



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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**Learner's University Registration Number:  
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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](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](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<br>Vulnerability and Risk<br>Public Protection   | 1750            |
| Task 3   | Maintaining Professional Standards<br>Leadership and Team-working               | 1750            |
| Task 4   | Policing the roads<br>Information and intelligence<br>Conducting investigations | 1750            |
| Task 5   | Individual Learning Plan                                                        | 1500 equivalent |
|          | <b>Total</b>                                                                    | <b>8000</b>     |
|          | <b>Bibliography</b>                                                             |                 |

## 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:

Now having achieved Independent Patrol Status and being independent for approximately six months, I have been able to see what the impact of organisational culture within policing has had on my wellbeing and resilience. In this essay, I will discuss and reflect on the affects the change of organisation culture has had on me and how it has impacted on my wellbeing and resilience. I will also discuss the differences I have experienced coming from a different type of organisation culture, and how I have had to adapt my wellbeing and resilience to accommodate such a change.

Before joining the police service, I had only been involved in hospitality in the early days of my career. This may have however only been four years' worth of hospitality organisation culture, but it was the only organisation culture I had been involved with. Kellie Wong (2023) defines the meaning of organisation culture as being the set of beliefs, values and systems that influence the employee's behaviour within the organisations. When I was in hospitality, I was adhering to certain 'brand values' such as customer service and teamwork for example. Now, being in the police service, I must adhere to certain principles as set out by the College of Policing.

In 2014, the College of Policing introduced the initial Code of Ethics as explained by Chief Constable Andy Marsh (2024). These Code of Ethics are a set of Policing Principles that every police officer / police staff must adhere to whilst undertaking their policing roles, and they must also follow these whilst outside of their policing roles. When this was introduced, there were nine policing principles set out (College of Policing, 2014). These nine policing principles were: Accountability, Fairness, Honesty, Integrity, Leadership, Objectivity, Openness, Respect, Selflessness.

When I joined the police in 2023, these nine principles were introduced to me as such in my initial training and I was reminded of them throughout the whole of my

training. Some of these principles I had already adhered to in my hospitality roles such as leadership, objectivity, and fairness. However, there were some which were new to me and would require me to try and adapt to them accordingly. One of which is the policing principle of integrity. According to Elizabeth Perry (2022), integrity is defined as being honest, ethical and follow defined moral principles. When I was in hospitality, I was in my early days of my working career. Due to this, I was quite quiet and would not speak up in front of people. I found that this was also the case when colleagues would make jokes where others were offended, and I would not speak up for them or defend them. This was also due to everyone not believing / following the same principle of integrity as it was not part of the organisation culture. When I joined the police and everyone was now following the same beliefs / values, I found that I was able to address these concerns a lot easier and believed in myself to speak up for others when they could not, as I knew that others would also stand up for them with me.

Another policing principle which I also had to adapt to was accountability. Accountability means that an individual and/ or organisation is evaluated on their performance or behaviour related to something for which they are responsible (Zola and Wigmore, 2022). From changing my career from working in hospitality and everything resulting from working as part of a team, to becoming a police officer and being responsible for your actions, this became quite daunting. This has also become even more daunting now that I have achieved independent patrol status and do not have a tutor constable to 'fall back on'. Some incidents I respond to require me to attend by myself. By attending some incidents by myself, I know that whatever actions I decide to take will result in the outcome of that incident, and I do not have anyone there who I can turn to for advice at that moment in time. This therefore makes me accountable for that incident and if anything were to arise as a result of my actions.

Having to adapt to these changes in organisation culture has not been easy, especially with having nine new principles to have to adapt to. Adapting to these changes in organisation culture does not happen overnight and it has taken me some time to adapt to it, which is supported by an article by Management Study Guide (2015). Luckily, I have always approached new things with an open mind which did help me with the adaptation to this new organisation culture. By naturally being open to new things it specifically helped me adhere to the policing principle of 'Openness' (College of Policing, 2014).

