



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

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

Learner name: Lee Mason

Learner's University Registration Number: 2134424

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:

In this essay I will look to explore the impact of organisational culture on my wellbeing and resilience since gaining my independent patrol status with Gwent Police.

I was aware that upon reaching independent patrol status that I may face different personal challenges that could influence my wellbeing and resilience. Prior to commencing my policing career, I was aware that the police force had a unique culture as an organisation. Although there are many positive views regarding this culture, I am very much aware that there are also negative sides to this.

Policing can take a toll on a person's wellbeing and resilience due to the challenges of the role being undertaken. That is why a positive organisational culture within the police force is important, as it can help police officers cope with the challenges they may face in numerous ways if the culture is efficient. I will reflect upon this by using the Borton Reflective Model (StudyPrism, 2023).

Through research I found that organisational culture occurs when an organisation directs their staff how to behave through various techniques. This would involve lead managers in the organisation having direct involvement on how to improve staff performance and guide staff into making moral decisions. This would then lead to a greater ethical approach by staff within the organisation (Sinclair, 1993).

Organisational culture within policing slightly differs from the generic term, it has been described as, "organisational culture consists of norms, values, rules, procedures, symbols, and beliefs, all organised in a system, deeply embedded in the collective conscience of the members of the organisation, thereby influencing their cognitive and affective behaviours, and even their performance in an indirect way" (Farkas, et al., 2020).

The person who would install and promote the appropriate and required culture within police forces would be the chief constable. These persons would have the responsibility to ensure that the appropriate police culture is installed in each police force for officers to follow (College of Policing, 2021). Personally, I felt this heavily occurred within the training period when I initially joined as a police officer. With greater emphasis placed on a person's values and the culture of policing, than any other role I have been employed in. As a new police officer working within a small shift team, I was now the least experienced independent officer on the team. I found this overwhelming at first and felt an additional weight on my shoulders.

I found that various team members used humour when at the station around fellow police officers to relieve the stressful situations they had been involved in that day. I found that the best term to describe this would be "canteen culture" (Elias & Connor, 2023). I found that officers would use humour against other officers in a way to degrade them in some way and make people laugh at their expense. Police Scotland have realised that this has become an issue that they have to try and

rectify. 5000 police officers have been sent on a course to try and educate them on this matter, as many officers have ended up leaving as a result (Elias & Connor, 2023). I have found this culture within the police force to be totally unacceptable and an added stress for an officer to be put through. However, I can see the positive side of using humour as a way of relieving stress, especially after a stressful shift but this humour must be used appropriately (Scott, 2022).

As I gained my independent patrol status as a subsequence of my tutorship period ending, I was apprehensive as my close support mechanism had now disappeared. However, when attending a call or dealing with a log on my own, I have found my fellow colleagues supportive and helpful. I have found that experienced officers on my shift particularly helpful and I have been able to learn a great deal from them. As other new officers have started to join our shift, I have experienced that they too have implemented this learning method from more experienced officers. Although, this has been an effective way of learning for me, I can see that this way of learning has its negative factors. With many new recruits being impressionable when taking advice from officers on shift. They could tend to copy those officers bad habits and not deal with the situation in the most suitable way (Willis & Mastrofski, 2018).

As my independent status progressed, I found myself becoming more apprehensive and my anxiety increased, which then started to affect my mental health. I knew that my mental wellbeing was important and identified that I had to positively build my wellbeing and resilience to keep myself actively healthy. Resilience is identified as, "the ability to bounce back from setbacks" (Cross, et al., 2021).

If I did not rectify this emotion, I was aware that this could lead to greater mental health problems such as depression if I continued without a positive change. A positive mental wellbeing for an individual is shown to build resilience and allows a person to work to their potential and lead a healthy life. It is shown there are numerous ways this can be achieved, a healthy lifestyle, reduction in activities that make you feel stressed and social support (BBC , 2023).

To help improve my mental health I decided that I would begin running outdoors at least 3 times a week. I had not exercised regularly since starting my role in the police station I was assigned too. I realised I had to start to make time to exercise again. I used to play sports and exercise regularly before joining the police, so I knew the positive benefits this would give me. A study was conducted on individuals who had been exercising regularly for four months. The study found that anxiety levels dropped by 43% and cognitive function improved by 10% (ACIS, 2023).

A study was also conducted whereby over 8000 park runners were questioned on their health and wellbeing. 89% of the park runners studied confirmed that running regularly had a positive impact on their mental health (Glasgow Caledonian University , 2018).

I had never worked a shift pattern before joining the police and found that my sleep routine was greatly affected when I started working shift patterns. I found that I was not gaining sufficient sleep before starting my tour of duty and my wellbeing was declining as a result. 460 police officers completed a study in relation to their sleep and mental health. It was found that officers who obtained less sleep, had higher stress levels, than officers who slept well (Gerber, et al., 2013).

I have used mindfulness meditation before trying to sleep to try and rectify this problem (Hölzel, et al., 2011). I have implemented this in a way to try and switch off from an overactive mind prior to sleeping. I have found that sitting in a quiet area of my house, alone for a short period of time before entering bed and sleeping very effective for me. This has not only allowed me to wake up feeling refreshed for the challenges of a new day but feel less stressed when going to work.

In conclusion, I have found there have been some negative factors for me personally regarding organisational culture within the police as identified. However, there have been some positive aspects when learning from experienced police officers, when their experience is productive. I have also been able to identify that my wellbeing required a positive change. I have been able to implement running and mindfulness meditation in a way to counteract feelings of decline in my wellbeing.

