

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: Alexander Mortali

Learner's University Registration Number: 2319743

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

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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.

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Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
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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 earning my independent patrol status, I've come to understand how policing's organisational culture affects my resilience and general well-being. I have recognised the risks associated with adhering to organisational culture, in addition to the effects it has on my resilience and general well-being. I will discuss how the police organisational culture has affected my resilience and general well-being in this essay, as well as provide examples of my methods for preserving these qualities. I'll additionally speak about the dangers of fitting in with the culture of the organisation. The Gibbs Model of Reflection (The University of Edinburgh, 2024) will be used for reflection, and studies will be cited throughout this essay.

I will start by defining the three main talking points of this essay: wellbeing, resilience and organisational culture.

According to my research "well-being is the experience of health, happiness, and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and the ability to manage stress. More generally, well-being is just feeling well" (Davis Ph.D, 2019). Resilience is "the ability to be happy, successful, again after something difficult or bad has happened" (Cambridge Dictionary, 2019). I can relate this research to my life as since becoming independent within the police I have noticed a change in my ability to be happy again after something difficult has happened. Finally, my research defines organisational culture as "the ensemble of beliefs, assumptions, values, norms, artifacts, symbols, actions, and language patterns shared by all members of an organization." The culture within the police is apparent due to policies such as the code of ethics (College of Policing, 2024) and colleagues within the police having long-term habits.

Reflecting on the impact that organisation culture within policing has had on my wellbeing and resilience, I have noticed a direct impact on both since achieving independent status. Firstly, I was transferred to the station closest to my home after obtaining independent status. I repeatedly requested that this be changed and that I be able to work from a different location, but my requests were turned down. I realised that the organization's mentality was, 'this is the police, just get on with it.'

My wellbeing was greatly impacted by this. This made me anxious and uneasy about interacting with individuals at work and then running into them in my daily life. According to research one disadvantage of stationing officers where they live is “compromised safety – Criminals targeting an officer and their family/ property is a major risk” (Essentials, 2023). Because of this I felt and still do feel stressed when in work and outside of work. This has caused me to concentrate on the drawback of my new career as a police officer. Relating to my research on well-being this has made me lose my sense of purpose within the job and had a detrimental effect on my mental health outside of work. This has consequently had a negative impact on my capacity to be resilient in the face of policing-related problems. As a result, I continue to experience stress both at work and outside of it.

Another way the organisational culture of the police has impacted my well-being and resilience is the use of a hierarchical structure in the police. “Hierarchical structure creates an orderly system where roles, responsibilities, and lines of authority are well-defined” (BoardMix, 2024). I have been asked to do things that I disagree with because of the hierarchical structure. For instance, after attending a call myself and finding that there was no need to make an arrest, I was given the responsibility of making one by a chief inspector. This made me feel guilty about handing a criminal record to someone I didn’t think deserved it. This guilt made me anxious both when taking calls and in life outside of work since I was afraid, I could be forced to do something I didn’t agree with. My mental health worsened as a result, which negatively impacted my general well-being. However, this experience did eventually make me more resilient. I discussed the issue with my coworkers, and other senior staff members informed me that I was not required to comply with the demand if I disagreed. I was able to recover after hearing this and regain control over my decision-making process.

There is a very strong organisational culture in the police. This is a result of established standards like the code of ethics and long-term employees handing down work habits and techniques. Adhering to an organisations culture carries several risks, which I will now discuss. One risk of conforming to an organisations culture is picking up poor practices from other workers. It’s possible that certain workers violate an organisations standards and have figured out how to get away with it. Research shows this is a risk as “allowing a few troublesome employees to keep their bad habits may seem harmless in the beginning. However, their attitude can quickly rub off on other employees and encourage poor behaviour all around” (Ercanbrack, 2023). An organisation may suffer if poor habits proliferate because it’s policies and procedures may not be properly followed, which could impair the organisation’s ability to function and its reputation.

Another risk of conforming to an organisations culture is that the organisations employees can lose their individuality and therefore their belonging. (Kellot, 2024) argues that “a sense of belonging fosters positive psychological outcomes, including a greater sense of happiness and overall well-being.” If employees were to lose their individuality, then their sense of happiness and well-being can decrease therefore reducing their productivity in work. This is supported by (University of Oxford, 2019) “study into happiness and productivity, which found that workers are 13% more productive when happy.” It is evident from the research that allowing individuality boosts employee’s happiness and therefore their productivity in work.