However, conforming to new organisational cultures does not always provide positives as it can also provide risks. These risks are the effects on employee's adapting to a new organisational culture. Such risks are anxiety, fear of the unknown, and stress for example (Ghimisi, 2022, p. 16). For me personally, anxiety was the biggest effect on me. I became anxious that should I breach one of the Code of Ethics (College of Policing, 2014) slightly, what actions would the organisation

take against me. At no point did I plan to or want to breach one of the nine policing principles (College of Policing, 2014), but the thought was there in the back of my mind, therefore causing me anxiety. Adapting to the new organisational culture of the police also caused me stress. One policing principle in particular which caused me to feel stressed was the principle of accountability. This was due to me being accountable for every single action I took at an incident. Some of the incidents I have dealt with involve very serious situations and I would go home worrying if I had made the correct decisions that day. I would also stress about not doing enough to prevent a situation in the future and would hope that nothing serious happens to the people involved in those situations after I had returned home.

To help myself maintain my wellbeing and resilience, I adopted different strategies to overcome the effects of the anxiety and stress that the change in organisational culture had caused me to feel. One such strategy I adopted was socialising with my colleagues whilst outside of work. By doing this, I would be able to get to know my colleagues on a more personal level and be able to see what strategies they have adopted themselves to help maintain their wellbeing and resilience. Another strategy I adopted was to learn and play a new sport. I have always enjoyed engaging with sports and playing a new sport, so I decided to begin playing golf. Many colleagues of mine decided to take up this sport when they started in the police as you can play it with others as well as play it by yourself. I found this a great way for me to help maintain my welfare and resilience, as it allowed me to keep myself occupied and help take my mind off the anxiety and stress that the new organisation culture was causing me to feel.

Looking back on the change in organisation culture from hospitality to policing, I can see that conforming to the new organisational culture did cause me anxiety and stress, however I have also found that it has made me a better and more diverse person. By also engaging with colleagues outside of work, I was able to see how they are also affected by the organisation culture, and it helped me not feel like an outsider and provided me with a sense of belonging amongst them (Herman, 2024).

Word Count: 1256

## 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 my role as a Police Constable on a response team, I respond to numerous domestic related incidents however none of them are the same. Each domestic related incident that I respond to has different contributing factors that need to be taken into consideration with every action that I undertake. In some domestic related incidents, the situations can become very complex and can sometimes become unpredictable and so requires dynamic risk assessments and quick thinking. In scenarios as such, a dynamic risk assessment plays a crucial role in finding the best course of action to ensure the safety of everyone involved and to prevent any further harm or incidents from occurring. In this essay, I will reflect on a domestic related incident that I have been involved in as a Police Constable, and I will also reflect on and evaluate the decisions that I made by utilising the National Decision Model (College of Policing, 2013) as per my training for my role.

I was on duty during one of my typical response shifts when we received a call through our radios, where a mother had called the police due to her partner assaulting her and her baby. Before she could pass any further details, the call had disconnected. Before responding to this call, the National Decision Model process begins immediately. The National Decision Model is a structured framework utilised by the Police Service and other emergency services throughout the United Kingdom to provide officers with a guide centred on ethical policing and to also allow officers the use of discretion on whether to take action or not (Bryant and Bryant, 2016).

The National Decision Model was introduced to the Police Services in the United Kingdom in 2012 (Edwards, 2021, p. 16). The National Decision Model is a decision-making process where it is structured with the Code of Ethics at its centre (College of Policing, 2013). The Code of Ethics contains the nine Policing Principles every employee of the Police Service must adhere to. With these being at the centre, Police Officers must adhere to them and take them into consideration with every step they take whilst navigating the National Decision Model. The National Decision Model process itself contains five other key elements. These five key elements are: Gather information and intelligence, Assess threats and risks, Consider powers and policies, Identify options and contingencies, Take action and review what happened (College of Policing, 2013).

Before arriving at the scene, I was able to determine a course of action based on the limited information I was provided initially and running through the National Decision Model. However, due to it being limited, I had to prepare to run through the National Decision Model again as it was very likely that I would be presented with further and more complex information on scene.

When I initially began the decision-making process, the first step involved gathering relevant information and intelligence. This was for me to understand the scope and nature of the incident. The information I was provided with was that a mother and her baby had been assaulted by the mother's partner. With this limited level of information, I was not able to discern what levels of injuries there were, if any. The call was also disconnected, so based on that information I believed that the mother and her baby were in immediate danger. Abandoned 999 calls can sometimes be a mistake, however some may be genuine emergencies and that caller is no longer able to stay on the line (McManus, 2023). In this case, I would treat abandoned 999 calls as the caller being in an emergency.

