



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)**

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the BSc programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.*

Contents

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

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

Reflecting on the 9 months following having achieved 'Independent Patrol Status' after the tutorship phase of police training, I will talk about organisational culture within policing, its' pros, cons as well as its effect on my personal wellbeing and resilience. I will also illustrate how I have adapted the coping strategies which I originally developed during my initial 6 months of training which included computer gaming and sports, unable to continue using them in the same way due to the changing in shift pattern and other work related demands. I will be using Terry Borton's reflective tool of 1970 to structure my answer.

The term 'organisational culture' refers to the deeper and unwritten principles, standards and beliefs that influence employee's behaviour and attitudes to work that is conducted individually and collectively, having both direct and indirect effects inside of an organisation (Chartered Management Institute, 2015). These standards and beliefs have built up over time; long running organisations such as police forces would often have a deeper running set of principles, standards and beliefs than organisations that have been founded more recently with employees learning these behaviours socially from other members (Yang, 2007). Whether a workplace is a healthy and productive place to work may be greatly influenced by its culture. Employee recognition and acceptance of the organisational ideology can have an impact on their work behaviour and attitudes when it is shared and promoted to them (Tsai, 2011). Not all organisational culture is positive, with Casey (2023) calling the metropolitan police service 'institutionally racist', 'sexist' and 'misogynistic' in a recent review which followed a number of high profile incidents involving police officers including the rape and murder of Sarah Everard by former PC Wayne Couzens. When an organization's culture promotes good values, there is a chance that biases and unfavourable values will also be spread. The phrase "canteen culture" is used to describe the unfavourable attitudes—often racist and sexist—that exist among employees inside an organisation, despite the fact that the organisation they work for officially disapproves of them (His Majesty's Inspectorate of Constabulary and Fire & Rescue Services, 2023).

Blind adherence to organisational culture can foster a complacent environment where members are accustomed to abiding by established standards and do not question the behaviours the organisation is accustomed to. This could lead to lost possibilities for development and progress as well as a lack of flexibility in an environment that is continually changing. Additionally, especially in a policing environment, it could result in ethical problems since officers could feel under pressure to follow unethical policies or practises thus creating personal, legal and moral repercussions for the officers themselves as well as having a profoundly negative impact on the public, being potentially damaging to the reputation of policing (Levine, 2022).

My experience of the organisational culture found within policing differs greatly from that described in the Casey (2023) report and instead has been largely positive with a clear underlying goal seen throughout other officers of wanting to combat crime effectively and make a positive impact on victims of offences. The negative elements of organisational culture I have experienced are based around working hours including attitudes towards mandatory overtime, it being common place to be expected to work past normal working hours and have days off cancelled at very short notice, sometimes at being less than 24 hours. This can some in some part be attributed to low staffing levels of full time employed police officers combined with rising crime rate – with crime levels rising by 14% between 2021 and 2022 (Office for National Statistics, 2023). Police officers are being frequently required to put in long hours with little opportunity for rest or recovery, minimal staffing levels are frequently viewed as inadequate by officers and still continue to be unmet which has caused an overall feeling and internal view that there is an excessive demand (Elliott-Davies, 2020). Shifts longer than eight hours should be avoided, according to the HSE, if the work is challenging, safety-critical, repetitive, and/or there is exposure to dangerous conditions at work (Health and Safety Executive, 2006) many of the previous adjectives used are synonymous with police work.

At the beginning of my police career, I adopted strategies of sports, specifically sailing, and computer gaming, adapting these to minimise stress, develop resilience and protect my wellbeing. Since having achieved independent patrol status, I have again had to adapt my previous strategies to fit around my fluid working hours, university deadlines, deadlines of ongoing investigations and other demands. Whilst I found that my original strategies for maintaining wellbeing and resilience, since achieving independent patrol status, my working hours have become more fluid and I have found that my days off (rest days) are cancelled more often meaning I have less time to utilise my strategies for maintaining wellbeing. This is especially difficult when attempting to use the sport of sailing as a coping strategy as sailing events are primarily held on weekends and at around midday. Because of my shift pattern and regular days off being cancelled I have found I have been less and less able to use this strategy. On the occasions where I am able to participate in sailing, due to the nature of the sport and environment, regular skill learning and skill improvement takes place. Increasing self-esteem and self-confidence, stimulating a sense of purpose and due to the social nature of the sport, fostering interpersonal connections (UK Sail Training, 2022). As sailing is a social activity, and those who sail are more socially connected and experience less anxiety and depression. Additionally, research demonstrates that they have better self-esteem, more empathy for others, and are more trustworthy and cooperative, which makes it easier for others to trust

