastly, Level three deals with serious and organised crime as well as security matters on a national or international scale (Kirby, McPherson 2004). Whilst the NIM streamlines the process of intelligence, Maguire and John (2006) argue the model already appears to be under challenge from several other major policing initiatives.

According to the department of Transport (2022), the total length of roads in Great Britain in 2021, was estimated to be 247,800 miles. Roads policing is an integral part of policing to keep the road network safe from crime and keep the public safe. Criminals do not recognise force borders which means police must deter and disrupt criminality on our roads on a national basis. All police officers have the power to stop any vehicle on a road under section 163 of the Road Traffic Act 1988 (2020) without suspicion. Failing to stop for an officer is an offence and results in a fine (Bryant and Bryant, 2021).

An officer is responsible for policing the roads through intelligence led policing, this provides opportunities to enable the detection and prosecution of the most serious crime. This will involve the use of technology, such as Automatic number plate recognition known as ANPR (National Police Chiefs Council, 2022). Watson et al. (2016) argues police lack expertise and resources to effectively enforce road safety laws and regulations, which can undermine the desired deterrent effect and fail to communicate its purpose to the public. As of March 2022, there were 4102 roads policing officers which is only 2.92% of the workforce, nationally (Home office, 2022). Denying criminals the use of the road, is a key element of the NPCC Roads Policing approach. "We will be clearer in identifying high harm routes and will use automatic number plate recognition (ANPR) to detect and disrupt criminals who use the road. We will continue to embrace the use of technology." (NPCC, 2018).

In addition to roads policing officers, The National Vehicle Crime Intelligence Service (NaVCIS) is a national police unit is and industry funded. NaVCIS operates independently, under the direction of the National Police Chief Council. NaVCIS facilitate specialist vehicle tracking and are connected to UK vehicle tracking companies. The Unit can detect existing organised crime gangs and plays a key role

in disrupting these organisations, blocking export routes, and aiding in the prosecution of offenders. putting together and providing police agencies with actionable intelligence packages to support prosecutions and enforcement (National Vehicle Crime Intelligence Service, 2021).

Furthermore, a Regional Organised Crime Unit, part funded by the Home Office, Welsh Government and the three Southern Wales Police Forces is a multi-disciplinary team, known as Tarian. The unit is dedicated to disrupting and dismantling Organised Crime Groups across the whole of Southern Wales. By using a proactive approach and the intelligence gathered, Tarian made 269 arrests and seize more than 460kg of drugs in 2022. This included 32 adults and 384 children safeguarded (Tarian, 2023). The Serious Crime Act (2015) includes new powers to pursue, disrupt and bring to justice people involved in serious and organised crime and gang- related activity. Whilst the way in which the disruption techniques are sensitive, the public see results in the disruption of organised crime. South Wales Police regularly publish results of crime and in October 2022 they conducted a week of intensification into county lines. County lines is criminal groups who move and supply drugs, usually from cities into smaller towns and rural areas and this operation saw five lines dismantled. Detective Inspector Richard Weber stated, "By disrupting supply lines and taking those involved out of circulation, we can make south Wales's communities safer." (South Wales Police, 2022a)

Beneficial to the disruption, detection, and prevention of organised crime on the roads is ANPR. Traveling criminals, organised criminal groups, and terrorist organisations all fall under this category. The development of ANPR technology has advanced traffic law enforcement. A vehicle registration number can be recognised using an ANPR system by extracting the data from an image file using image processing methods. The system captures an image and goes through a computerised process before the result is displayed on an ANPR computer (Fakhar, H et al. 2019). ANPR cameras are employed not just in police cars but also at fixed locations. According to national policy, authorities refrain from disclosing specifics about such places since doing so would be advantageous to offenders and would diminish the utility of ANPR. Every vehicle that passes a camera is captured, including those not of interest to authorities at the time the record is read. An average of 60 million records are recorded by ANPR cameras every day, this data is stored for one year but can be extended if an investigation is ongoing. As the cameras record the registration plates of all vehicles regardless of any intelligence held, the data can be invaluable for all types of investigations including county lines, human trafficking, and exploitation (Police.uk, 2023). ANPR is a tactical option targeting criminals through their use of the roads by recording frequented journeys and destinations, building a picture of intelligence, and putting vehicles at certain locations at specific times. The Images captured are date and time stamped and the cameras are reading number plates continually 24 hours a day. The location of the cameras is not disclosed to the public to protect tactics however, ANPR systems are fitted to police vehicles to gather 'read' data single-crewed or already dealing with an incident. This will collect intelligence which would otherwise not be gathered (College of Policing, 2013)