Word Count - 1274

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:

In this essay I will explain how I have attended a domestic incident whilst on my tour of duty as a police officer. Throughout my role as a serving police officer, I have attended numerous domestic related calls and understand how unpredictable these calls can be. I will explain how I have made decisions at this incident, implementing a dynamic risk assessment. I will reflect on this incident using Bortons Reflective Model (StudyPrism, 2023).

Whilst on my tour of duty within my local police station, I have been allocated a call by force control room (FCR). This call was classed as an emergency and was allocated by FCR as a domestic incident. A domestic incident can be identified as the term domestic abuse, which is "an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer" (Womens Aid, 2023).

Before attending this call, I felt it important to obtain as much information as possible before arriving at the address. Without realising, I have started to use the national decision model (NDM), which was first taught to me within my initial training period. This model has six-stages, and it is implemented across police forces to help officers when making decisions at various calls they attend. The first stage of this model is gathering information and intelligence, however there is no set stage, as the model will revolve constantly when the incident is ongoing (College of Policing, 2014).

I have found at times, FCR give limited detail across the airwaves, when tasking officers to attend a call. That is why I felt it important to ask as many questions as possible, to obtain information regarding the potential persons I will be interacting with, along with details of the call made. I have asked for this, as I wanted to ensure I was aware of any warning markers the persons had on our police systems (College of Policing, 2022). I could also decide if I required an additional officer to attend with me for my own safety. FCR have advised me that the call was from a concerned neighbour, asking for police assistance as she could hear her neighbours who resided next door arguing. The neighbour also stated that she could hear banging from the address and could hear the male and female shouting.

At this point, I felt a rush of adrenaline surge through my body, as well as the feeling of apprehension. I have quickly changed into my force issued kit in readiness to make my way to the call. Although, I wanted to quickly attend the address and help whomever I can, I knew how important it is to keep myself safe, especially when attending domestic incidents. The persons may have weapon markers on their address, vulnerabilities or may have an ailment, I knew it was important to be prepared.

I have made the decision to ask for another officer to attend with me, as I believed it would be of greater help, as there were two persons to interact with who were already in a potential elevated emotional state. It was found in a study that single crewed police officers were at greater risk of being subjected to an attack which would cause injury than officers who were double crewed (Houdmont, et al., 2019). I knew by having another officer with me, my safety was improved, and I could offer as much as help as I could at the call without added worry.

My fellow officer and I were not blue light trained, so neither of us could activate the emergency lighting system in the marked police vehicle or travel to the address using exemptions. The traffic legislation is explained as, "Section 87 of the Road Traffic Regulation Act 1984 underpins these exemptions, allowing police, fire brigade and ambulance vehicles to disregard the speed limit in an emergency" (Redfern, 2023). This caused me great concern and time seemed to slow down as we travelled to the address. I understood that there was a risk of the situation potentially escalating at the address if we did not attend quickly and I became frustrated.

As we approached the correct address, I could see the front door was ajar and could see a shirtless male figure in the top floor bedroom window appearing to be leaning over something. At this point, FCR have come over the airwaves and given weapons and previous domestic abuse information regarding the male believed to be in the address. Using the NDM, I have assessed the threat and risk, whilst also thinking what powers and policies I have available to me as an officer (College of Policing, 2014). With the male having warning markers, the fact I could see a male figure inside the address and the call from the neighbour, I have decided on and rationalised my next steps. I have decided to use Section 17 of the Police and Criminal Evidence Act 1984 to enter the address, to save, life and limb (Legislation, 2020). I have made this decision as I believed that one of the persons inside the address was at serious risk and we had to enter without permission to gain access.

My fellow officer and I have activated our body worn video devices upon entering the address. I have activated this device, as it records visually and audially whilst we are at the incident. This device captures and records vital evidence when at an incident and can be used by Police if an investigation is conducted. The device also protects the persons we are interacting with, as it adds some accountability to an officer's actions and negates unethical behaviour (Harrison, et al., 2022).

Ethical behaviour is a vital part of the role of a police officer and is at the centre of the NDM. It was my aim at the incident to treat everyone fairly, with respect and transparency. This was to ensure that I conducted myself in a professional manner and would lead to confidence in the police (College of Policing, 2014).

Upon entering the address, I have announced that police have arrived and for persons within the address to reveal themselves. There was a male voice coming from the upstairs of the address but I was unable to understand what was being communicated. My colleague and I went upstairs and were eventually met by a male who was shirtless with a female in the bedroom area. At this point, I felt anxious but I knew it was important to remain professional and follow the NDM to make a positive decision. As per force policy when dealing with domestic incidents, I have made the decision that the male and female would have to be separated, in order to gain an account from both individuals. This is to gain accounts without the other person in ear shot, so the person can disclose anything they wish to police without fear or bias (College of Policing, 2022). An account can then be recorded by officers from the person, along with body worn footage which would be recording (College of Policing, 2022).

The male was taken downstairs and has been separated from the female at the address by my colleague. I have entered the bedroom area whereby a female was led on the bed with what appeared to be an injury to her face. I knew it was important to gain an account from the female and wanted to help her if allowed. It was shown that less than 24% of domestic abuse is reported to police and it is a crime that goes on behind closed doors, which goes unreported (National Centre for

Domestic Violence , 2023). I was aware that it is hard for victims to disclose offences as the statistics shows. I knew I had to use certain communication tactics to allow the female the best chance of disclosing what had occurred. I have used verbal communication, asked open questions and used empathy to try and communicate with the female (College of Policing, 2020). I wanted the female to be as calm as possible and to give her every opportunity to disclose anything she required.

When communicating with the female, it became apparent that she was from the travelling community. Among traveling communities, "domestic abuse is often accepted as normal for many women. Trapped by culture, poor literacy and education, distrust of the police and social services, and fear of separation from family and friends, Gypsy and Travellers are far less likely to report an incident or to seek help" (CHS Group, 2023). I was aware that it may become difficult for the female to disclose any potential offences due to her culture, I offered her the choice to speak to a female officer, as this may make her feel more comfortable.