and cooperate with them. Simply, social connectivity creates a beneficial feedback loop for social, emotional, and physical well-being (Seppala, 2014). I have discovered that I am leaning more on my other strategy—computer gaming—since it is far more flexible and can be undertaken at any hour or on any given day for any duration of time. This is because I have had trouble trying to organise days to spend sailing alongside career demands. Similar to sailing, playing computer games with friends or with individuals you meet online or through social media may help you form and sustain social relationships while reducing anxiety and depression and boosting your self-esteem (Trepte, Reinecke and Juechems, 2012). Recent studies shown that playing computer games reduced stress and improved mood in adults and college students. It's noteworthy that many people stated they had increased the amount they spent gaming time in the beginning of 2020 when there were heightened fears around the COVID pandemic because they thought it would help them deal with their difficult life experiences by reducing their worry, tension, and loneliness levels (Pallavicini, Pepe and Mantovani, 2022).

In conclusion, after achieving independent patrol status following the tutorship phase of police training, I have had more time exposed to the organisational culture within policing and whilst this culture has both positive and negative aspects – it seems significantly less negative than what has been reported in the media. Conforming to the culture presents its own risks such as potential ethical issues along with being a barrier for organisational development – it is however beneficial to adhere to the positive attitudes towards working and behaviour. The negative aspects I have experienced, particularly culture surrounding working hours has negatively impacted on my wellbeing and on my ability to maintain resilience by further limiting the hours I had used for implementing my coping strategies I had developed previously. This has highlighted a need to further develop and adapt my existing strategies and potentially discover new methods that are more fitted around the demand of policing.

Word count: 1292

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:

Police officers are frequently expected to respond to an extensive variety of incidents, not all of which include criminal activity, and no two are ever the same. With their own safety and the safety of others frequently on the line, these kinds of incidents can offer difficulties for responding police officers, forcing them to make quick judgements to protect everyone's safety. This essay will evaluate how I used the National Decision Model while responding to a domestic-related police incident, examining the justification for my choices, weighing the repercussions, and determining whether my strategy was ethical. I will be using Terry Borton's reflective tool of 1970 to structure my answer.

Decision making in an operational environment entails taking risks and selecting an appropriate and balanced course of action in every situation while taking into consideration conflicting goals, deadlines, and resource constraints. Police officers are required to account for their judgements when questioned since they are responsible for the decisions and actions they take (Independent Office for Police Conduct, 2011). For making decisions, the police in England and Wales primarily utilise the National Decision Model (NDM) which is the College of Policing 'authorised professional practice' (College of Policing, 2013). It is used by police officers, managers, and other peers to evaluate decisions that have already been made or assess potential future ones (Northamptonshire Police, no date). The college of policing acknowledges that in rapidly developing situations, police officers might not always be able to follow each step of the NDM precisely. When this is the case, the main objective of those who make decisions in these circumstances is to act with integrity and act in order to best safeguard and serve the public (College of Policing, 2013). All 'steps' in the national decision-making model are underpinned by

the police code of ethics which incorporates both the ten standards of professional behaviour and the nine policing principles (College of Policing, 2014), these should be kept in mind during all steps of operational decision making.