Historically, number plate recording took time, and then it took even longer to send out penalty notices to those who broke traffic laws. However, with ANPR, number

plates can be recognised and checked against a database almost instantly. However, 3% of plates are currently misread by ANPR cameras Number plates must be made to a specific standard and are tested to ensure they can be read by the Camera's (British Number Plate Manufacturers Association, 2017). The cameras can also be amended by using black tape to change the appearance of a number or letter or false plates can be used on a vehicle. Similarly, Private companies, local authority, and the Department of Transport all use ANPR to monitor traffic flows and manage car parks however, they do not share information (National Police Chiefs' Council, 2016). I spoke to the ANPR manager of South Wales Police who told me there are approximately 120 ANPR camera's operated by Cardiff Council in the city and South Wales Police have only 115 covering South Wales. If the agencies were to share their reads, intelligence would increase dramatically. ANPR is not currently governed by its own legislation in the way RIPA governs investigations; and is only subject to the Data Protection Act (2020). The Home Office sets National standards for compliance and audits law enforcement by the police and other law enforcement agencies (Home Office, 2023).

ANPR is not the only technology used on the roads. Technological advances include smart roads and the use of drones to manage traffic and detect crime. Drones can also be used to investigate post-crash investigations in car accidents, detect ongoing crimes, terrorist acts, drivers who are texting or talking on the phone while driving, and drink drivers. Countries around the world are researching and developing smart cities which will include these roads and will enhance the tools available to law enforcement (Toh et al., 2020).

In summary, information and intelligence can be used in the disruption of criminal activity by effective policing of the roads. There are several agencies dedicated to tackling this crime and it can start with a response officer stopping a vehicle for a minor offence. ANPR is a proven investigative resource for disrupting criminal activity and is highly effective. Recording journeys can build a picture of criminal gang's routines and locations and it has been proven that this disruption works.

1841 words

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	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Increase knowledge involved with dealing with both victims and suspects of domestic abuse.			9		6		I deal with domestic abuse on a daily basis and I am relatively confident on the process and legislation. I need to make sure I am up to date with legislation including the new non-fatal strangulation law that came in to effect in 2022 as section 75A and 75B of the Domestic Abuse Act (2021).

Develop my knowledge of Casefiles for the CPS			9		5		I have completed my HUB attachment and am due to go to CID. I have learnt a lot about building a casefile however, the requirements often change and the changes are published on the intranet. I will develop my knowledge of the requirements and keep up to date.
Traffic offences		7			5		I have only given out 1 ticket to date and my knowledge is limited due to this. I feel confident in giving out a TOR but I lack knowledge in traffic offences so need to develop this moving forward.
CID processes		6			7		I am due to go on my CID attachment soon and will gain knowledge in complex investigations.
Out of court disposals			9			8	I am slowly learning the benefits of out of court disposals as oppose to arrest. The processes' are relatively simple and technology assists by having the disposals on our phone. I will be practicing the process to ensure I gain the knowledge on when and how I am able to use them.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Taser		7				8	I will be attending a taser course to gain this skill and am

							already booked on a course.
Tier 1 mobile downloads		5			5		I have attended this course and need to have the opportunity to develop my skill. I will look for opportunities to use this skill when demand allows.
Edit drugs testing	3				5		The drug testing course does not come up very often so when I was offered the opportunity I took it. I need to develop this skill and ensure I have the skill. I also need to keep up with legislation as it changes.
Standard response driving course			10		6		This is a mandatory course. The waiting list for this course has been high demand. I have now received notification that I can book onto the course to gain this skill.
Conflict management			10		6		I am a lot more confident now than when I first started shift. This skill is definitely developing however it is a skill I can continue developing. Conflict management is a key aspect of my role and a skill I will use often. Part of conflict management is tactical communication and this is also a skill I need to ensure I practice often.
EXPERIENCE	Low	Med	High	Low	Med	High	