The female did not wish to disclose any offences, to any officers despite my best efforts. Although, I have felt disappointed internally, I have not let this emotion show to the female and have remained positive. I thought about how I could safeguard the female, as I was aware that due to her cultural belief, this may be a factor in her not communicating. Due to the potential risk, I have offered a domestic abuse risk assessment to the female, in a way of safeguarding. This risk assessment allows the level of risk to be identified by asking a series of questions to the victim. This could then be completed and referred to a multi-agency risk assessment conference, in a way of safeguarding the female (Middlesbrough Council, 2023).

As the domestic related incident came to an end, with the female taken to a safe place for the night. I understood that the incident I had just attended has made me conduct a dynamic risk assessment. I have made important decisions in an ever-changing environment whilst under pressure. These decisions would not only have had an impact on myself but the individuals I have dealt with on this occasion. I have tried my best to manage risk and make these decisions to help everyone involved (Penney, et al., 2022).

In conclusion, I have explained how I have attended a domestic incident and made decisions I felt were appropriate and ethical at the time. Whilst making these decisions, I have been aware that I have been using the NDM and managing the risks associated, whilst attending the incident. I have also taken into account the victims cultural needs and explained how this may impact the victims decision to communicate with police.

Word Count - 1779

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:

Team dynamics plays an important factor within a working environment. It is how a group of individuals who work within the same workplace work together to complete their jobs. It is important for all individuals to work together, using each of their personal skills to be able to achieve effective performance. If this does not occur, this would not only lead to a less effective workforce but could affect everyone negatively (MasterClass, 2022).

Team dynamics and team cohesion work together to achieve an effective team performance. Team cohesion occurs when team members work in a close-knit team and get along with each other to achieve the goals set by their managers. Good team cohesion occurs when each team member respect one another and they are united, with a high sense of morale amongst the team (Molnau, 2023).

Theories have been compiled regarding team dynamics and cohesion, one theory being made by psychologist Bruce Tuckman, named Tuckman's Communication Theory. Tuckman explained that there are five stages that occur within a team. The five stages are named, forming, storming, norming, performing and adjourning. It would be difficult for individuals who do not know one another, to instantly become an effective team and provide efficient productivity. These stages try and explain how an effective team is formed whilst also identifying issues that may arise during this process (Bitesize Learning, 2024).

The first phase which is named forming occurs when the group of individuals initially come together to form their team. The team will be strangers and will not know each other on a personal level but will be polite. The second phase of the model is named storming, this occurs when everyone in the team begins to get to know each other. However, at this stage, instead of everyone being polite, individuals start to voice their opinions which could create tension amongst the team. The third phase is named norming, this occurs when individuals amongst the team start to realise their worth in their team, with individuals respecting one another's strengths. The individuals start to trust each other, with a sense of normalisation in the workplace. The fourth phase is named performing, which relates to when the team are producing a high level of performance. With all team members working together seamlessly to produce their work, even when there maybe disagreements. The fifth phase which is named adjourning or mourning, this occurs when the assignment is completed and the team may part ways, leaving a sense of sadness (Bitesize Learning, 2024).

There are positive aspects to Tuckman's model, one of which is identifying conflicts that may arise amongst team members. The model takes on a positive aspect of communication between individuals and recommends ways to resolve the conflicts (Kobiruzzaman, 2019).

There are negative aspects to Tuckman's model, the model relies on everyone in the team to progress at the same rate as one another. Not every individual or team can seamlessly go through each stage of the model. Tuckman does not identify when a team is stuck on one stage of the model he has created (Wallbridge, 2021).

There are further theories conducted that delve into teamwork. Patrick Lencioni who was a president of a company, identified five dysfunctions that occur within companies, which are shown as, absence of trust, fear of conflict, lack of commitment, avoidance of accountability and inattention to results. Lencioni explains that by identifying these specified dysfunctions within the existing team, leadership can organise strategies to rectify the situations that arise. This would allow team productivity to enhance along with cohesion (Bitesize Learning, 2024).

Although some theories try and identify tension in a team environment to enable leadership to rectify the problems that may arise. Complexity theory promotes tension amongst colleagues within the workplace and allows individuals within the team to solve the issues on their own (Grobman, 2005). Empowering employees to make their own decisions has its benefits and allows employees to take responsibility. This enhances performance not only for the team but for the individual (Dimitrades, 2001).

Interpersonal conflict can be described as, "any type of conflict involving two or more people" (Raypole, 2020). This type of conflict can be caused by different factors and does not always have to have a negative impact on an individual. Individuals can identify when this conflict occurs and find ways of resolving it (Raypole, 2020). However, this type of conflict in workplace can have detrimental effect on an individual's health and cause low job satisfaction. This conflict has a negative impact on the individual and the team (Raeve, et al., 2008).

There are numerous ways in which interpersonal conflict may occur in a working environment, some of these have been identified as, limited resources, work related stress and leadership style (Abbas, 2022).

Limited resources can cause individuals within a team to feel stressed, as they are unable to work to their potential. They may not have the resources available to them due to lack of funds within the company. This may lead to frustration and conflict within the team, as individuals may compete for the resources available to complete their tasks (Rose, 2020).

Work related stress can play an important factor regarding conflict amongst team members. Individuals may feel under pressure to meet tight deadlines leading to feeling stressed in work. This can then lead to the individual's behaviour changing in a negative way, reacting to situations that arise differently than they did before. This may cause arguments in the workplace causing conflict (NHS, 2024).