One strategy I use for maintaining wellbeing and resilience is maintaining my physical fitness. I regularly exercise as it allows me to destress improving my wellbeing and improves my resilience. (Redmond et al., 2013) state “physical fitness and regular exercise confer resilience and serve as a resistance resource in a variety of ways, including blunting stress reactivity in response to both physical and psychological stressors.” Another strategy I utilise is ensuring I get adequate sleep. The role of a police officer involves shift work including night shifts. Overtime this can lead to sleep deprivation and therefor making it difficult to remain resilient to the demands of the job. Research shows that “the impact of stress in subjective well-being may be reduced when adequate sleep quality is achieved” (Weinberg, Noble and Hammond, 2015).

In conclusions, this essay has discussed how the police organisational culture has affected my resilience and wellbeing since I was promoted to independent patrol status. Firstly, the consequences of being sent to work in my hometown, and secondly, the challenges of adjusting to a police hierarchy system. This essay has considered the risks of adopting an organisations culture, including the potential for harmful behaviours to be picked up and the loss of individuality and its impact on productivity. Finally, this essay has illustrated my strategies for preserving resilience and well-being, such as maintaining my physical fitness and making sure I get adequate sleep.

Total word count - 1204

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:

Numerous behaviours and acts, such as physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological abuse, or emotional abuse, can be classified as domestic abuse. It can be defined as “Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality” (NHS, 2015). Domestic abuse is becoming an ever more serious topic with more and more policing incidents being based around domestic abuse every year.

The incident I am going to outline and evaluate is a domestic incident between a husband and wife from Bangladeshi descent. I will refer to the husband as Josh and the wife as Jessica for the purpose of this essay. The initial call was from Jessica's friend, who I will refer to as Jade for this essay, the morning after the incident whereby Jessica had returned to her house with injuries to her face and neck. On arrival, Jessica disclosed to me that the couple had visited Jade's house the night before and whilst walking home began arguing about their child, along with Josh accusing Jessica of cheating. The argument escalated as they got home resulting in Josh hitting and strangling Jessica and pushing the baby. There was a clear language barrier between me and Jessica to begin with and it was clear there was a cultural issue where Jessica was uncomfortable discussing this situation with a male police officer. I also had concerns whether Jessica was in the UK legally due to how she described the structure of her and Josh's relationship with Jessica being unable to work in the UK. Due to the severity of the assaults disclosed to me and the injuries I could see, also Jessica saying this isn't the first time this has happened; I called for another unit to make arrest attempts for Josh and retrieve their child and bring their child to Jessica. This allowed me to stay with Jessica and provide further

support as Jessica disclosed, she wanted refuge and to be away from Josh because of this incident.

As per police protocol I utilized The National Decision Model for every decision I was making during the incident. The National Decision Model can be used by decision makers to organise their justification for their actions during the incident. It can be used by anybody to evaluate choices and actions and encourage learning.

“The National Decision model has six elements:

1. The Code of Ethics.
2. Gather information and intelligence.
3. Assess threat and risk and develop a working strategy.
4. Consider powers and policy.
5. Identify options and contingencies.
6. Take action and review what happened (College Of Policing, 2013).”

Every step gives the user something to think about and concentrate on. The Code of Ethics at the heart of the model is what holds it all together.

On arrival to the scene Jessica was very frantic and panicked, it was a struggle to communicate with her due to her current state and language barriers. My decision making was prioritized based on the level of threat, risk, harm that was attached to that decision.

After seeing Jessica’s injuries and getting disclosure from Jessica and her friend Jade, my first decision was based around safeguarding Jessica and well fare checking the child in question. I therefore radioed for a double crewed unit to conduct arrest attempts for Josh and well fare check the child and bring the child to Jessica once Josh is arrested. I requested a double crewed unit as it’s much safer as “double crewing reduces the risk of an officer being injured and considerably reduces the risk of serious injury” (Police Association, 2021). It was imperative that Josh was apprehended as soon as possible as his location was currently known and it negated the risk of any further incidents occurring at that time. At the same time, it was also important to welfare check the child as there was an allegation of Josh pushing the child. The result of this decision was positive. With Jessica knowing that Josh was in police custody and having her child returned to her safely her state calmed and although there was still a language barrier it became easier to communicate with her. With Jessica becoming calmer because of this news, it was easier to get a better first account from her. (College of Policing, 2020a) state “information obtained in an initial account provides the foundation for any subsequent investigation and criminal justice process. This includes support given to the victim or witness.” By getting a better first account this gave me more information to assess what option I had to provide support to Jessica.