One example of where I utilised the national decision making model to influence my decision making was at a domestic related incident and I will use this further to reflect on the choices I made. Following a 999 call, I attended this domestic incident which was a reported assault. I already had begun the NDM's first stage, which is to "gather information and intelligence" even before I arrived and whilst I was enroute to the location by listening to the details of the call over the police radio (airwave) such as potential warning markers linked to the persons reported to be involved as well as reading details of historic events on the computer aided dispatch application on my mobile device. An offence of assault had already been disclosed on the dispatch log and using the information I had received, moved on to the second phase of the NDM by assessing the threat and risk, developing a working strategy before arrival at the incident location. Based on the initial disclosure of a criminal offence and learning that this was a domestic incident I then considered which powers were available to me and which police policies would be relevant; specifically South Wales Police's domestic abuse policy and its requirements for positive action in all cases, attendance and actions to be carried out (South Wales Police, 2004). Due to both the policy requiring positive action and the disclosure of a criminal offence, I had already begun to consider utilising the power of arrest on the alleged offender using section 24 (Police and Criminal Evidence Act 1984) which states that if a police officer has reason to suspect that an offence has been committed, they have the are able to arrest anyone they have reason to suspect is responsible. In the UK, domestic-related crimes accounted for 18% of all crimes reported to the police in 2021; as a result of this high incidence rate, police forces across the UK have developed regulations and processes to ensure that domestic-related incidents are handled properly by police officers who attend them (Office for National Statistics, 2021). Then, upon arrival at the incident location, I began to conduct a dynamic risk assessment; this is an ongoing process that includes risk assessment, hazard identification, action, monitoring, and evaluation. In order to ensure that everyone involved in an incident can continue in a manner which is safe and minimises risk, dynamic risk assessments enable police officers to conduct prompt evaluations in the constantly changing conditions of an operational incident. This differs from formal risk assessments which are created in advance, its dynamic equivalent is completed immediately by a person, in police incidents this is the officer, when their environment changes or they attend a new incident (Safety Services Direct, 2022). I spoke with a person who identified themselves as both the reporting person and victim who presented with very minor injuries consistent with a section 39 (Criminal Justice Act 1988) assault by beating or 'battery' – the victim or any other party present did not require medical attention in any form and the victim was currently in the care and company of their family members. The victim stated that the culprit had already left the area after making threats to harm another person whilst also being in possession of a weapon. After being presented with new information, I began the NDM cycle again and adapted my previous working strategy. Using the 'THRIVE' risk matrix which is a method for determining the most appropriate police response, focussing on the victim's unique requirements and putting these at the foundation of the decision-making process, enabling a determination of the level of threat, harm and risk posed by the suspect or incident (His Majesty's Inspectorate of

Constabulary and Fire & Rescue Services, 2023) (College of Policing, 2021); the immediate threat and risk presented to the initial victim had decreased as the suspect had left the area, as the incident was domestic related there was still an ongoing risk of harm to the victim if the suspect was to return however, there was now a substantial risk to other people since the suspect had reportedly fled the scene in possession of a weapon and had made threats to attack and harm the other persons. At this time, I believed there were two immediate requirements and these were to conduct golden hour enquiries (obtaining statements, CCTV and immediate safeguarding of the victim) and the search and arrest of the suspect, safeguarding the other party which had been threatened. I considered my options and used my personal radio to ask for an additional police recourse to assist with either a search for the suspect or to assist with the golden hour enquiries. There were no other resources available to assist so by weighing the risk I made the decision to search for the suspect with the intention to arrest them as the risk they would pose to others would be significant. I considered how this would affect the victim and the investigation into the offence of assault when some of the golden hour enquiries may be missed which could result in a loss of evidence (Kent Police, 2023) the potential loss of evidence could result in a decision not to charge the suspect or lead to a unsuccessful prosecution which could in turn lead to the victim losing faith in the justice system, particularly the police, and failing to report crimes or offences against them in the future (Mynenko and Ditcham, 2022). When this was weighed with the potential or harm to the other party, the decision was made to delay the golden hour enquiries and to make an immediate search for the suspect, this was explained to the victim who supported this decision. By explaining this to the victim, I was also complying with the Code of Practice for Victims by keeping them updated (Ministry of Justice, 2020). By using the NDM I had already formed the decision that I would arrest the suspect when they were found for the offences of assault and believed I had the necessity under code 'G' section 24 of the (Police and Criminal Evidence Act 1984) with that being to prevent physical injury, protect a vulnerable person and to enable a prompt and effective investigation. Any person's arrest poses a ethical dilemma since it deprives them of their liberty, including their human rights under the European Convention on Human Rights. The right to freedom is a qualified right that may be limited under certain conditions and within certain bounds (United Nations Office Of The High Commissioner For Human Rights and Association, 2003) The decision to deprive someone of this right must be justified legally, be reasonable, and serve a good cause, such as the protection of other people and their human rights (Scottish Human Rights Commission, no date); under the circumstances of this incident I believed it to be legal, proportionate and necessary to effect the arrest which would be in keeping with these terms and once I had located the suspect, effected the arrest. The suspect was compliant and was located before they were able to commit any further offences, the decision to handcuff them was made due to impact factors of the allegation of a violent offence and whilst no weapon was found following their arrest, the information that they were in possession of one could not be ignored. The suspect was cooperative and was located before they could commit any further offences. The decision to handcuff the suspect was made due to impact factors of the allegation of a violent offence, and even though no weapon was found following their arrest, the information that they were in possession of one could not be ignored.