There are numerous leadership styles in which different managers use when they manage a team. The leadership style is identified by the manager and used to fit the team they manage or individual. However, not all leadership styles suit every person. If an incorrect leadership style is implemented, this would lead to conflict between manager and worker. Lack of communication and lack of authority between the leader and employee are factors that could cause conflict and lack of productivity (Matthews, 2019).

There are strategies that can be implemented to a team, to enhance team cohesion. One such strategy is the completion of team building outside of a work environment. When a team's morale is low and there is a requirement for positive change, team building is a potential strategy that could be implemented. When colleagues are working together in a different environment, completing something they enjoy doing as a team, this would boost morale and enhance trust. Communication between colleagues who may not speak on a daily basis, would be gained due to this strategy (Fapohunda, 2013).

Another positive strategy a leader could implement to enhance cohesion is training and development. Managers can offer training to individuals within the team, this would enhance performance as they become more skilled. Individuals would feel a sense of worth, with management being shown to be investing in the person (Carruthers, 2022). This would not only benefit the individual as they upskill but would help the performance level of the team. A study was conducted by LinkedIn in 2019 where it was shown that 94% of persons surveyed stated they would not leave their company if that company simply invested in them (Hess, 2019). This high percentage shown in this study identifies that training and development is advantageous and would help team cohesion.

Dynamics within the police force plays an important factor in maintaining professional standards. If the dynamics within a team are not maintained, professional standards are at risk of being undermined and not followed. Professional standards should be followed by all police staff in line with the code of ethics, as this instils trust with the public (College of Policing, 2023). The code of ethics are specific standards that have been implemented to uphold police behaviour and maintain public trust (College of Policing, 2014).

Communication is major part of policing and is used by police officers every day, to either defuse a situation or communicate with fellow police staff. A lack of communication by a police force could lead to breaking these high standards set out in the code of ethics. Poor communication between members of the police force could lead to important evidence or information being missed within an investigation or make poor decisions. A study in the United States of America was conducted, in which it was found that police officers that completed traffic stops, communicated poorly with specific racial identity groups, whilst favouring white communities (Voigt, et al., 2017). Even though this study was conducted in the United States of America, this indicates unconscious bias within the police force. This unconscious bias would negatively impact the team and its performance. Colleagues within the team may witness these unconscious bias scenarios and not feel comfortable to follow the complaints procedure, due to being in the same team environment. Instead of addressing the unethical behaviour, there would be a clear lack of communicating this behaviour (Westmarland & Conway, 2020). This would then lead to breaking the code of ethics and the high professional standards the police force set.

In conclusion, team dynamics and cohesion are an important factor to create a productive performance both individually and as a group. Theories such as the ones shown by Tuckman and Lencioni show that dynamics are important within a team and try to identify potential issues that may arise. It is shown that teams may need to implement strategies to be able to counteract the issues that may arise. Team building and training/development are shown to be potential strategies that teams may implement to enhance cohesion. In a policing aspect, it is shown that poor team dynamics may put at risk professional standards. If communication is not correct within the police force, this may lead to problems with the team not complying with the high standards expected within the code of ethics.

Word Count - 1633

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

Explain how information and intelligence can be used in the disruption of the more prevalent criminal activity (e.g. drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, organised crime groups and 'county lines') by effective policing of the roads.

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

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

ANSWER:

Information and intelligence are an important factor in policing and if used correctly can disrupt various criminal activities. Along with intelligence, the police can utilise technology and resources available to them, to help police the roads to disrupt these criminal activities. In this essay I will explain how information and intelligence can be used to disrupt criminality and outline how automatic number plate recognition (ANPR) is utilised to reduce criminal activity.

Information and intelligence are used widely in policing and can be a positive asset in preventing criminal activity. Intelligence is described as "collected information that has been developed for action. It may also be classified as confidential or sensitive" (College of Policing, 2024). The police force obtains various bits of information from numerous agencies including police staff. This information could be vital in disrupting criminal activity, so it is important that this information is managed correctly, when it is received.

Policing in England and Wales use the National Intelligence Model (NIM) as a framework to standardise processes in relation to intelligence. NIM was created in 1999 by the National Criminal Intelligence Service (NCIS) and was developed by 43 forces across England and Wales. NCIS aims when creating the model was to promote intelligence led policing, efficient resource allocation and a way to standardise processes linked to intelligence (Orodite Consulting, 2024). NIM is a positive model, which allows police forces to identify risk and threat. This allows evidence-based decisions to be undertaken, so the appropriate allocation of resources can be implemented (Maguire & John, 2006). The model allows for pro-active policing to be undertaken and the intelligence gathered being used to prevent crimes, rather than being reactive to them.

Before information from various sources, which could include members of the public, can be identified as intelligence. The information is submitted into a 3x5x2 grading system by police, with the first stage of this process being named source evaluation. The evaluation process of the information evaluates whether the person submitting the information is reliable, untested or unreliable. The next stage of the process is the reliability of the information which details the following options, known directly to source, known indirectly to the source but corroborated, known directly to source, not known, suspected to be false. This stage identifies how the person supplying the information has come across it. The last stage is the handling codes and conditions, which states the following options, lawful sharing permitted and lawful sharing permitted with conditions. This stage is important, as it influences where the intelligence is allowed to be shared in the dissemination process. Sharing the information incorrectly could inadvertently put persons at risk (College of Policing, 2022). The information is evaluated and sanitised by an intelligence officer and then if deemed suitable, a decision can be made to where the intelligence is shared (College of Policing, 2022).

Intelligence can be shared to disrupt organised crime groups. The sharing of intelligence allows for co-ordinated tasking and strategic implementation. Meetings can be organised and tactical plans compiled, to act on specific intelligence received (College of Policing, 2015). For example, if intelligence is disseminated to traffic officers that a vehicle was carrying a quantity of drugs, a strategic plan could be made and a tactical operation implemented involving various officers. This organised approach allows for appropriate resources to be allocated to the log, identifies potential risk and gives officers the best chance of a positive outcome.