After gathering the information, I then assessed the threats and risks involved in the incident. Given that the mother and her baby had been assaulted by the mother's partner, I believed that there was an immediate threat to their wellbeing / welfare (Bennett Cattaneo and Chapman, 2011). When looking at the risks, I looked into the intelligence we had available on the caller and the address, however we had no history with them on our systems. Also, due to not knowing if the partner was still at the scene and given that the call was abandoned, I deemed the mother and her baby to be at a high risk of danger. I then also had to consider other factors such as the presence of any weapons and I also had to consider the emotional state of all those involved in the incident.

Following the National Decision Model, I then had to consider the powers and policies I had available to utilise when dealing with this incident. Due to the nature of the incident being assault, I identified that I would have to use powers available to me to ensure the safety of the victims. I also knew that I had powers available to me

to protect myself and my colleagues should I have to. Such powers would allow me to use reasonable force should I have to in the execution of my duty (Section 117 Police and Criminal Evidence Act 1984). There is also another power I had available to me which would allow me to use such force as is reasonable in the prevention of crime or in effecting or assisting in the lawful arrest of an offender (Section 3 Criminal Law Act 1967). A power that I had available to me and would be most appropriate for this incident is the power to arrest the partner due to the disclosure of an assault on the initial phone call (Section 24 Police and Criminal Evidence Act 1984).

After considering my powers and policies, I had to consider the options available to me. For this, I had to weigh various courses of action based on their potential effectiveness as well as their risks. Such courses of action were to intervene directly as soon as I arrived or to observe the situation and request for further units to arrive. Given the large volume of domestic related incidents I respond to, I would think that I would already know what the best solution would be and would make decisions quickly, however I would have to consider the consequences if I was to take certain actions (MindTools, 2024). Due to the factor of abuse of a child, I would have to contact child protection services. A consequence of this could be that child protection services might potentially take the child away from the mother. This would have a detrimental effect on the emotions of the mother and may later cause issues with the child as they grow up such as trauma (Trivedi, 2019).

With the information available to me gathered and the options considered, it was then time to take action as per the National Decision Model (College of Policing, 2013). I made the decision to arrest the suspect on arrival should they be present at the scene to ensure the family's safety. It is also a form of positive action, this is a policy enforced by South Wales Police when dealing with domestics (HMIC, 2014, p. 35) so this justified my decision.

When I arrived, the suspect was present at the house. I could also see the levels of injuries on both the mother and the baby. The mother had cuts to her knees due to falling and the baby had blood in her mouth due to her being thrown onto the floor. The mother was also able to tell me further information regarding the incident where she disclosed how these injuries occurred. By obtaining this further information, I was able to go through the National Decision Model again where I reached the same result as arresting the suspect. I therefore arrested the suspect for domestic related common assault where other officers conveyed him to custody. With the other officers conveying the suspect, I believed it would be necessary to convey the mother and her baby to hospital to be examined by nurses to ensure they had not sustained anything serious. I reached this decision by again going through the National Decision Model. By having the suspect arrested, it changed the dynamic of the situation where the focus was now on the welfare of the victims. One of our main

roles as a Police Constable is to preserve life (Clark and Kleinig, 2000) so this supported my decision in conveying the victims to the hospital.

Whilst in hospital, we were informed that the baby was one year old. The mother also informed us that she fled Nigeria with her baby due to the baby's father wanting the baby to undergo Female Genital Mutilation (FGM). FGM is carried out for cultural and social reasons in a mistaken belief that it will benefit the girl in preparation for marriage and to preserve her virginity (National Health Service, 2022). Unfortunately, due to this and the circumstances of the assault we had to ensure safeguarding of the baby. To do this, we had to inform the mother that she either had to end the relationship with the partner or she would have to give the baby up to social services. The mother thought that her new partner was the 'man of her dreams' and loved him a lot so we were afraid she would choose him over the baby. Heather Dye (2018) describes the impact and long-term effects of childhood traumatic events. If the mother was to choose the new partner over the baby, then this could have potentially caused the baby to suffer from depression and anxiety later in life. We decided to explain this to the mother where we were able to convince her to choose the baby over her new partner, therefore being able to keep the family together and possibly preventing the baby from suffering a childhood trauma such as losing her mother.