During this incident, I believe that I successfully applied the national decision-making model in this situation. I was able to use it early on in an incident, even before I arrived, and make choices that were based on policy and legislation while also considering ethical obligations. By doing this, I am able to justify my decision-making and account for my actions during an incident. Using this, I was able to effectively safeguard members of the public from a person who posed an immediate danger whilst abiding by the police code of ethics as well as providing a suitable service to a victim of crime. By conducting a dynamic risk assessment throughout the incident, I was able to ensure the victim, public and other officers were safe and put at minimal risk. The NDM is a cycle, and I made good use of it to adjust to new information that I received, repeating the cycle at times as I was presented with changing circumstances, keeping my options fluid and making good use of the contingencies I had thought through. Although certain steps were skipped throughout various phases of the decision-making process, this had no impact on the successful conclusion.

Word count: 1815

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:

Due to the vastly varied nature and requirements of policing, individuals, teams, and their departments must collaborate in order to deliver an effective service to the public. Effective policing involves and depends on individuals working as part of a larger team in all of its aspects. In this essay, I will discuss ways to improve team cohesiveness, examine theories of team dynamics, analyse the impacts of interpersonal conflict, and discuss how team dynamics may affect adherence to professional standards.

To be representative of the communities they serve, police forces around the UK are constantly seeking to recruit new police officers from all kinds of different backgrounds who possess a large variety of skills and abilities (Police Scotland, 2021). As a result, the police force has a range of diversity in its teams across all of its departments, which presents with both advantages and challenges. The behaviour of a group's social majority may be changed by individuals from different backgrounds, which can result in more effective and precise group thinking (Rock and Grant, 2016). A cultural sensitivity to local community groups makes police more approachable to their own community, and varied viewpoints may stimulate innovation and drive inspiration are other advantages of diversity in the workplace. Working with people from different cultural backgrounds may be a genuinely interesting experience that teaches others about viewpoints and customs from across the world and appealing to members of the community that officers work in, giving other team members the opportunity to leave biases behind by connecting over similarities and differences (Reynolds, 2018). With these advantages come a number of drawbacks, including the potential for a surplus of opinions that might hinder a consensus, the potential for judgements based on biases to occur despite the best of intent, the potential for distrust to develop as employees question one

another's ability to perform their jobs, and the possibility that poor performers could be hired through frequent recruitment and shoddy vetting, which would lower productivity and morale (Carter and Fraser Dove International, 2019).

Police forces may be more successful and effective when the individuals work well together to maximise productivity, effectiveness, and morale with the ability of the team to collaborate with and off one another to improve one another's thoughts and behaviour. Each member of the team is mutually dependent on the other in a well-functioning team to successfully complete the task at hand. In a team that works successfully, everyone supports one another on a professional and emotional level (Bergner, 1997).