My second consideration when dealing with this situation was that Jessica was not initially comfortable with discussing the incident fully with myself as I am a male officer. I know this as her friend Jade kept asking me if there were any female officers available on her behalf. I respected Jessica’s need and went over the air to see if there were any female officers available. There were no female officers available as the only two on shift on this day were in custody. I explained the situation and explained what support the police can offer now in terms of taking a statement and referrals we can make. With Jessica now understanding what would happen she became more

comfortable with progressing with me. I also allowed Jessica's friend Jade to stay in the room as way to make Jessica be more comfortable. "If a good friend is present, signals of emotional safety cause the PNS to fully activate. Our heart rate slows. Our breathing slows. Perspiration is reduced. We feel comfortable" (Bunn, 2021). This research highlights how keeping her friend in the room would have helped to calm her during the situation. Jade also helped translate for us which further aided Jessica calming and becoming more comfortable. I believe I made the right decision asking over the air for female officers as, as per the NDM this allowed me to identify my options in terms of respecting Jessica's wishes. On reflection I believe it would have been a better option to ask for a female officer from other departments as well as this would have given me a better chance of having a female officer available to help. (You, 2025) states "both men and women feel more comfortable disclosing to female than to male recipients." A better initial account could have therefor been obtained. However, by explaining my role with how we were going to move forward this helped negate Jessica being less comfortable with a male officer.

As the event had happened last night, I was conscious of the fact that there had been some time passed already between the event occurring and the report being made. I therefor decided to focus on taking a statement from Jessica as she had already said she wished to make one. This is an important action within the golden hour principle which states that "effective early action can result in securing significant material that would otherwise be lost to the investigation" (HMICFRS, 2023). Even though Jessica was in a heightened state my rationale for focusing on this was to obtain as much detail on the incident as possible whilst it was still fresh in Jessica's head. This would allow me to identify any further crimes that had been committed and what other enquiries may need to be conducted. I still allowed for Jade to be present to aid in translation as this helped me gather as much information as possible and calmed Jessica. The result of focussing on taking a statement at this time was positive as Jessica further disclosed offences of coercive & controlling behaviour and non-fatal strangulation. On reflection within this decision, I should have used an official translator to translate for Jessica as this would have ensured it was Jessica's words only in the statement and not Jade's interpretation of her words. However, I did record the conversation on bodycam to negate any risk of there being claims of Jade changing Jessica's words.

As this incident had been between a husband and wife this made it a domestic violence incident. My next consideration was offering Jessica the chance to complete a DASH. A DASH is a "Domestic Abuse, Stalking and Harassment and Honour-based violence risk identification, assessment and management model" (Robinson et al., 2016). The DASH risk checklist helps officers recognise and comprehend the possible risks that victims of domestic abuse are experiencing and allows officers to identify options and contingencies when utilizing the NDM. From completing the DASH with Jessica I was able to grade the DASH as medium risk. From this I was able to attach this grading to the log of the incident. This then allows a marker to be placed on Jessica as being of medium risk of domestic abuse from Josh. Therefore, any future incidents this would flag up and be considered in the 'gather information and intelligence' phase of their decision-making process. On reflection the consequence of offering Jessica the DASH was positive. It allowed me to identify the risks that Josh was presenting to Jessica, identify the correct safeguarding protocols to put in place and refer Jessica to relevant support networks such as Women's Aid.