In conclusion, I was able to use the National Decision Model to navigate an unpredictable and complex domestic incident. By focusing on risk assessment and ethical considerations, the National Decision Model supports decision making with well-being and safety at mind. By reflecting on my decision-making skills, it will allow me to improve in dealing with such complex domestic incidents and allow me to become more effective in incident management in the future.

Word count: 1635

### 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 refers to the interaction and relationship between team members which can then affect their performance and productivity (ActiveCollab, 2023). These team dynamics can have a large impact on the failure or success of the team. Team dynamics can effectively collaborate with each other and foster trust and mutual respect therefore enhancing individual as well as team performance (Franz, 2012). Conversely to this, poor team dynamics can lead to inter-personal conflict which therefore decreases performance and productivity in the team. This essay will explore the significance in team dynamics and the development in team cohesion, the causes, and the effects of inter-personal conflict within a team, and the strategies that can be imposed to enhance team performance. In addition to this, this essay will also consider how team dynamics within the police can impact compliance with professional standards requirements.

There are a number of factors that influence team dynamics. According to Kisfalvi and Pitcher (2003) these can include organisational culture, the nature of the tasks, leadership styles and individual personalities. By having a positive team dynamic, it creates an environment where the team members can become motivated and pushed to work together towards the same target. To achieve this, the use of mutual respect, sense of belonging and effective communication can be utilised. Katzenbach and Smith (1993) emphasizes that high-performing teams are characterised by a shared commitment to each other's success, which is then adopted throughout strong interpersonal relationships.

The meaning of team cohesion can be described as the strength and extent of interpersonal connections existing amongst the members of a team (Wale, 2018). Cohesive teams demonstrate higher levels of trust, collaboration, and communication, as well as exhibiting an attitude of 'we-ness' (Wale, 2018). The Tuckman's stages of group development model explains that as a team develops ability and maturity, members of that team establish relationships with each other, and leadership styles begin to change to a more shared and collaborative relationship (West Chester University, 2022). Tuckman's (1965) model consists of five stages which flow onto one another. These five stages being forming, storming, norming, performing, and adjourning, which are crucial for understanding how team cohesion develops through time.

The first stage of Tuckman's (1965) model is Forming. During this initial stage, the members of the team are introduced to each other, and the roles of each member are assigned. Also in this stage are the initial impressions which are formed. The leaders in the team have a vital role to play in this stage where they set the tone for the team and establish the expectations of the team. To advance onto the next stage, each member must risk the possibility of conflict and relinquish the comfort-zone of non-threatening topics.

Stage two of the model is Storming, which is where the members of the team begin to interact with each other more frequently. Through this, competition and interpersonal conflicts may arise between each other. To navigate these challenges and be able to move onto the next stage, effective conflict resolution and open communication is essential.

Following the Storming stage comes the Norming stage where the team members begin in resolving their differences and establish their 'norms' to develop a stronger sense of unity. This supports Wale (2018) where she describes teams as exhibiting a 'we-ness' attitude. By achieving this, clear responsibilities and roles are assigned, and the team begins to function smoothly.

After completing the Norming stage, the team moves onto the Performing stage. At this stage, the team functions at a high level of efficiency and performance. Also at the stage, team cohesion is at its highest point where the team is extremely motivated to achieve their united goals.

The final stage of this model then follows which is the Adjourning stage. This stage is achieved after achieving their goals and objectives where some team members may leave. To assist in providing closure, recognition and reflection on achievements are sought.

By showing recognition and reflecting on achievements, this can help develop team cohesion. Another way to develop this is by engaging in team-building exercises

(Tseng and Yeh, 2013) which can help assist the team develop through all stages of the Tuckman Model.