Understanding group dynamics in terms of both the team environment and individual temperament is a crucial component of good teamwork (Last, 2019) and one such model which is used to understand team dynamics was developed by Bruce Tuckman in 1965 and named "Tuckman's Stages of Group Development"; Tuckman (1965) describes a linear path that teams of people progress through of 'forming', 'storming', 'norming', 'performing' and 'adjourning', with the fifth stage 'adjourning' being added at a later date. According to Tuckman (1965) the process of assembling the team's structure occurs during the first formation phase. Due to the need to fit in, team members feel uncertain and confrontation is avoided at all costs. Progression through the stages of this model requires team members to move out of their comfort zones, adopt a problem solving mentality, recognise each other's strengths and weaknesses and be open to change. In the early stages, team members tend to turn to one individual for guidance, leadership, and direction where this leadership role is later shared amongst the team (West Chester University, 2022) this model already presents some differences to that found in policing where the vast majority of police teams are already formed with established leadership and rank structure so a 'shared leadership' role is not appropriate, instead relying on one person or rank structure. The requirements of the other stages are fairly relevant however, especially the need to be open minded and the need to recognise colleagues' strengths and weaknesses. Last (2019) also recognises that new teams rarely succeed in getting to the 'performing' stage since this level is only reached when teams have successfully collaborated on a number of projects, built a synergy, and created mechanisms that enable tasks to be completed quickly and effectively. Performance-driven teams can work swiftly and collaboratively to complete the goal at hand since they require less time progress through the first three stages.

Although conflict is an unavoidable aspect of human existence, we may nonetheless discover solutions to get along. However, there are always going to be instances in which there will be a clash of objectives, actions, ideas, or miscommunications; under these circumstances, interpersonal conflict may be unavoidable (Bao et al., 2016). Workplace interpersonal conflict is associated with stress-related symptoms such mental fatigue and exhaustion (Dijkstra et al., 2008). Depending on the structure of an organisation, conflict frequently takes on numerous shapes. Task interdependence, which refers to the degree to which achieving your goals necessitates relying on others to carry out their responsibilities, is one of the elements that is known to foster conflict. Other frequent sources of conflict, especially in organisations with a diverse workforce such as the police, include incompatible goals and personality differences (Westmaas, 2022). Some team members may not be able to do their jobs effectively due to insufficient skills or a

lack of experience, or they may have unclear targets and responsibilities, which might lead to underperformance however, there are some methods of improving individual performance which could combat this and these are; setting clear expectations, managing what is expected through regular communication, and working to fill any skill gaps with training events, the team may not only assist each other reach long-term goals, but also the company as a whole when their abilities are used to achieve goals (Pierce, 2017). The next significant advancements in policing policy and procedure in the next few years may be derived from a teams' capacity to collaborate in a coordinated way. Across all organisations, all teams need to adhere to a few basic principles in order to operate at their best. Talented team members who possess a shared vision, have the chance to express their views and opinions, and are able to hold each other accountable contribute to the success of the group. Team members must set a high standard and provide each other a chance to make a valuable contribution that will eventually enhance the support provided to victims of crime (Sucato, 2020).

Ethical conflicts may happen on a personal, professional, or organisational level. The question of whether the objectives justify the means frequently comes to light in relation to ethical problems. For instance, acting immorally might be advantageous whereas making an ethical decision well may have a detrimental effect. When there is discord among the team members and a lack of agreed-upon ethical standards, ethical conflicts result (Xing, 2022). Concerns concerning unethical behaviour in policing have been raised in light of recent high-profile events involving police misconduct. Social learning and social identification processes frequently have an impact on this unethical behaviour. The most likely group of people to learn unethical behaviour from peers who exhibit it is those who are very receptive to peer influence because they place a high value on their social surroundings and look for social indicators to discern suitable from improper action (O'Fallon and Butterfield, 2012). In order to combat unethical decision making, the national decision-making model was introduced by the college of policing as an approved practice, putting the police code of ethics at the centre point of all decision making and evaluation within policing (College of Policing, 2014).

In conclusion, police forces across the UK are made up of a diverse workforce with persons from differing cultural backgrounds as well as possessing a wide range of skills and experience. These diverse teams of individuals are constantly changing with influxes of new officers joining and existing officers moving teams or leaving policing altogether. These constantly changing teams must constantly adapt to maintain team cohesion and battle against challenges such as prejudice, conflicting points of view and clashes of personality in order to continue to be productive and deliver a suitable service to the public. By using Tuckman's theory on group dynamics to examine stages of team development in police forces we are able to visualise the process in which team cohesion takes place presenting officers with the requirement to be open to change and adopt a problem solving mentality, leaving their own bias behind. This requirement also fits in with the police code of ethics including the principles of being respectful and objective amongst others (College of Policing, 2014). Working in a team of people can frequently result in interpersonal conflict due to differences in goals, behaviours, ideas, or errors in communication, this internal conflict can not only result in a reduction in productivity and effectiveness in policing but can have negative impacts on individuals in the teams, leading to stress related symptoms. These inter-personal conflicts need to be