	1-4	5-7	8-10	1-4	5-7	8-10	
Interviewing			10			9	Interviewing is a vital part of my role and something that I need to gain experience in to streamline my technique. The only way I will gain experience is by continuing to build on my current experience. I am confident in interviewing and happy to conduct one alone.
Niche			10		6		I feel confident in using the Niche system for day to day work and I am confident in its basic uses. I need to develop my experience to ensure all documents are correctly filled in and the correct forms are included.
Mental Health			9			9	I deal with a mental health call several times a week. I would like to develop my experience of dealing with it and the powers I have, to detain and section someone suffering an episode. I also need to develop experience in what to do when I have no powers but the family are begging for help as this is something I am seeing more often.

County lines and recognising the signs		9		8	Organised crime groups are on the rise and are located everywhere. I need experience to recognise the signs of abuse, cuckooing or trafficking. I am very confident in conducting stop searches however I need experience to allow my instructions to flow. I also need experience to ensure I know the powers I have to stop someone to search them.
Stop search	5		3		

Bibliography

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

ADIELE, N. (2009). DISCIPLINE AND DISCIPLINARY ACTIONS IN ORGANIZATIONS. [online] Ground Report. Available at: <https://www.groundreport.com/discipline-and-disciplinary-actions-in-organizations/> [Accessed 18 Oct. 2022].

Bao, Y., Zhu, F., Hu, Y. and Cui, N. (2016). The Research of Interpersonal Conflict and Solution Strategies. Psychology, [online] 07(04), pp.541–545. doi:<https://doi.org/10.4236/psych.2016.74055>. [Accessed 9 Mar. 2023].

BONEBRIGHT, D.A., (2010). 40 years of storming: a historical review of Tuckman's model of small group development. London] : Routledge.

British Number Plate Manufacturers Association (2017). Near Infrared (NIR) test - BNMA. [online] www.bnma.org. Available at: <https://www.bnma.org/research-and-testing/the-2-new-tests-of-number-plates-bs-au-145e/near-infrared-nir-test/#:~:text=The%20biggest%20change%20from%20the%20existing%20standard%2C%20NIR> [Accessed 24 Mar. 2023].

Bryant, R. and Bryant, S. (2021). Blackstone's Handbook For Policing Students 2021. S.L.: Oxford Univ Press.

Campeau. (2019). Institutional myths and generational boundaries: cultural inertia in the police organisation. Policing & Society, 29(1), 69–84. <https://doi.org/10.1080/10439463.2017.1371718>

Casey, L. (2023). An independent review into the standards of behaviour and internal culture of the Metropolitan Police Service. [online] met.police.uk. Available at: <https://www.met.police.uk/SysSiteAssets/media/downloads/met/about-us/baroness-casey-review/update-march-2023/baroness-casey-review-march-2023.pdf> [Accessed 23 Mar. 2023].

CHARLES ARAUJO. (2012). Key Principles of The Learning And Disciplined Organization. In The Quantum Age of IT (p. 147–148). IT Governance Publishing.

Citizens advice (2019). When can a public authority interfere with your human rights? [online] Citizensadvice.org.uk. Available at: <https://www.citizensadvice.org.uk/law-and-courts/civil-rights/human-rights/when-can-a-public-authority-interfere-with-your-human-rights/> [Accessed 1 Mar. 2023].

College of Policing (2013). Disrupting criminality. [online] College of Policing. Available at: <https://www.college.police.uk/app/roads-policing/disrupting-criminality> [Accessed 17 Mar. 2023].

College Of Policing (2014). National Decision Model. [online] College of Policing. Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model>. [Accessed 19 Mar. 2023].