As Jessica had stated she needs emergency accommodation as she wanted to move away from Josh whilst he was in custody, I contacted BAWSO on her behalf. There were multiple options to organise this however, BAWSO specifically provide support to “black and minoritised victims of domestic abuse” (BAWSO, 2025). My rationale to select BAWSO was that Jessica would be around people of the same culture who have been through the same experiences as her. (Explore Psychology, 2024) state “affinity bias is our natural tendency to prefer people who remind us of ourselves.” This decision had a positive effect on the situation and built further rapport between me and Jessica. Jessica was not aware of BOWSO so offering her this referral reinstated to her I had her best interests at heart. On evaluation I could have improved this decision of rehoming Jessica by considering leaving Jessica in her home address with her child and then having bail conditions put onto Josh on his release to not attend that address. This would have been less intrusive for Jessica as she wouldn’t have to relocate. However, this would have come with the added risk of the offender knowing where the victim is on his release.

In conclusion this essay has evaluated the decisions made at a domestic abuse incident. Decisions were made utilizing the NDM and in order based on the immediate level of threat, risk, harm attached to them. It has covered initially calling for a double crewed unit to arrest the suspect to negate the risk to victim and allow for her peace of mind. It has covered respecting the victim’s culture and calling for female officers to attend. It has also covered the additional support offered to the victim such as completing a DASH and being referred to BOWSO. All in all, the result of the decisions made in this incident was positive as there has been no further calls to police from Jessica.

Total word count - 1892

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:

This essay will evaluate and consider team dynamics. This will include evaluating theories of developing team cohesion, considering why inter-personal conflict can occur within a team and strategies that can be adopted to enhance team performance. Finally, it will consider how team dynamics can result in individuals failing to comply with professional standards within the police service.

“Team dynamics describes the behavioural relationships between the members of a group. The dynamic between them includes how they interact, communicate and cooperate” (OSBORNE, 2020). What a team can achieve is strongly influenced by how successful it can do these tasks. Building positive team dynamics, encouraging trust, participation, and productivity, requires effective leadership, cooperation, and communication techniques. Methodologies for team development can also be applied to boost performance.

Tuckman Team Model

One model relating to team dynamics is The Tuckman Team Model. It is one of the most well-known models of team development and was put forth by psychologist Bruce Tuckman in 1965. “It describes four stages that teams may progress through: forming, storming, norming, and performing” (Last, 2019). Team members need to work together to progress through the stages with good communication, aligned goals and collaborative efforts to get to the forming stage.

Everyone is getting to know one another and creating positive impressions throughout the formation phase. Boundaries and expectations are set at this point as people develop common standards and expectations. Group friction, questioning standards and boundaries, and enabling team members to comprehend one another's drives and assets are characteristics of the storming

stage. Understanding disagreement and reaching a compromise is essential for promoting cooperation and collaboration to advance to the next phase. Conflicts are settled and team members become adaptable during the norming stage, which fosters cohesiveness, well defined roles, and goals and procedures that are in line. Members develop trust with one another, and efficient processes are established. It may be necessary to go back to the formation or storming stage if teammates don't understand their duties or the expectations of the team. Rarely do debut teams make it to the performing stage. This occurs when groups have developed effective systems and synergy, which facilitate seamless and effective teamwork. Performing teams can move more swiftly and autonomously since it takes a shorter period to form, storm and learn to norm.

There are many benefits to Tuckman Team Model. (Indeed, 2024) supports the model and states it is "beneficial to both teams and organisations as it prevents teams from being stalled at certain stages of development, putting them at risk of being stuck in an undesirable group state or losing momentum." The model helps to keep group consistency throughout the different stages and provides clear structure to keep teams on track. (Lucidspark, 2024) also highlights benefits of the model stating, "the model moves with natural progressions of human tendencies allowing leadership styles to change along with the team's maturity, and it get the group comfortable with tension and enables them to work better with each other." This shows the structure of the model aids in clear leadership of the team throughout the stages and gets team members used to conflict. (Espy, 2021) also states benefits of the model being if the team leader understands the model, then they will "understand how to manage group dynamics and build effective teams as well as learn how to create a culture of trust and respect." Research does show drawbacks of the model however, (Lucidspark, 2024) argues that with each stage including conflict, "this can be highly uncomfortable for some people and may impede the ability of the group to progress to the next stage." Also, that "there is no instant way to solve the tension at each stage as there is no way of knowing when the 'storming' stage ends." This highlights how if conflict isn't managed correctly during development, it can hinder team cohesion. The research shows there are both benefits and drawbacks of the Tuckman Model. It highlights the consistency and clear structure the model can provide. It also highlights how the models use of conflict could be a reason why some teams cannot function however if this conflict is managed correctly then this can improve team cohesion.