Inter-personal conflict occurs when there are disagreements between team members. As explained earlier, this most frequently occurs in the 'Storming' stage of Tuckman's model. These conflicts arise from differences in team member's personalities, values, and communication styles (Enterprises and Okuntade, 2015). Inter-personal conflict within a team can be both destructive and constructive as reflected in the Storming stage of Tuckman's model, but this is dependent on how it is managed.

There are different causes of inter-personal conflict. A common cause of this is communication issues between members (Walker, 2023). Poor communication can result in frustration and misinterpretations therefore slowing team development. Another cause of inter-personal conflict is due to personality clashes. This is a major factor in team performance as everyone has different personalities. By having different personalities, it can lead to misunderstandings and therefore create friction between the team (Blanton, Domino, and Trimmer, 2002).

One cause of inter-personal conflict is when there are different goals within a team. By having these different individual goals, it can create tension between different team members. This type of inter-personal conflict is quite unlikely within the police service thankfully with the introduction of the Code of Ethics by the College of Policing (2014). By having the Code of Ethics introduced to policing, it helps keeps officer and staff on the same path and allows everyone to work towards the same goal and have the same characteristics / outlooks when dealing with objectives.

All the above-mentioned causes of inter-personal conflict have effects on the team. One effect in particular is the reduction in productivity in the team. Conflict can cause distractions for team members in their assigned tasks and therefore reduce the overall productivity. Another effect caused by these conflicts is low morale. With increased conflict, it can lead to decreased morale and job satisfaction. Morale in a team is a significant factor as high morale can increase a team's productivity and make them more efficient. This is supported by a research study by Desai and Patel (2013).

An effect of inter-personal conflict which also effects teams in the police service is increased stress. By having persistent conflict within the team, it can lead to increased stress and anxiety amongst team members. Policing itself is known to cause stress and anxiety to police officers (Anderson, Litzenberger and Plecas, 2002).

To be able to overcome these issues within the teams, strategies can be adopted to help enhance personal and team performance. To do this, it is important to address the fundamental causes of the inter-personal conflicts within the team and therefore

it allows for the preventative strategies to work and help create a positive team environment.

One strategical approach a team could take to help prevent conflict would be to set clear responsibilities and roles. By assigning certain responsibilities and roles to each member it clearly helps to avoid role ambiguity and helps ensure that team members all understand their own and each other's contributions to the team's goals and objectives. According to Belbin (2010) where he conducted repeated experiments and analysis, he found that by assigning certain roles within a team it helped increase productivity in a team.

Another strategical approach to increasing productivity in a team by reducing inter-personal conflict would be by using effective communication. This is achieved by encouraging honest and open communication which would help prevent misunderstandings and therefore will resolve conflicts efficiently. A key element to this would also be by encouraging active listening and providing constructive feedback to the team. This is supported by Edwards (2023) where they speak further about Belbin's Team Roles theory which shows that higher levels of productivity are achieved through effective collaboration and communication amongst team members.

In the Police Service in particular, officers operate in a high-stress and high-stakes environment, where effective team dynamics are pivotal for achieving success and maintaining professional standards. By having poor team dynamics, it can have serious consequences which includes failure to abide by professional standards which can undermine public trust and jeopardize safety.

To help prevent undermining public trust and to help create an effective team dynamic, the College of Policing introduced the Code of Ethics (College of Policing, 2014). The Code of Ethics is a set of principles that every Police Officer and Police Staff must follow. One crucial principle in the Code of Ethics which is linked to team dynamics is accountability. Strong team dynamics promote accountability among team members, and it ensures that individuals adhere to ethical behaviour and professional standards.

To also assist with ethical behaviour within the Police Service, trust and support plays a huge part. By having high levels of trust and support for one another within police teams, it enhances cooperation and therefore reduces the likelihood of unethical behaviour.

Given that policing is a highly stressful role, the pressures and the stress of it can exacerbate conflicts within the team and negatively impact team dynamics. But also given that it is a highly stressful nature of work, cohesive teams are better equipped

to support each other and manage the stress and mental health of everyone in the team (Estrada, Salas and Vessey, 2015).

To assist with complying with professional standards requirements on a legislative basis, effective communication within police teams is vital. This is extremely important for sharing accurate and confidential information. By having poor communication, it could potentially lead to errors and misconduct by way of Data Protection Breaches and the exposure of confidential information. By breaching this, it would again undermine public trust in the police and potentially jeopardize the safety of the persons involved in that information.