College of Policing (2015). Arrest and other positive approaches. [online] College of Policing. Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/domestic-abuse/arrest-and-other-positive-approaches>. [Accessed 18 Mar. 2023].

COLLINS, P.A. and GIBBS, A.C.C., (2003). Stress in police officers: a study of the origins, prevalence and severity of stress-related symptoms within a county police force. *Occupational medicine (Oxford); Occup Med (Lond)*, **53**(4), pp. 256-264.

COOK, S., (2021). Well-Being in the Workplace : A Guide to Resilience for Individuals and Teams. Ely: IT Governance Ltd. P47-52

CPS (2019). Organised Crime - Strategy | The Crown Prosecution Service. [online] [Accessed 9 Mar. 2023]. Cps.gov.uk. Available at: <https://www.cps.gov.uk/organised-crime-strategy>

Department of Transport (2022). Road lengths in Great Britain: 2021. [online] GOV.UK. Available at: <https://www.gov.uk/government/statistics/road-lengths-in-great-britain-2021/road-lengths-in-great-britain-2021#:~:text=In%202021%2C%20the%20total%20length>. [Accessed 20 Mar. 2023].

Drijber, B.C., Reijnders, U.J.L. and Ceelen, M. (2013). Male Victims of Domestic Violence. *Journal of Family Violence*, [online] 28(2), pp.173–178. doi:<https://doi.org/10.1007/s10896-012-9482-9>.

FAKHAR, A.G., S., H, M.S., K, A.F., H., R.A. and A., M.A., (2019). Development of portable automatic number plate recognition (ANPR) system on Raspberry Pi. *International journal of electrical and computer engineering (Malacca, Malacca)*, 9(3), pp. 1805. [Accessed 23 Mar. 2023].

Gibbs, G., (1988). *Learning by Doing: A Guide to a Teaching And Learning Methods*. Oxford, Polytechnic: Further Educational Unit.

Griffiths. (2019). Police resourcing: on a knife edge. *Public Finance*, 4, 18–18.

Hakik, S. and Langlois, K. (2020) “To serve and protect their mental health”: The effects of police occupational culture on police officers mental health’, *Salus Journal*. Darlinghurst, NSW, Australia: Charles Sturt University, 8(2), pp. 117–151. <https://search.informit.org/doi/10.3316/informit.399192794862129>.

Hingst, R.D., (2006). Tuckman's theory of group development in a call centre context: does it still work?. In *5th Global Conference on Business & Economics- Proceedings*. Global Conference on Business & Economics.

HMIC (2014). South Wales Police's approach to tackling domestic abuse. [online] pp.14–18. Available at: <https://www.justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/2014/03/south-wales-approach-to-tackling-domestic-abuse.pdf>. [Accessed 9 Mar. 2023].

HMICFRS (2018). Joint Emergency Services Interoperability Principles. [online] HMICFRS. Available at: <https://www.justiceinspectorates.gov.uk/hmicfrs/our-work/article/joint-emergency-services-interoperability-principles/#:~:text=The%20Joint%20Emergency%20Services%20Interoperability> [Accessed 9 Mar. 2023].

HMICFRS (2020). A call for help Police contact management through call handling and control rooms in 2018/19. [online] <https://www.justiceinspectorates.gov.uk/hmicfrs/>. Available at: <https://www.justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/a-call-for-help-police-contact-management-call-handling-control-rooms-2018-19.pdf> [Accessed 23 Mar. 2023].

Holgersson, Stefan. (2019). Whistleblowing within the Swedish Police. Nordisk politiforskning. 6. 24-45. 10.18261/issn.1894-8693-2019-01-04.

Holmes, L. (2016). Advanced Introduction to Organised Crime. Edward Elgar Publishing.

Home Office (2001). POLICING A NEW CENTURY: A BLUEPRINT FOR REFORM. [online] p.45. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/250905/policing_survey.pdf [Accessed 1 Mar. 2023].

Home office (2022). Police workforce, England and Wales: 31 March 2022. [online] GOV.UK. Available at: <https://www.gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2022> [Accessed 20 Feb. 2023].