GRPI Model

Another theory of team dynamics is the GRPI Model for effective teamwork. GRPI model was developed by "the American organisational development scientist Richard Beckhard in 1972, GRPI stands for Goals, Roles, Procedures and Interactions" (Mulder, 2019). The model works by a team working through the stages of the model to create team cohesion. "It can also purposely serve for identifying potential causes of team dysfunction and raising awareness about performance issues within a team" (Swift, 2023).

The model consists of the four sections. The goal phase defines the team's incentive and purpose. A well-functioning team needs a clear, common goal that serves as direction, an insight into progress, and indication of approaching setbacks. It facilitates team members understanding, acceptance, and dedication,

making goal setting and prioritisation simpler. (Raue et al., 2013) state the goals should be “SMART goals. These goals must be Specific, Measurable, Achievable, Relevant, and Time-bound.” This helps to provide a clear route to the goal. Team members’ roles are essential to the team’s success. Worker’s ought to be aware of the role that has been assigned to them. Clear objectives should underpin each role so that team members can collaborate efficiently. Responsibility is also hampered by uncertainty or contradictory expectations. For a team to succeed, roles and duties must be well understood. (Raue et al., 2013) states “a role can be described by its authority, responsibilities and tasks and it should be aligned to support the defined goals.” Establishing procedures is fundamental to team support. These consist of decision-making, communication, and handling conflict. Clear communication, problem-solving, and collaboration are guaranteed by standardised processes. While a lack of processes might cause uncertainty and disputes, having them in place can help the team feel comfortable and secure. The importance of interpersonal relationships in the workplace is emphasised in the last phase. Building trust is demonstrated in a secure setting, and interpersonal relationships entail liking and supporting one another. Simple actions like giving praises and emphasising good elements, as well as simple inputs like understanding and listening, can improve interpersonal relationships.

There are many benefits and drawbacks of the GRPI Model. The GRPI Model has many advantages for teams and bigger organisations by providing leaders with a road map for improving team performance and handling challenging circumstances. (Gupta, 2023) argues one benefit of the model is that by “establishing clear goals from the outset ensures that members can work cohesively toward their goals, avoiding redundancy and confusion that can slow things down.” The importance of structure within the model helps team leaders create these productive workflows and successful communication channels from the start. (Rosales, 2025) supports this stating that “clear goals boost productivity and help teams perform 10-25% better and defined roles improve accountability, which cuts confusion and overlap by 25%.” The research highlights the benefits of having clear goals and defined roles within the team. However, (Panchal, 2024) argues that “implementing the GRPI model often requires a shift in organisational culture and processes. Resistance to change is a common challenge that organisations face when introducing the model.” A resistance to change can lead to interpersonal conflict within the team. (Panchal, 2024) further argues that “The GRPI Model emphasises the importance of interpersonal relationships and teamwork. However, conflicts and personality clashes among team members can hinder the implementation process.” The research shows that conflicts within the team can greatly hinder progress. Finally (Gupta, 2023) argues the model lacks to “understand the individuals that team are made up of. This can place limitations on the model in terms of team development for individual employees.” Having limitations of team development due to not understanding the individuals within the team can negatively impact employee experience, engagement, and productivity.

Interpersonal Conflict

Interpersonal conflict can range from small arguments to significant conflicts that could damage relationships. (HARAPPA, 2021) states “the meaning of interpersonal conflicts is conflicts between two or more people in any setting.” Interpersonal

conflict can occur within teams for many reasons such as misaligned goals, difference of opinions and lack of communication.

There are two main categories that can cause interpersonal conflict within a team. (Plumhoff, 2020) states "Substantive or task-based conflict arises when people clash over a specific goal or action." This type of dispute is typically limited to the current problem and can be resolved more easily. Teams may encounter difficulties like rivalry for resources, disagreements over strategies, and an unclear path forward because of this type of interpersonal conflict. (Plumhoff, 2020) states the other category is "emotional or interpersonal conflict which arises when people can't get along." Emotional conflicts are difficult to overcome. They can arise from sentiments of jealousy, insecurity, aggravation, or incompatibility. Different behavioural types can cause problems for the team, which can lead to irritation, miscommunications and a lack of accountability, which can breed resentment and a lack of team spirit.