In 2019, there were an estimated 4,500 OCG groups operating in the UK and it was estimated that these groups have cost the country an estimated 37 billion annually in 2018. Organised Crime Group Mapping (OCGM) is a database that holds information in relation to these OCG's and holds intelligence. The OCGM identifies the different OCG's and their members (HMICFRS, 2021). OCGM is a resource that can be used by police to disrupt criminal activity, by holding intelligence and information on this database, it can be shared with officers across UK borders and they can utilize their stop/search powers if required.

County line operations are used by OCG's, county line is described as "gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of deal line" (Home Office, 2023). County lines does not just involve drug dealing, other crimes occur such as child exploitation and child trafficking. Young people tend to get groomed by members of an OCG to deal drugs and do not realise this is occurring. In county lines you often see young person's travelling the road network with adults in different vehicles, with these adults being strangers (NCA, 2024). Police have tried to tackle the issue of county lines in a positive way, utilizing British Transport Police, who have made over 80 arrests in relation to county lines. They have also seized lethal weapons and £20,000 in cash along with various drugs (Police Professional , 2020).

The UK road network is large, crosses many borders and due to this can be difficult to police. Criminals are aware of this and will commit various crimes by using UK roads (Department for Transport, 2020). Criminals are free to travel in vehicles up and down the UK freely, as there are no border controls. It is also shown that roads policing has faced a significant cut in funding by police forces of around 34% annually. With less roads policing officers patrolling the roads, there is more opportunity for criminals to use the roads and commit offences (HMICFRS, 2020). This is why it is important to utilise technology and resources available to police forces in order to negate this.

Police forces have officers dedicated to policing the UK road network. In Gwent, these officers are dedicated to a department named Roads Policing and Specialist Operations (RPSO). These officers have a role in policing Gwent's road network and are tasked to keep the roads safe. In a recent operation, officers arrested a number of individuals for carrying offensive weapons in their vehicles and being in possession of illegal substances (Gwent Police, 2023). A new roads policing team (RPT) set up in the Northamptonshire area has been created to tackle road crime. This team work on a 24-hour shift pattern all year round, so it ensures that there are officers patrolling the roads in the area. In the first two months of the team being created it had a positive impact on roads policing, with 72% of their time solely policing the roads in their area and they have had 967 vehicle interactions (Northamptonshire Police, 2023).

Technology also plays a huge part in disrupting criminal activity on the roads. ANPR is a vital part of roads policing and was initially created in 1976. It was installed on trial on the A1 Road and the M25 motorway, with ANPR being involved in initiating an arrest in 1981. ANPR was created for law enforcement to identify vehicles and track their movements through capturing and recognising license plate numbers. ANPR has progressively become more advanced from when it was first created (Britannia Parking, 2023). ANPR works when vehicles pass through cameras and they read the license plate number. ANPR cameras can be static, moveable or covert and are located across the UK on the road network. The cameras are linked to a reading device with data from the ANPR being stored on a database named National ANPR Service (NAS) (College of Policing, 2023).

ANPR cameras are in use constantly, with an average of 50 million ANPR reads daily and 11,000 cameras located across England. These cameras are capable of detecting vehicles with no insurance or tax and help solve organised crime (RAC, 2020). ANPR has shown success in tackling serious

crime with it being involved in an operation named Trivium IV. This operation involved forces in England and various eastern European countries, tackling crimes committed by EU nationals using UK roads. With the ANPR capturing vehicles linked to foreign nationals and criminality, officers were able to locate and stop these vehicles. 1200 vehicles were stopped thanks to ANPR activation (NPCC, 2015).

Another positive ANPR success story was identified by an operation named Moonshot, conducted by Norfolk Constabulary. The operation involved capturing vehicles in relation to serious organised crime, as they entered or exited the county of Norfolk. The operation relied on ANPR cameras to identify vehicles and locate their direction of travel. The operation was a success and it was hopeful it would be extended (Powell, 2018).

There are negative factors that have been identified regarding ANPR. With so many people in the UK travelling on the roads and their data being inputted into the NAS database through the ever-growing ANPR network, this could cause an element of frustration by the public. It is important that the public are not criminalised by this and they don't take their frustrations out on law enforcement. The public may feel they are being constantly monitored, especially when driving on the UK roads (Corbett, 2008).

The Police force can also utilise the Police National Computer (PNC) as a way of policing the UK road network. PNC is a database with various information stored which includes vehicle details. A PNC check can be used by police across the UK, to conduct relevant policing purpose checks on individuals or vehicles (HMICFRS, 2018). An officer could be located behind a vehicle and a check could be conducted via PNC by control room operators. This will then update officers to the vehicle's registered owner, insurance details, MOT and if the vehicle has warning markers. These warning markers could indicate drug markers or other criminal enterprises.

In conclusion, criminal activity on UK roads is shown to be an issue police forces are trying to tackle by using information an intelligence, along with ANPR technology. As the UK has no borders and the public are free to travel freely on the road network, this is taken advantage of by criminals. However, police forces across the UK are trying to tackle the criminal activity by conducting roads policing operations which have proved successful. There have been road policing cuts in some forces though, which limit the amount of visible roads policing officers on UK roads to deal with crimes. ANPR is shown to be positive in disrupting criminal activity with police forces utilising this technology to take positive actions against criminals.