Home Office (2023). National ANPR standards. [online] GOV.UK. Available at: <https://www.gov.uk/government/publications/national-anpr-standards> [Accessed 24 Mar. 2023].

Hughes, Kinder, A., & Cooper, C. L. (2019). The wellbeing workout : how to manage stress and develop resilience. Palgrave Macmillan. (p. 3, 8, 15,316)

Human Rights Act (1998). Human Rights Act 1998. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/1998/42/schedule/1/part/I/chapter/7> [Accessed 1 Mar. 2023].

IOPC (2022). Met accepts IOPC recommendations after investigation into photos taken at murdered sisters crime scene | Independent Office for Police Conduct. [online] www.policeconduct.gov.uk. Available at:

<https://www.policeconduct.gov.uk/news/met-accepts-iopc-recommendations-after-investigation-photos-taken-murdered-sisters-crime-scene> [Accessed 15 Mar. 2023].

JAMES, A., (2016). Understanding police intelligence work. Policy Press.

JESIP (2022). About JESIP. [online] JESIP Website. Available at: <https://www.jesip.org.uk/about-jesip/> [Accessed 9 Mar. 2023].

KIM, D. and IWUCHUKWU, O.F., (2022). Improving team dynamics for project based learning in pharmacy: A multimodal approach. *Currents in pharmacy teaching and learning*, 14(5), pp. 655-663.

KIRBY, S. and MCPHERSON, I., (2004). Integrating the National Intelligence Model with a 'problem solving' approach. *Safer communities*, 3(2), pp. 36-46.

Legislation.gov.uk (2020). Road Traffic Act 1988. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/1988/52/section/163> [Accessed 24 Mar. 2023].

Legislation.gov.uk. (2018). Serious Crime Act 2015. [online] Available at: <http://www.legislation.gov.uk/ukpga/2015/9/contents/enacted> [Accessed 6 Mar 2023].

Loyens, Kim. (2013). Why police officers and labour inspectors (do not) blow the whistle: A grid group cultural theory perspective. *Policing: An International Journal of Police Strategies and Management*. 36. 10.1108/13639511311302461.

MAGUIRE, M. and JOHN, T., (2006). Intelligence Led Policing, Managerialism and Community Engagement: Competing Priorities and the Role of the National Intelligence Model in the UK. *Policing & society*, 16(1), pp. 67-85.

Men's advice line (2022). Recognising Abusive Behaviours | Men's Advice Line UK. [online] Men's Advice Line. Available at: <https://mensadvice.org.uk/male-victims/what-is-domestic-abuse/> [Accessed 16 Mar. 2023].

Nalty, K. (2016). Strategies for Confronting Unconscious Bias. *Colorado Lawyer*, [online] 45(5), pp.45–52. Available at: <https://cl.cobar.org/departments/strategies-for-confronting-unconscious-bias/> [Accessed 23 Mar. 2023].

National Crime Agency (2019). Intelligence: Enhancing the Picture of Serious Organised Crime Affecting the UK - National Crime Agency. [online] Nationalcrimeagency.gov.uk. Available at: <https://www.nationalcrimeagency.gov.uk/what-we-do/how-we-work/intelligence-enhancing-the-picture-of-serious-organised-crime-affecting-the-uk> [Accessed 1 Mar. 2023].

National Crime Agency (2020). National strategic assessment of serious and organised crime 2020 - national crime agency. [online] www.nationalcrimeagency.gov.uk. Available at: <https://www.nationalcrimeagency.gov.uk/news/nsa2020> [Accessed 17 Mar. 2023].

National Police Chiefs' Council (2016). Automatic Number Plate Recognition (ANPR) Factsheet – April 2016. [online] NPCC.police.uk. Available at: <https://npcc.police.uk/documents/ANPR%20Factsheet.pdf> [Accessed 24 Mar. 2023].

National Police Chiefs' Council (2022). National Roads Policing Strategy 2022 -2025 NPCC Roads Policing Portfolio. [online] Available at: https://library.college.police.uk/docs/NPCC/Roads_Policing_Strategy_2022.25.pdf [Accessed 20 Feb. 2023].