One strategy that can be adopted to enhance team performance is making decisions together. (Gavin, 2020) states that "inviting team members to participate in the decision-making process can lead to innovative solutions you may not have devised yourself." The research shows by having everyone making decisions together, more comprehensive and inclusive decisions can be made. This can also increase team cohesion increasing team performance. A strategy to enhance individual performance is implementing continuous feedback and check ins. (O'Reilly, 2025) states "frequent, meaningful feedback allows employees to make adjustments and improve continuously." Frequent check-ins between employees and management builds trust, sustain engagement, and facilitate real-time communication. Continuous performance management encourages staff members to pursue ongoing improvement, acknowledges successes, and responds quickly to problems thereby improving their performance.

Team dynamics within the police service can directly impact whether that team fails to comply with professional standards requirements as "team dynamics can strongly influence how a team reacts, behaves or performs" (Technology, 2025). There is an unwritten code within the police force to protect misbehaving officers from outside scrutiny, this is often referred to as the 'blue code.' The blue code therefor forms a part of the police services team dynamics. The code of ethics is major part of the professional standards within the police service and within that "challenging unprofessional behaviour and practice" (College of Policing, 2024b), is one of the expectations. (Westmarland and Conway, 2020) state "over the past 50 years many studies of police behaviour and attitudes have shown that officers often bend and, in some cases, purposefully break rules and regulations, but few are reported." (Westmarland and Conway, 2020) suggests "that only 50% of UK officers would definitely report a fellow officer covering up for a drink-driving colleague, or to report excessive use of force despite claiming to find it serious or very serious." Therefore, the research emphasises that if officers adopt the 'blue code' team dynamic, it may lead to them not adhering to professional standards set by the police service.

In conclusion this essay has discussed two theories of team dynamics including the Tuckman Team Model and GRPI Model, there benefits and drawbacks including how they can improve team cohesion. It has considered how inter-personal conflict

can occur within a team and outlines strategies to enhance individual and team performance. Finally, how team dynamics within the police service such as the 'blue code' can result in officers failing to comply with professional standards requirements.

Total word count – 1911

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:

This essay will explain how information and intelligence can be used in the disruption of criminal activity such as organised crime groups and drug trafficking by effective policing of the roads. It will also outline how Automatic Number Plate Recognition can be used as an investigative resource when disrupting various criminal activities.

Information can generally be defined as "knowledge that you get about someone or something, facts or details about a subject" (Dictionary, 2025). The information that the police gather is necessary for a policing purpose. There are many policing purposes such as "maintaining public order and safety, enforcing the law, and preventing, detecting, and investigating criminal activities" (Brodeur and Kelling, 2018). The legal justification for information gathering by the police is that it has to be for a policing purpose. There are three ways in which the police will gather information. Firstly, there is routine collection. "This information is collected as part of routine operational policing activities such as arrests, stop and searches, responding to incidents and targeted patrols" (College of Policing, 2013). The majority of this collected information is only relevant to the specific policing reason for which it was collected. The second method is tasked information. This information "is the prioritised collection of information, for example information concerned with problems and subject identified" (College of Policing, 2013a). Tasked information can be gathered from multiple sources such as CCTV systems, Covert Human Intelligence Sources (CHIS) and Automatic Number Plate Recognition Systems (ANPR). Finally, police gather information via volunteered information. This type of information "is usually collected from the general public, community contact and partners. It refers to any information received which has not been obtained by routine or tasked collection" (College of Policing, 2013). This information may not relate to a specific task and is usually received because people want something done with the information.

Information that is gathered by the police becomes intelligence. "Intelligence is information that has been analysed to assess its relevance and reliability" (National Crime Agency, 2019). Decisions on priorities and tactical alternatives are made

possible by the gathering, creation, and sharing of intelligence. Intelligence gathering is an ongoing process, and its use and documentation may be subject to particular regulations. This essay will now explore how information and intelligence can be used to disrupt criminal activity by effective policing of the road.