In conclusion, enhancing and evaluation team dynamics is fundamental for developing team cohesion and improving both individual and team performance. Inter-personal conflict within teams can occur due to numerous factors, including personality clashes, difference in goals within the team and poor communication. However, with preventative strategies in place that tackle the causes of these conflicts such as assigning certain responsibilities and roles and effective communication, teams can overcome these challenges and therefore increase their performance and achieve higher goals.

In the police service, where compliance with professional standard requirements is a must, positive team dynamics is crucial. This is to maintain accountability, trust and support and effective communication within the policing team. Investing in team cohesion and team dynamics is not just beneficial for the team's performance, it is also beneficial for the integrity of the organisation and its effectiveness and therefore not undermining public confidence in the police.

Word count: 1708

#### 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:

Drug smuggling, child sexual exploitation, organised criminal groups, or otherwise known as OCG's, and county lines operations are some of the crimes that have a big impact on society today. Effective policing of the roads can play a significant role in putting a stop to these crimes. This essay looks on the methods employed by law enforcement to prevent these offences by using information and intelligence. It also looks at how Automatic Number Plate Recognition (ANPR) technology can be used to help stop illegal activity like the ones previously mentioned, and as a tool for criminal investigations.

Information is the 'raw' material that becomes intelligence through processing and analysis. Ratcliffe (2016) wrote a book around intelligence-led policing where he talks about how intelligence is the ability to make practical decisions and strategic interventions for law enforcement, by using information to generate actionable insights. Information in the context of policing the roads might include anything from suspicious vehicle movements to traffic patterns, and intelligence is the process of integrating these data points to predict and stop illegal activities.

Extensive road networks enable the serious threat of drug smuggling. The goal of intelligence-led policing, or ILP, is to detect and stop drug smuggling by collecting and evaluating multiple data points. For example, to identify drug smuggling routes, the National Crime Agency (NCA) of the United Kingdom (UK) obtains intelligence from a variety of sources, including informants, surveillance, and data analysis (National Crime Agency, 2020a).

Tracking already existing drug routes and utilising knowledge to predict potentially new drug routes are essential components of efficient traffic enforcement. In order to

intercept drug smuggling activities, police enforcement can set up targeted checkpoints and surveillance operations by studying patterns, such as frequent travel between places known to produce and distribute drugs. In addition to upsetting supply lines, this proactive strategy aids in the capture of important figures in drug smuggling organisations.

One type of prevalent criminal activity, which is on the rise, is that of child sexual exploitation. This can also be known as CSE. According to Beckett, Holmes, and Walker (2017), the definition of child sexual exploitation is that it is a form of child sexual abuse. This occurs when a group or an individual takes advantage of an imbalance of power to coerce, deceive or manipulate a child or young person under the age of 18 into sexual activity in exchange for something that the victim needs or wants - this could be money, new clothes, or gifts for example. This could also be for the financial advantage or increased status of the perpetrator. The victims of child sexual exploitation are frequently transported between geographical locations. When it comes to seeing possible child sexual exploitation situations and stopping these actions, intelligence is essential. By compiling different information from social services, missing persons reports, internet activity, and other sources, it aids in creating a thorough intelligence picture.

This obtained information can then be used by road policing teams to keep an eye on suspicious vehicle movements, especially those connected to known offenders or high-risk locations. Tracking the cars of people with a history of convictions for child sexual exploitation, or those on the sex offender register for example, can result in quick and early interventions. Furthermore, sharing intelligence and working together with other authorities improves the capacity to recognise and safeguard children who are at risk (Child Exploitation and Online Protection Centre, 2012).

Another prevalent criminal activity is through the use of Organised Crime Groups, also known as OCG's, who are involved in violent crime, money laundering, and human trafficking, among other illicit activities. These operations frequently involve the transportation of people, products, and money along road networks. To help understand Organised Crime Group operations and their structure, it requires the use of intelligence.