Word Count - 1734

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	Med 5-7	High	Low 1-4	Med	High	I feel my knowledge is relatively low for where it should be at this point of time within the role. When I first started my role within the station, I felt I was aware of various definitions and legislation and that my knowledge was high even though the practical element would be low. However, as time has progressed, my knowledge has decreased, as I have become engrossed in the day-to-day role and not been able to keep up to date with legislation. The
		7		4			

							role is so broad with a requirement for knowledge across a wide range of areas of policing. However, my knowledge is progressing as I am getting used to the role and I feel I have got more time to enable me to learn and expand my knowledge. I can expand my knowledge by reading legislation and attending office-based learning courses available to me. Also, within the area I am currently stationed, there is a wide range of crimes to investigate which would increase my knowledge the longer I am in service. I feel my weakest element regarding knowledge is in relation to traffic and producing traffic offence reports. Over the next 6 months, I will try and develop my knowledge in traffic by attending an attachment with traffic officers, which I have booked into my diary. I will also conduct more traffic stops to allow me to complete traffic offence reports.
SKILLS	Low 1-4	Med 5-7 7	High 8-10	Low 1-4	Med 5-7 7	High 8-10	I believe my skillset at present aligns with what is expected of me. I have attended various courses identified by the Gwent Police that have helped me with the role I undertake, such as Officer Safety Training and tier 2 interviewing. There is room for improvement in regard to building my skillset but there are currently problems with booking and attending courses to enable me to gain new

						skills within the police force. There are a few courses I would like to attend in the next 6 months. However, at present I believe the required course would be my blue light training. The participation of this course in the next 6 months will enable me to enhance my driving skills to drive a marked vehicle with emergency lights activated.
EXPERIENCE	Low 1-4	Med 5-7 6	High 8-10	Low 1-4	Med 5-7 6	High 8-10 I believe my experience is currently at a level which is expected of me. I have gained valuable experience from working with my relief and with more experienced officers on shift for the last 12 months. These experienced officers have passed on their knowledge to me when attending various emergency calls with them. I have also attended emergency calls on my own and dealt with a variety of incidents which has expanded my experience within the force. When new police officers have started to work on my relief, I have been able to help them and they have looked up to me when attending calls with them. I have struggled to experience sudden deaths whilst working at my station. Although, not pleasant, I will try and attend these calls in the next 12 months, to gain valuable experience on how to deal with them. Although I have attended sudden deaths, I feel I have not coped well with them emotionally and

						believe the only way to eradicate this is to gain more experience.
--	--	--	--	--	--	--

Bibliography

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

Bibliography

Abbas, T., 2022. *10 Common Causes of Conflict at Workplace*. [Online]
Available at: <https://changemanagementinsight.com/cause-of-conflict-at-workplace/>
[Accessed 5 January 2024].

ACIS, 2023. *ASICS STUDY SHOWS EXERCISE HAS THE POWER TO SHARPEN EVEN THE BRIGHTEST MINDS AND IMPROVE MENTAL PERFORMANCE*. [Online]
Available at: <https://corp.asics.com/en/press/article/asics-study-shows-exercise-has-the-power-to-sharpen-even-the-brighest-minds-and-improve-mental-performance>
[Accessed 11 December 2023].

BBC , 2023. *Improving mental well-being and resilience*. [Online]
Available at: <https://www.bbc.co.uk/safety/health/improving-mental-wellbeing>
[Accessed 6 December 2023].

Bitesize Learning, 2024. *Forming, storming, norming & performing: Tuckman's stages of team development*. [Online]
Available at: <https://www.bitesizelearning.co.uk/resources/tuckman-stages-team-development-forming-norming-storming-performing>
[Accessed 4 January 2024].

Bitesize Learning, 2024. *The Five Dysfunctions of a Team (and how to overcome them)*. [Online]
Available at: <https://www.bitesizelearning.co.uk/resources/five-dysfunctions-of-a-team-summary-pyramid>
[Accessed 4 January 2024].

Britannia Parking, 2023. *HOW ANPR SYSTEMS HAVE EVOLVED OVER THE YEARS*. [Online]
Available at: <https://www.britannia-carparkmanagement.co.uk/car-park-management-news-advice/how-anpr-systems-have-evolved-over-the-years#:~:text=The%20earliest%20trial%20systems%20were,limited%20in%20accuracy%20and%20efficiency.>
[Accessed 8 January 2024].

Carruthers, R., 2022. *Team Culture: 12 Examples of high-performing teams*. [Online]
Available at: <https://www.togetherplatform.com/blog/team-culture>
[Accessed 5 January 2024].

CHS Group, 2023. *Domestic abuse within the Gypsy & Traveller community*. [Online]
Available at: <https://www.chsgroup.org.uk/supported-services/domestic-abuse-within-the-gypsy-traveller-community/>
[Accessed 29 December 2023].

College of Policing , 2021. *Promoting the right culture*. [Online]
Available at: <https://www.college.police.uk/guidance/neighbourhood-policing/promoting-right-culture>
[Accessed 4 December 2023].
College of Policing , 2022. *First response*. [Online]
Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/domestic->

abuse/first-response

[Accessed 28 December 2023].

College of Policing, 2014. *National decision model*. [Online]

Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model>

[Accessed 20 December 2023].

College of Policing, 2014. *National decision model*. [Online]

Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model#code-of-ethics>

[Accessed 6 January 2024].

College of Policing, 2015. *Governance*. [Online]

Available at: <https://www.college.police.uk/app/intelligence-management/governance>

[Accessed 8 January 2024].

College of Policing, 2020. *Conflict management skills*. [Online]

Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills#:~:text=Betari%27s%20box%20describes%20how%20people,behaviour%20respond%20to%20each%20other.>

[Accessed 29 December 2023].

College of Policing, 2022. *First response*. [Online]

Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/domestic-abuse/first-response>

[Accessed 20 December 2023].

College of Policing, 2022. *Intelligence report*. [Online]

Available at: <https://www.college.police.uk/app/intelligence-management/intelligence-report>

[Accessed 8 January 2024].