In recent years, intelligence-led policing has become increasingly popular. "Intelligence-led policing (ILP) is a managerial law enforcement model that seeks to place crime intelligence at the forefront of decision-making" (Burcher and Whelan, 2018). It uses what is already known to find trends in criminal activities. By using this information, tactics for preventing crime can be developed, such as focussing on particular individuals or locations at particular times. The use of information and intelligence when disrupting criminal activity by policing the roads is at the front of the latest Nation Roads Policing Strategy. Within the strategy it states "By targeting those causing the most harm on our roads, there will be opportunities to enable the detection and prosecution of the most serious crime. This will involve the use of technology, such as ANPR, or intelligence from our partners and the public" (Policing Strategy, 2022). This research shows that using information and intelligence from the correct resources can greatly impact the disruption of crime by effectively policing the roads.

One form of criminal activity that effective policing of the roads can disrupt is county lines. "County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas, using dedicated mobile phone lines or other form of "deal line" (NCA, 2018). In order to transport and store the drugs and money, these criminals are likely to take advantage of children and vulnerable adults. They also commonly use weapons, coercion, threats, and violence as a way to force their targets in to doing what they want. One-way effective method policing of the roads can use to disrupt this criminal activity is to deploy mobile patrols, Mobile patrols can be conducted on the routes or areas whereby there is police intelligence for that area or road being used for the transportation of drugs across county lines. "Mobile patrols have proven to be an effective crime deterrent. When police consistently pass through an area, the likelihood of crimes decreases. Observing patrols can discourage criminals from engaging in unlawful activities" (Security Admin, 2024). Utilising any intelligence and performing mobile patrols of these areas will discourage criminal activity in that area such as county lines in the fear they will be caught. This could also then force these criminals into stopping the activity all together or potentially using other methods to transport their drugs which would be easier to identify by police.

Another way effective policing of the roads can disrupt county lines is to use stop and search methods when performing patrols. Stop and search powers are primarily intended to allow police to confirm or dispel concerns about people without using their arrest authority. Police officers have powers under "Section 163 of The Road Traffic Act 1988 to stop motor vehicles" (College of Policing, 2017). As long as the officer has reasonable suspicions of the vehicle, they have the power to stop and search it. When combined with any information and intelligence known by the police, stop and search can be a powerful tool at disrupting criminal activity. For example, if a certain vehicle is known or suspected by police to be involved in drug dealing. Then if sighted whilst policing the roads a stop and search can be utilised to confirm or negate this. The following research supports this, "Overall, stop and search is

more likely to be effective when it is used in a targeted and intelligence-led way against active offenders and when officers' grounds for suspicion are strong (College of Policing, 2017). Utilising stop and search when policing the roads will also help develop intelligence or uncover new information for police to use therefor creating a better understanding of the criminal activity that occurs in that area. With a better understanding of the criminal activity happening police will be able to use the information and intelligence to effectively disrupt this criminal activity by methods such as stop and search. Stop and search is an effective tool which can be used to disrupt all types of criminal activity such as the distribution of counterfeit goods and human trafficking.

This essay will now outline how ANPR can be used as investigative resource when disrupting criminal activity. When attempting to disrupt criminal activity police first have to investigate the activity and have multiple resources available to do that. One investigative resource is ANPR (Automatic Number Plate Recognition). Police "use ANPR technology to help detect, deter and disrupt criminal activity at a local, force, regional and national level. This includes travelling criminals (those using the road network to avoid being caught), organised crime groups and terrorists. ANPR provides lines of enquiry and evidence in the investigation of crime" (Police, 2025). ANPR can provide data such as the location of a vehicle at a certain time, the movements of a vehicle during a certain time frame and aid in identifying a suspect, potential victims, or potential witnesses. This can provide lines of enquires for officers to investigate regarding the crime in questions and provide evidence of a vehicle being at a certain place at a certain time in court. An example of the benefits of ANPR is when Northants Police invested into 150 cameras and within 8 months "340 arrests were made, 627 vehicle seizures, 310 intelligence-led searches, and 1,026 traffic offences identified" (Bagley, 2021). This research highlights how effectively ANPR ties in with intelligence-led policing providing officers with more intelligence to target there policing powers on. An example of ANPR data being used to disrupt drug smuggling in Gwent Police is when a car was tracked continuously coming to Gwent from Birmingham, stopping for 20 minutes, then returning to Birmingham. This pattern was identified by ANPR cameras over a period of time and raised suspicions about the car being involved in drug dealing. Due to this intelligence Road Traffic Officers stop and searched the car where half a kilo of cocaine was found, and an arrest was there for conducted. Along with the arrest and seizure of drugs new information was gained leading to further intelligence police could use in future operations. This shows how effective ANPR is as an investigative resource when disrupting criminal activity.