National Vehicle Crime Intelligence Service (2021). NAVCIS | Vehicle Crime Intelligence Police Service. [online] National Vehicle Crime Intelligence Service. Available at: <https://navcis.police.uk/> [Accessed 20 Feb. 2023].

NPCC (2018) Policing our Roads Together. London: National Police Chief's Council. Available at: <https://library.college.police.uk/docs/appref/Policing-our-Roads-Togetherpartners-copy.pdf>

Office for National Statistics (2022). Domestic abuse in England and Wales overview - Office for National Statistics. [online] www.ons.gov.uk. Available at: [https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/domesticabuseinenglandandwalesoverview/november2022#:~:text=The%20Crime%20Survey%20for%20England%20and%20Wales%20\(CSEW\)%20estimated%20that](https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/domesticabuseinenglandandwalesoverview/november2022#:~:text=The%20Crime%20Survey%20for%20England%20and%20Wales%20(CSEW)%20estimated%20that) [Accessed 16 Mar. 2023].

PAGE, D. and DONELAN, J.G., (2003). Team-Building Tools for Students. Washington, DC : HELDREF Publications.

PATTANAYAK, S., (2021). Psychological Contract, Happiness, and Organisational Culture: A Symbiotic Relationship. Organization development journal, **39**(3), pp. 31-42.

PAULUS, D., DE VRIES, G., JANSSEN, M. and VAN DE WALLE, B., (2022). The influence of cognitive bias on crisis decision-making: Experimental evidence on the comparison of bias effects between crisis decision-maker groups. International journal of disaster risk reduction, 82, pp. 103379.

Police.uk (2023). Automatic Number Plate Recognition (ANPR). [online] Police.uk. Available at: <https://www.police.uk/advice/advice-and-information/rs/road-safety/automatic-number-plate-recognition-anpr/#:~:text=How%20it%20works,%2C%20where%20necessary%2C%20make%20arrests.> [Accessed 12 Mar. 2023].

Power, N. (2022). What psychology tells us about the failure of the emergency services at the Manchester Arena bombing. [online] Policing Insight. Available at: <https://policinginsight.com/features/opinion/what-psychology-tells-us-about-the-failure-of-the-emergency-services-at-the-manchester-arena-bombing/> [Accessed 9 Mar. 2023].

Risser, M. (2022). Interpersonal Conflicts: Types, Examples & Resolution Strategies. [online] Choosing Therapy. Available at: <https://www.choosingtherapy.com/interpersonal-conflicts/> [Accessed 9 Mar. 2023].
ROBERTSON, I., 2017. PERSONAL RESILIENCE. Community practitioner : the journal of the Community Practitioners' & Health Visitors' Association, **90**(12), pp. 48-49.

Safe Lives (2015). Insights Idva national dataset 2013-14 Adult independent domestic violence advisor (Idva) services. [online] Available at: <https://safelives.org.uk/sites/default/files/resources/Insights%20Idva%20national%20dataset%202013-2014.pdf> [Accessed 16 Mar. 2023].

SALAS, E., ROSEN, M.A. and DIAZGRANADOS, D., (2010). Expertise-Based Intuition and Decision Making in Organizations. *Journal of management*, 36(4), pp. 941-973.

SERIOUS ORGANISED CRIME AGENCY, U K, (2006). The United Kingdom threat assessment of serious organised crime. *Trends in organized crime*, 10(1), pp. 52-57.
Smith, J. (2022). Who do you think you are? A question of policing culture and professional identity. [online] Policing Insight. Available at: <https://policinginsight.com/features/analysis/who-do-you-think-you-are-a-question-of-policing-culture-and-professional-identity/> [Accessed 15 Mar. 2023].

South Wales Police (2022a). 46 arrested and drugs worth an estimated £715,000 seized in the latest intensification week. [online] Available at: <https://www.south-wales.police.uk/news/south-wales/news/2022/hyd-oct/46-arrested-and-drugs-worth-an-estimated-715000-seized-in-the-latest-intensification-week/> [Accessed 17 Mar. 2023].