Informants, wiretaps, and covert surveillance operations are examples of policing techniques that are used to obtain intelligence on Organised Crime Group activities. Afterwards, road policing teams can utilise this information to stop cars that are linked to such illegal activities. For instance, depending on intelligence, stopping, and inspecting cars suspected of carrying illegal products or people might impede Organised Crime Group operations and collect evidence for lawful proceedings (Home Office, 2018).

Illegal drugs are transported through county lines from urban to rural areas, frequently taking advantage of weaker people. Effective disruption of this requires intelligence about county lines networks. This entails figuring out the main actors, channels of communication, and routes of transit that these networks employ.

Intelligence can be utilised by road enforcement units to target cars that are known to be employed in county lines activities. In this situation, Automatic Number Plate Recognition systems in particular can be quite useful. Police can capture drug couriers and break up county lines networks by identifying vehicles associated with known offenders or those that frequently travel between urban and rural locations (National Crime Agency, 2020a).

To be able to identify cars of interest, Automatic Number Plate Recognition technology automatically reads and logs vehicle number plates and cross-references them with databases. Road policing benefits greatly from the use of this technology since it provides real-time data on vehicle movements and allows for effective and quick action (Police UK, 2024).

Cars that often travel between locations known to be drug supply and distribution centres can be tracked using Automatic Number Plate Recognition technology. Police can disrupt drug smuggling operations by conducting targeted stops and searches after flagging these vehicles. For example, West Midlands Police in the UK were able to apprehend major drug smugglers after using Automatic Number Plate Recognition data to help them stop a car carrying a considerable volume of drugs. This was all part of Operation Target where they worked alongside West Mercia Police, Staffordshire Police and Warwickshire Police (West Midlands Police, 2024).

The identification of the vehicles linked to known criminals or those implicated in Child Sexual Exploitation investigations, is made easier with the help of Automatic Number Plate Recognition. This makes it possible for the police to keep an eye on activities, take action when required, and rescue people. By using Automatic Number Plate Recognition data, road traffic policing units and child protection agencies have collaborated to successfully rescue and apprehend multiple individuals (Child Exploitation and Online Protection Centre, 2012).

An essential component of monitoring vehicles connected to Organised Crime Groups is through the use of Automatic Number Plate Recognition technology. With this, police are able to monitor car movements and apprehend vehicles engaged in illicit activity by comparing vehicle data with intelligence on Organised Crime Group members. This strategy has been crucial in hampering a number of Organised Crime Group operations, such as the trafficking of people and the distribution of illegal weaponry (Home Office, 2018).

When it comes to detecting and stopping cars employed in county lines drug smuggling, Automatic Number Plate Recognition technology is especially useful. Police are capable of stopping the movement of drugs and capture couriers by examining travel patterns and reporting suspicious vehicles. Numerous arrests and the disruption of multiple county lines networks have resulted from Automatic Number Plate Recognition data (National Crime Agency, 2020b).

A major UK law enforcement operation called Operation Venetic made considerable use of Automatic Number Plate Recognition technology. Organised Crime Groups engaged in drug smuggling and other major crimes were the target of this operation. Suspects' movements were monitored with the use of Automatic Number Plate Recognition data, which resulted in the discovery of significant amounts of drugs, weapons, and cash. As of 2020, over 700 people were arrested, approximately £54m in criminal cash was seized, 77 firearms and over 2 tonnes of drugs was seized as a result of the operation, which also severely interrupted Organised Crime Group operations (National Crime Agency, 2020b).

As well as Operation Venetic, there was a joint rail operation conducted by British Transport Police, Gwent Police, and South Wales Police. The goal of this operation was to interfere with county lines exploitation using train lines. Multiple offenders were arrested as a result of this operation, and a number of weapons and drugs were seized by the police. The success of this project proves as evidence that as well as county lines operations conducting using extensive road networks, they also use the widespread train lines across the country to avoid their detection by use of Automatic Number Plate Recognition technology (South Wales Police, 2024).

One issue raised regarding Automatic Number Plate Recognition technology is the privacy problems due to the widespread use of it. The constant observation of car movements may be considered invasive to people's privacy. Due to this it is crucial to make sure that the use of Automatic Number Plate Recognition complies with privacy regulations and laws. These issues regarding people's privacy can be decreased by being transparent about the procedures used to gather, retain, and use Automatic Number Plate Recognition data (Information Commissioner's Office, 2018).