effectively managed when they occur with all parties involved being required to communicate effectively in order to reach a solution. A high standard must be maintained across teams and members should provide each other the opportunity to contribute meaningfully in order to improve the service given to the public. There are several strategies available to increase performance in both individuals and in teams of people including setting shared, obtainable objectives and ensuring clear communication between team members, focusing on development by making use of effective training to increase the skill level of individuals and having clear set expectations of all persons across an organisation. Poor or 'toxic' team dynamics can have a severely negative impact on team cohesion but also negatively affect a policing organisation where staff and officers are required to abide by professional standards requirements which include the Code of Ethics, policies, procedures, protocols, and legislation. Ethical issues may come about where teams are working towards a shared goal and where a certain, potentially unethical decision may contribute positively towards this goal, the most ethical decision may not and so team members would feel pressured to make unethical decisions in order to progress the teams objectives however now, the police code of ethics is at the focus of all decision-making and assessment within the policing system thanks to the national decision-making model, which was implemented by the college of policing as an authorised practise.

Word count: 1732

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:

The effective use of information and intelligence is at the core of all policing activities and is vital in the prevention and detection of crime. With the UK road network covering approximately 247,800 miles and spanning to every corner of Britain, across all 43 police force areas of operation (Department for Transport, 2022) it is used constantly by both general members of the public and those involved in criminality. In this essay, I will explain how information and intelligence can be used to disrupt serious criminal activity such as drug smuggling and child sexual exploitation by organised crime groups and 'county lines' gangs by effective roads policing.

Every aspect of policing involves intelligence, which is a crucial tool for helping police protect and keep communities that they serve safe (Winward, 2022) Intelligence is essential to all aspects of police. Police officers and personnel must base their actions on accurate information; otherwise, they will open an investigation to determine what transpired. Police forces can safeguard the public and investigate crimes using information. In police, intelligence simply refers to data that has been analysed with a policing goal in mind. There are several sorts of intelligence, some of which is supplied from external sources such as members of the public and some of which is supplied internally through police systems (North Yorkshire Police, 2022). Operating both inside and outside of the UK, organised criminal networks (OCN) are sometimes billion-dollar organisations. Typically, organised criminal groups participate in a wide range of illicit operations that can even take place across numerous countries. These may involve armed robberies, drug and human trafficking, sexual exploitation of women and children and money laundering. Their criminal companies closely mirror those of genuine global businesses, with revenues estimated in the billions. They have hierarchies, long-term goals, operational models, and even partnership agreements with other OCNs, all with one goal in mind which is to maximise profits while minimising risk (INTERPOL, 2017). Class A drug trafficking, child criminal and sexual exploitation, cybercrime, the use of firearms and violence, and human trafficking are among the illegal activities that organised

criminal groups (OCGs) and other gangs engage in in the UK. Money laundering and people living above their means due to criminal activity are two further signs of significant organised crime. The general population frequently fails to recognise serious and organised crime for what it is (CrimeStoppers, no date). This is why the police value the information provided to them in crime reports and other information sources. They can develop this information into actionable intelligence and develop a picture of larger criminal activity and the networks of persons involved by using these individual reports.

When organised criminal groups (OCGs) utilise telephone communication networks for transporting the supply of drugs, often from cities to smaller towns in rural regions, this practise is referred to as "county lines" drug dealing.

By enlisting them to distribute the narcotics, they prey on those who are vulnerable, including children who are at risk of exploitation and those who have mental health or addiction issues. To safeguard the "county line" and maintain control over them, OCGs frequently resort to severe violence and intimidation (Metropolitan Police, 2019). A stable community requires security. It provides the foundation for children's bright futures and is crucial for economic growth. Our security is threatened by serious criminality, such as drug crime and exploitation. Organised crime may make a city or area less secure and liveable and destroy public confidence in the government and policing (Ministry of Justice and Security, 2022). Sexual abuse includes child sexual exploitation (CSE). When a vulnerable young person is exploited, they are provided goods in return for engaging in sexual activity, such as presents, drugs and money. Vulnerable children are frequently led to believe that the relationship they have is loving and consenting. They are abused by being made to engage in sexual activity, sometimes with many people, and relocated throughout the UK (NSPCC, 2023) as these criminal activities often rely on the transportation of drugs and trafficking of vulnerable persons across the UK via the road network, it is imperative that systems are put in place and roads policing officers are supplied with information and intelligence which would aid them in preventing and detecting these criminals using the road.