College of Policing, 2023. *Disrupting criminality*. [Online]

Available at: <https://www.college.police.uk/app/roads-policing/disrupting-criminality>

[Accessed 8 January 2024].

College of Policing, 2023. *Professional standards*. [Online]

Available at: <https://www.college.police.uk/app/professional-standards>

[Accessed 6 January 2024].

College of Policing, 2024. *Intelligence management*. [Online]

Available at: <https://www.college.police.uk/app/intelligence-management>

[Accessed 8 January 2024].

Corbett, C., 2008. Roads Policing: Current Context and Imminent Dangers. *Policing: A Journal of Policy and Practice*, 2(1), pp. 131-142.

Cross, R., Dillon, K. & Greenberg, D., 2021. *The Secret to Building Resilience*. [Online]

Available at: <https://hbr.org/2021/01/the-secret-to-building-resilience>

[Accessed 6 December 2023].

Department for Transport, 2020. *Roads policing review: call for evidence*. [Online]

Available at: <https://www.gov.uk/government/calls-for-evidence/roads-policing-review-future-methods-to-improve-safety-and-reduce-causalities/roads-policing-review-call-for-evidence#the-future-shape-of-roads-policing>

[Accessed 8 January 2024].

Dimitrades, Z. S., 2001. Empowerment in Total Quality: Designing and Implementing Effective Employee Decision-Making Strategies. *Quality Management Journal*, 8(2), pp. 19-28.

Elias, R. & Connor, M., 2023. *Thousands of Police Scotland officers to be trained in bid to cut down on 'canteen culture'*. [Online]

Available at: <https://www.scottishdailyexpress.co.uk/news/scottish-news/thousands-police-scotland-officers-trained-30062127>
[Accessed 11 December 2023].

Fapohunda, T., 2013. Towards Effective Team Building in the Workplace. *International journal of education and research*, 1(4), pp. 1-12.

Farkas, J., Sallai, J. & Krauzer, E., 2020. Internal Security. 77*Internal Security, January–June SECURIT Y MANAGEMENT*The Organisational Culture of *the Police Force*, 12(1), pp. 77-84.

Gerber, M. et al., 2013. Perceived Fitness Protects against Stress-based Mental Health Impairments among Police Officers Who Report Good Sleep. *Journal of Occupational Health*, 55(5), pp. 376-384.
Glasgow Caledonian University, 2018. *Regular running makes you a happier person*. [Online]
Available at: <https://www.gcu.ac.uk/aboutgcu/universitynews/2018-regular-running-makes-you-happier-person>
[Accessed 11 December 2023].

Grobman, G. M., 2005. COMPLEXITY THEORY: A NEW WAY TO LOOK AT ORGANIZATIONAL CHANGE. *Public Administration Quarterly*, 29(3/4), pp. 350-382.
Gwent Police, 2023. *Keeping the roads of Gwent safe*. [Online]
Available at: <https://www.gwent.police.uk/news/gwent/news/news/2023/september/keeping-the-roads-of-gwent-safe/>
[Accessed 8 January 2024].

Harrison, K., L'Hoiry, X. & Santorso, S., 2022. Exploring the impact of body-worn video on the everyday behaviours of police officers. *The Police Journal: Theory, Practice and Principles*, 95(2), pp. 363-377.

Hess, A. J., 2019. *LinkedIn: 94% of employees say they would stay at a company longer for this reason—and it's not a raise*. [Online]
Available at: <https://www.cnbc.com/2019/02/27/94percent-of-employees-would-stay-at-a-company-for-this-one-reason.html>
[Accessed 5 January 2024].

HMICFRS, 2018. *Police National Computer inspections*. [Online]
Available at: <https://hmicfrs.justiceinspectorates.gov.uk/our-work/article/police-national-computer-inspections/>
[Accessed 8 January 2024].

HMICFRS, 2020. *Roads policing*. [Online]
Available at: <https://hmicfrs.justiceinspectorates.gov.uk/our-work/article/roads-policing/>
[Accessed 8 January 2024].

HMICFRS, 2021. *Regional Organised Crime Units: An inspection of the effectiveness of the Regional Organised Crime Units*. [Online]
Available at: <https://hmicfrs.justiceinspectorates.gov.uk/publication-html/regional-organised-crime-units-effectiveness/>
[Accessed 8 January 2024].

Hölzel, B. K. et al., 2011. How Does Mindfulness Meditation Work? Proposing Mechanisms of Action From a Conceptual and Neural Perspective. *Perspectives on Psychological Science*, 6(6), pp. 537-559.

Home Office, 2023. *County lines: criminal exploitation of children and vulnerable adults*. [Online]
Available at: <https://www.gov.uk/government/collections/county-lines-criminal-exploitation-of-children-and-vulnerable-adults>
[Accessed 8 January 2024].

Houdmont, J., Elliott-Davies, M. & Donnelly, J., 2019. Single crewing in English and Welsh policing: frequency and associations with violence towards and injuries in officers. *Policing and Society*, 29(7), pp. 820-833.

Kobiruzzaman, M. M., 2019. *Tuckman's Theory of Communication Stages With Advantages and Disadvantages*. [Online]
Available at: <https://newsroom.com/tuckmans-model-five-stages-of-group-and-team-development-theory/>

[Accessed 4 January 2024].

Legislation, 2020. *Police and Criminal Evidence Act 1984*. [Online]
Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/17>
[Accessed 20 December 2023].

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

MasterClass, 2022. *Team Dynamics: How to Improve Team Dynamics in 4 Steps*. [Online]
Available at: <https://www.masterclass.com/articles/team-dynamics>
[Accessed 30 December 2023].