South Wales Police (2022b). Performance and priorities. [online] Available at: <https://www.south-wales.police.uk/police-forces/south-wales-police/areas/about-us/about-us/performance-priorities/> [Accessed 18 Oct. 2022].

State of Policing: The annual assessment of policing in England and Wales 2021 (2022) HMICFRS. Available at: <https://www.justiceinspectors.gov.uk/hmicfrs/publication-html/state-of-policing-in-england-and-wales-2021/#culture-and-behaviour> (Accessed: October 30, 2022).

STRAUS, M.A., (1979). Measuring Intrafamily Conflict and Violence: The Conflict Tactics (CT) Scales. *Journal of Marriage and Family*, 41(1), pp. 75-88.
Sundstrom, E., De Meuse, K. P., & Futrell, D. (1990). Work teams: Applications and effectiveness. *American Psychologist*, 45(2), 120–133. <https://doi.org/10.1037/0003-066X.45.2.120>

Tannenbaum, S. and Salas, E. (2020). What Really Drives Team Effectiveness? (And Getting the Most Out of This Book). *academic.oup.com*. [online] doi:<https://doi.org/10.1093/oso/9780190056964.003.0001>., accessed 7 Mar. 2023.

Tarian (2023). Tarian make 269 arrests and seize more than 460kgs of drugs in 2022. [online] Tarian Regional Organised Crime Unit. Available at:

<https://www.tarianrocu.org.uk/tarian-make-269-arrests-and-seize-more-than-460kg-of-drugs-in-2022/> [Accessed 12 Mar. 2023].

Thomas, K. W., and Kilmann, R. H. (1974) The Thomas-Kilmann Conflict Mode Instrument (Mountain View, CA: CPP, Inc).

Toh, C.K., Sanguesa, J.A., Cano, J.C. and Martinez, F.J. (2020). Advances in smart roads for future smart cities. *Proceedings of the Royal Society A: Mathematical, Physical and Engineering Sciences*, 476(2233), p.20190439.

TUCKMAN, B.W. and JENSEN, M.A.C., (2010). Stages of Small-Group Development Revisited. *Group facilitation*, (10), pp. 43.

TUCKMAN, B.W., 1965. Developmental sequence in small groups. *Psychological bulletin; Psychol Bull*, 63(6), pp. 384-399.

VAN DEN BERG, P.,T. and WILDEROM, C.P.M., (2004). Defining, Measuring, and Comparing Organisational Cultures. *Applied Psychology*, **53**(4), pp. 570-582.
Verywell Mind (2019). Listening and Not Judging Is Key to Helping a Domestic Violence Victim. [online] Verywell Mind. Available at: <https://www.verywellmind.com/how-to-help-a-victim-of-domestic-violence-66533> [Accessed 16 Mar. 2023].

Wall, T. (2016). Žižekian ideas in critical reflection. *Journal of Work-Applied Management*, 8(1), pp.5–16. doi:<https://doi.org/10.1108/jwam-04-2016-0005>.

Watson, B., Bates, L., Pietro, G.D. and Inclan, C. (2016). 137 Enhancing road policing in low and middle income countries through the identification of good practice principles. *Injury Prevention*, 22(Suppl 2), pp.A51.1-A51. doi:<https://doi.org/10.1136/injuryprev-2016-042156.137>.

Welsh Government (n.d.). Domestic abuse. [online] GOV.WALES. Available at: <https://www.gov.wales/live-fear-free/domestic-abuse-wales> [Accessed 16 Mar. 2023].

Wieslander, Malin (2019) Learning the (hidden) silence policy within the police, *Studies in Continuing Education*, 41:3, 308-325, DOI: 10.1080/0158037X.2018.1497592

WRIGHT, K.P., BOGAN, R.K. and WYATT, J.K., (2012). Shift work and the assessment and management of shift work disorder (SWD). *Sleep medicine reviews; Sleep Med Rev*, **17**(1), pp. 41-54.