In the UK, roads policing has developed from traffic officers who were primarily concerned with dealing with infringements of road traffic legislation and attending traffic related incidents, to a larger idea of policing Britain's roads as a whole. The deployment of road policing resources to pursue criminals who utilise the road network for illegal activities is part of this broader concept of an adapting police force (His Majesty's Inspectorate of Constabulary and Fire & Rescue Services, 2020). The use of roadways by criminals includes everything from small traffic violations to organised crime. To combat crime effectively, police forces should utilise information and intelligence. The way the police combat crime on the roadways is changing as a result of recent technological advancements. An efficient method of identifying motor vehicles and comparing them against specified indexes or flags is to use technology like automatic number plate recognition (ANPR). It is a policing tool which both uses intelligence available on police systems and generates information about what vehicles are using specific roads and the journeys they take; this also allows reactive policing that can stop crime by focusing on offenders that utilise the roadways (College of Policing, 2013a). On a local and national level, automatic number plate recognition technology is utilised to assist in the identification, discouragement, and disruption of criminal behaviour. This includes terrorist organisations, organised crime organisations, and county lines gangs that

exploit the road system to avoid being apprehended. Forces all around the UK utilise automatic number plate recognition technology, which offers avenues for inquiry and evidence in the investigation of crimes. The ANPR system works by mobile and fixed cameras reading a vehicle's registration number as it passes by and instantaneously compares it to a database of cars of interest. Police officers have the authority to pull over a car, interview the passengers, and if necessary, arrest any suspects of criminal activity. The use of ANPR has shown to be crucial in the identification of several crimes, including the tracking down of witnesses, stolen or missing persons, cars without insurance, and significant criminal cases (POLICE.UK, 2022). Another way in which ANPR enables roads policing officers to identify vehicles which are used in connection with criminality are 'ACTION' or 'Warning' markers; these are flags which are attached to a vehicle registration and are sent as an alert to police when a vehicle which possesses one of these markers passes by an ANPR camera, officers are passed the information or tasked associated with the marker such as to stop and identify the driver or even to make an arrest (Home Office, 2022). These markers are not only used by frontline officers but can be used to further develop information and intelligence behind a vehicle and its occupants such as monitoring the route they take, where the vehicle comes and its destination; this intelligence can be built upon and allow investigators the opportunity to conduct a thorough investigation which ultimately leads to the prevention of further crime. According to research, ANPR cameras not only can detect crime and build upon information and intelligence but also act as a deterrent themselves as there was a 36% decline in burglaries in Ashfield during the first year after ANPR cameras were deployed, and a further 41% drop between 2014 and 2015 (MAV Systems, 2023). Roads police personnel rely on accurate information provided by other policing agencies and their partners for this method of intelligence usage inside the ANPR system. Collaboration between local force departments, external organisations including roads and social services, and other police forces in the UK and abroad is necessary for the conversion of third party information into actionable intelligence (Police, Fire & Crime Commissioner for Essex, 2020).

In conclusion, prevalent criminal activity such as drug smuggling using 'county lines', human trafficking, child sexual exploitation which is conducted by organised crime groups in the UK relies heavily on the road network due to the need to transport items such as drugs or stolen articles or vulnerable people who are being exploited to different areas of the country or even in some cases across country borders. These criminal groups have a detrimental effect on society and often prey on the most vulnerable people, exploiting them for profit as well as often resorting to the use of extreme violence and bring the supply of harmful drugs to a local area which can damage communities on its own. The policing of Britain's roads is a difficult task due to the size of the area that they cover, crossing over into all 43 police force areas, this means that to effectively police them; information and intelligence must be shared efficiently in order to successfully disrupt the criminals that rely on their use. One of the ways that this information and intelligence is being shared effectively is through the Automatic Number Plate Recognition (ANPR) network which is linked to the national police computer and holds information on all registered vehicles in the UK. The ANPR system allows markers and alerts to be placed on vehicles, notifying both local officers and other investigators of their current location as well as potentially actionable information and intelligence. ANPR is not limited to live alerting but is also being used to actively develop information as it is able to track and trace