Matthews, K., 2019. *Why Your Leadership Style May Be the Source of the Conflict*. [Online]
Available at: <https://mediate.com/why-your-leadership-style-may-be-the-source-of-the-conflict/>
[Accessed 5 January 2024].

Middlesbrough Council, 2023. *DASH Risk Assessment*. [Online]
Available at: <https://www.middlesbrough.gov.uk/crime-and-safety/domestic-abuse/one-minute-guides/dash-risk-assessment/>
[Accessed 29 December 2023].

Molnau, D., 2023. *High-performance Teams: Understanding Team Cohesiveness*. [Online]
Available at: <https://www.isixsigma.com/teams/high-performance-teams-understanding-team-cohesiveness/>
[Accessed 4 January 2024].

National Centre for Domestic Violence , 2023. *Domestic Abuse Statistics UK*. [Online]
Available at: <https://www.ncdv.org.uk/domestic-abuse-statistics-uk/>
[Accessed 28 December 2023].

NCA, 2024. *County Lines*. [Online]
Available at: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>
[Accessed 8 January 2024].

NHS, 2024. *Work-related stress*. [Online]
Available at: <https://www.nhs.uk/every-mind-matters/lifes-challenges/work-related-stress/>
[Accessed 5 January 2024].

Northamptonshire Police, 2023. *Launch of new Roads Policing Team is driving down crime*. [Online]
Available at: <https://www.northants.police.uk/news/northants/news/news/2023/may/launch-of-new-roads-policing-team-is-driving-down-crime/>
[Accessed 8 January 2024].

NPCC, 2015. *Operation Trivium IV: European police reps join UK colleagues in latest foreign offender crackdown*. [Online]
Available at: <https://news.npcc.police.uk/releases/operation-trivium-iv-european-police-reps-join-uk-colleagues-in-latest-foreign-offender-crackdown>
[Accessed 8 January 2024].

Orodite Consulting, 2024. *NIM - A Guide to the National Intelligence Model*. [Online]
Available at: <https://oroditeconsulting.co.uk/index.php/services/nim>
[Accessed 8 January 2024].

Penney, G., Launder, D., Cuthbertson, J. & Thompson, M. B., 2022. Threat assessment, sense making, and critical decision-making in police, military, ambulance, and fire services. *Cognition, Technology & Work*, Volume 24, pp. 423-439.

Police Professional, 2020. *More than 80 arrests by BTP officers tackling County Lines drug trafficking*. [Online]
Available at: <https://policeprofessional.com/news/more-than-80-arrests-by-btp-officers-tackling-county-lines-drug-trafficking/>
[Accessed 8 January 2024].

Powell, L., 2018. *Operation Moonshot: How police are disrupting organised crime on our borders*. [Online]
Available at: <https://www.edp24.co.uk/news/crime/20807575.operation-moonshot-police-disrupting-organised-crime-borders/>
[Accessed 8 January 2024].

RAC, 2020. *What is ANPR and how does it work?*. [Online]
Available at: <https://www.rac.co.uk/drive/advice/cameras/what-is-anpr-and-how-does-it-work/>
[Accessed 8 January 2024].

Raeve, L. D. et al., 2008. Risk factors for interpersonal conflicts at work. *Scandinavian Journal of Work, Environment & Health*, 34(2), pp. 96-106.
Raypole, C., 2020. *How to Handle Interpersonal Conflict Like a Pro*. [Online]
Available at: <https://www.healthline.com/health/interpersonal-conflict>
[Accessed 5 January 2024].

Redfern, J., 2023. *How to move over safely for emergency vehicles*. [Online]
Available at: <https://www.motoringresearch.com/advice/blue-light-driving-safety/#:~:text=Emergency%20services%20drivers%20are%20exempt%20from%20various%20road,t%20disregard%20the%20speed%20limit%20in%20an%20emergency.>
[Accessed 20 December 2023].

Rose, V., 2020. *Risk Factors for Workplace Interpersonal Conflict: How to Prevent it Before It Begins*. [Online]
Available at: <https://mediate.com/risk-factors-for-workplace-interpersonal-conflict-how-to-prevent-it-before-it-begins/>
[Accessed 5 January 2024].

Scott, E., 2022. *How to Use Humor to Cope With Stress*. [Online]
Available at: <https://www.verywellmind.com/maintain-a-sense-of-humor-3144888>
[Accessed 19 December 2023].

Sinclair, A., 1993. *Journal of Business Ethics. Approaches to organisational culture and ethics*, Volume 12, pp. 63-73.

StudyPrism, 2023. *What? So What? Now What? Model of Reflection*. [Online]
Available at: <https://studyprism.co.uk/reflective-practice/models/what-so-what-now-what-model-of-reflection/>
[Accessed 18 December 2023].

Voigt, R. et al., 2017. Language from police body camera footage shows racial disparities in officer respect. *Proceedings of the National Academy of Sciences*, 114(25), pp. 6521-6526.

Wallbridge, A., 2021. *Tuckman's Model Of Team Development – Forming, Storming, Norming & Performing*. [Online]
Available at: <https://www.tsw.co.uk/blog/leadership-and-management/tuckmans-model/>
[Accessed 4 January 2024].

Westmarland, L. & Conway, S., 2020. Police ethics and integrity: Keeping the 'blue code' of silence. *International Journal of Police Science & Management*, 22(4), pp. 378-392.

Willis, J. J. & Mastrofski, S. D., 2018. Improving policing by integrating craft and science: what can patrol officers teach us about good police work?. *Policing and Society*, 28(1), pp. 27-44.

Womens Aid, 2023. *What is domestic abuse?*. [Online]
Available at: <https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/#:~:text=We%20define%20domestic%20abuse%20as,it%20is%20very%20common.>
[Accessed 19 December 2023].