The strong management and security policies are required due to the large volume of data generated by Automatic Number Plate Recognition technology. It is crucial to make sure that the data obtained is correctly stored, its access is restricted, and data breaches are avoided. To safeguard the sensitive information, law enforcement organisations need apply rigorous data management policies (Home Office, 2018).

The cooperation between different law enforcement agencies is crucial for the effective use of Automatic Number Plate Recognition and intelligence. The ability to prevent criminal activity is improved when information and intelligence is shared

between agencies (National Crime Agency, 2020). It is therefore pivotal to set up clear policies and procedures for the sharing of information and intelligence and multi-agency cooperation.

In conclusion, disrupting prevalent criminal activities including drug smuggling, child sexual exploitation, organised crime groups, and county lines operations requires effective policing of the roads that is informed by information and intelligence. Identifying and stopping suspicious vehicles is made easier with the assistance of Automatic Number Plate Recognition technology, which also provides the police with valuable information that helps them predict, stop, and depress criminal activity. By using these resources, the police and other agencies can strengthen their capabilities to disrupt criminal networks, protect the vulnerable, and preserve or enhance public safety. However, these initiatives must be executed carefully, by taking into account data handling according to general data protection regulations, privacy, and interdepartmental cooperation in order to increase their effectiveness and safeguard public confidence.

Word count: 1658

## 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<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | <p>I believe the police force requires my knowledge to be 8/10. I believe this because I have not long completed my initial training where the majority of the six months training was all knowledge / legislation based. I have not scored this higher due to further knowledge coming from the practical side of policing.</p> <p>I have scored myself a 7/10 as I do believe I</p> |
|           |            |            | 8            |            | 7          |              |                                                                                                                                                                                                                                                                                                                                                                                       |

|               |            |            |                       |            |            |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------|------------|------------|-----------------------|------------|------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |            |            |                       |            |            |                       | <p>have a strong understanding of the legislation / theoretical side of policing however, by having such low level of service in the force I believe I still have much more to learn.</p> <p>To do this, I will actively try to engage in different sides of policing that I have not been involved with before, and to maintain my knowledge of legislation / theory I will revisit my training notes that assisted me to get through my exams in training. I will also actively ask questions when I am not sure of things to allow myself to progress in knowledge and how best to resolve incidents in the future.</p> |
| <b>SKILLS</b> | Low<br>1-4 | Med<br>5-7 | High<br>8-10<br><br>8 | Low<br>1-4 | Med<br>5-7 | High<br>8-10<br><br>8 | <p>I believe that the force requires me to be at least 8/10 in skills considering where I am in my service. I do not believe this to be higher due to there being more to learn, however I do believe it should be this high given I have not long come out of training / tutorship so the training I have received on the skill side of policing should still be fresh in me.</p> <p>I have rated my skills as being 8/10 as I actively engage in progressing my policing skills and I do</p>                                                                                                                             |

|                   |            |            |              |            |            |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------|------------|------------|--------------|------------|------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |            |            |              |            |            |              | <p>actively request feedback on my skills. I feel that I have received good feedback from different supervisors who have also contacted my own supervisor informing them of my skills and how happy they were for me to assist them.</p> <p>I also always look to improve my skills by attending refresher courses before my expiry dates to help prevent 'skill fade' and to make sure that I can perform to the best standard.</p>                                                                                                                                                    |
| <b>EXPERIENCE</b> | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | <p>I believe the force requires me to be 6/10 in experience. I have not scored the requirement too high due to me not being too long in service, however I have been on response for a year now, so I have had some time to experience different sides to policing and different varieties of policing.</p> <p>I have scored my experience a 4/10 due to my short time in service. I do feel that there is much more to experience to policing and due to no two days being the same this makes me feel that I need much more experience to help with dealing with different calls.</p> |

|  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                              |
|--|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  |  |  | <p>By no two calls being the same, after gaining more experience I can then use my resolutions for other incidents and adapt them accordingly to help rectify another which is similar. By also gaining more experience, I can then find ways to help prevent similar incidents occurring again in the future by putting preventative measures in place.</p> |
|--|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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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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