vehicle movements and provide data on journeys made and in some cases, identify who was the driver at the time. This can be essential in cases where children and vulnerable people may be being exploited by an unknown party and used to track offenders down and prevent crime. The intelligence which is generated by the ANPR system is shared amongst UK police forces for action and can still be used in cases of serious crime to generate further lines of enquiry for investigators.

Word count 1674

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	
Appropriate arrest and offence disposal methods including out of court disposals, fixed penalties, conditional cautions, diversionary courses.			8		6		Review the provisioning requirements for alternate disposals such as conditional cautions as laid out in Criminal Justice Act 2003 as well as force police and the CPS 2013 guidance on these. Discuss the in-force process for cautions with my supervisor. Familiarise myself with the offences that are appropriate to be dealt with by alternate methods of disposal as well as the ministry of justice guidance for penalty notices and cannabis warnings. Review the national police chief's council (NPCC) guidance

Appropriate use of alternate methods to arrest such as restorative justice, divisionary courses, behaviour referrals, YOS referrals.			9		7	for community resolutions and divisionary courses which my force offers.
Knowledge around requirements of using mental health legislation – both circumstances when appropriate and requirements of police and other organisations.			10		7	Review the national police chief's council (NPCC) guidance for community resolutions and divisionary courses which my force offers for young persons. Familiarise myself with the offences youth offending services can take referrals for as well as preventative measures which can also be taken by these services. Review the ACPO youth gravity matrix and its impact on the decision making process including the level of offence and negating factors – also considering the differences between youth and adult cautions. Familiarisation with the Mental Capacity Act 2005 and the powers afforded to the police and the requirements/pre-requisites to its use such as what advice is needed from medical professionals regarding capacity. Also familiarisation with the Mental Health Act 1983 in regards to section 136 powers especially in relation to advice from medical professionals and alternative methods available such as in community support my local area offers.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10
Preparation of case files, evidence and disclosure documents for CPS or prosecution.			8		6	Familiarisation around the differences between relevant and non relevant disclosure material as made out in Criminal Procedure and Investigations Act 1996 (CPIA) codes of practice. Practice required building

							and submitting files, asking an experienced officer to review and provide feedback around proper file preparation
Identification and collection of potential relevant forensic evidence including DNA and digital forensic opportunities.			10		7		Familiarise myself with elements of Criminal Justice Act 2003 and the Police and Criminal Evidence Act 1984 which relate to evidence in criminal investigations as well as types of forensic and digital exhibits which can be seized and examined by my force and what kind of evidence each type of exhibit can provide to a case.
Active listening skills			8		7		My earlier internet study was beneficial in supplying some techniques for bettering my active listening abilities; I can now develop these by conversing with other officers to learn what works for them, putting techniques into practise, and seeing which techniques the public responds to most favourably.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Interviewing of suspects, including use of disclosure to solicitors and use of staggered disclosure			8		5		Familiarisation of the requirements of disclosure under Police and Criminal Evidence (PACE) Act (1984) and especially those requirements of code G of PACE surrounding detention and questioning of suspects. Practice interviewing, observe and be observed by an experienced officer and study PIP 2 requirements. Practice using staggered disclosure when relevant.
Interview of victims and/or witnesses such as ABE (achieving best evidence) interviews.		5		2			Observe an ABE interview and practice with an experienced, qualified officer. Review the requirements and guidance published by College of

Dealing with offences committed and witnessed by young persons and utilising the different options available such as YOS/schools/social referrals.		7		4		Policing and CPS/Ministry of justice surrounding ABE. Be able to recognise vulnerable victims and witnesses and develop interview planning. Review force policy surrounding offences committed by young persons and explore additional options with youth offending teams, discuss recent referrals and discuss involvement with social services. Familiarise myself with Youth Justice and Criminal Evidence Act (YJCEA) 1999 including options and measures available to young persons in court.
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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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