In conclusion this essay has discussed and outlined the following. How Information is crucial for policing purposes and can be collected in three ways: routine collection, tasked information, and volunteered information. That Information that is gathered by the police becomes intelligence and can be utilised for policing decisions. Intelligence-led policing is becoming more popular, and it is a managerial law enforcement model that uses crime intelligence to develop tactics for preventing crime. This essay has also discussed how effective policing of roads can disrupt criminal activity, such as county lines, which involve gangs and organized criminal networks exporting illegal drugs. How mobile patrols can be deployed to detect and deter criminals, while stop and search methods can be used to confirm or negate concerns without arrest authority. ANPR (Automatic Number Plate Recognition)

technology can provide lines of enquiry and evidence in the investigation of crime, providing officers with more intelligence to target their policing powers. For example, Northants Police investing in 150 cameras and made 340 arrests, 627 vehicle seizures, 310 intelligence-led searches, and 1,026 traffic offences identified within 8 months of that.

Total word count – 1603

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	
Knowledge of my local policing area in Newport to assist with response time to emergencies and recognise prolific offenders.			9		6		I work in Newport Central and there are numerous locations in our patch that have high crime rates. As a result, as a new employee, there are many things to learn and absorb. When I have free time, I have been patrolling the patch on foot and mobile patrols to increase my understanding. This has been effective because I've learnt about some of the patch's locations and can now find my way there and around it without the aid of Google Maps.

							These patrols can also have a positive effect on public perceptions as (UK, 2025) states "foot patrols – can have a positive impact on public perceptions." The other improvement is with recognising prolific offenders. This is something that will come with experience. As a new member of staff this can make it difficult to identify subject when assisting at other calls. My plan to improve this is to check the daily briefing board at the start of every shift in order to recognise prolific offender by face not descriptions passed by control room.
SKILLS Attend specific course that will widen my skill set as a police officer, this includes: - Blue light driving - Taser - Medic.	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Working within the police force it is mandatory to attend regular training courses. In Gwent police it is policy to attend a training course once every 10 weeks on a rest days. (Team NationalViews, 2023) state for Police Officers "to do their job, they need ongoing training and education. Police training is not only important for improving performance. It is also for increasing public trust and reducing liability." My aim is to first achieve Blue light driving. This will allow me to get to emergencies faster and improve my decision-making skills. Secondly, I

							would like to complete Taser training. This would allow me to attend more dynamic emergencies and further my learning as well as allowing me to generally feel safer in the job. (Police Federation, 2019) support this stating “81% of the 7,000 police officers who responded said that carrying a taser would make them feel safer.” Finally having medic training would allow me to feel more comfortable when attending calls that involve giving first aid. The level of medical training provided by the police is low so I would feel more confident attending emergencies with more advanced training.
EXPERIENCE Dealing with mental health calls.	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Within the police’s duty to protect and serve the public we attend mental health calls when people are in a state of crisis. (Department, 2025) state “there has been a steady increase in reported mental health problems: in the mid-2010s, around 8-10% of working-age people said they had mental health or behavioural condition; in the latest data, that figure has risen to 13-15%.” MHA 1983 provides powers to police so that they may seek and provide appropriate assessment and treatment of those suffering from a mental

						disorder (College of Policing, 2020). This law can be confusing at times as it only allows action if the subject is in a public place. Because of this when at a mental health call and the person is at home, I find it difficult to deal with as I have no powers under the Mental Health Act 1983. We receive training on mental health law however we do not receive any training on how to deal with the scenario. I find these situations hardest to deal with as they are quite often committing a crime at the same time as having a mental health episode. I know to deal with the mental health crisis first however I find it hard to balance dealing with the crime at the same time. To improve this, I need to attend more mental health calls in order to recognise the signs early on and know to solely focus on that and not look for what offences are being committed at the time. This would therefore ensure the persons in crisis safety much better.
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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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