



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

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Individual Learning Plan	1500 equivalent
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

Having achieved Independent Patrol Status, I have found that being a part of the organisation culture of South Wales Police has the potential to both positively and negatively impact my resilience and wellbeing in the workplace. Organisation culture refers to a shared way of behaving and thinking in a “collection of coordinated people”. This culture is developed over time and has the potential to adapt and change (Holyoak, 2022). In this essay I will reflect on how the organisation culture within policing can impact wellbeing and resilience by explaining coping strategies I used such as sleep strategies aimed at maintaining wellbeing and resilience. I will complete my reflection using the Borton model, which is based on practice and experience, highlighting three simple steps; “What?”, “so what?” and “Now What?” (Janse, 2022).

Firstly, one aspect of the organisation culture within policing is using humour and camaraderie as a coping mechanism to deal with traumatic and stressful situations. I found that this coping strategy worked for me, after being welcomed brilliantly into the team dynamic. Sharing this way of coping, I was able to form strong friendships, which enabled me to maintain resilient, as within the first few months’ fellow team members reassured me in times where I was feeling nervous and unsure. Research suggests that this humour culture is common across emergency services, allowing individuals to distance themselves from the trauma and stress experienced within their roles, using humour (Lennon-Maslin, 2022). Consequently, I have learned that finding coping strategies such as the use of humour to maintain wellbeing and minimise stress is fundamental to my role and will continue to do so.

Despite that, my research the use of humour in policing can have negative consequences. For example, the use of camaraderie as a coping mechanism has the potential to be misinterpreted by some, causing a subconscious distance to be created by two people, causing emotional stress (Kozanitis, 2015).

Considering the research based on humour in the police, I have found that the humour-coping mechanism has had a positive impact on myself, specifically after

achieving my independent patrol status as it has aided me in developing bonds with my colleagues and improving my wellbeing.

The next aspect of organisational culture in policing I am going to reflect on is leadership. Research shows that the policing culture is based on strong leadership, evident in the hierarchy, from Police Constable to Chief Constable. This structure provides purpose, and direction for all individuals within the policing organisation (College of Policing, 2013). Having this clear hierarchal structure may seem rigid, but it also brings many advantages to all, myself included. For example, having well organised structure reduces ambiguity when dealing with high-stress situations, allowing officers to focus on the task at hand rather than being concerned with unrealistic expectations (College of Policing, 2013). Personally, I believe having this order in place has allowed me to effectively manage stress and remain resilient within my role of police constable, as I have faced many critical situations and have found that having superiors allowed me to maintain a positive mindset, and in many cases reduced my stress and anxiety levels, as I was able to ask for advice and did not have to manage an excessive workload. Ultimately, the organisational culture of policing, in this case, has positively impacted my wellbeing, and allowed me to remain resilient, as my stress levels were manageable.

Furthermore, policing in the UK has undergone many organisational changes in recent years, impacting policing culture, including amendments to policies, priorities and procedures (Phythian et al., 2021). These changes may have the potential to impact the public protection aspect of organisation culture within policing, namely, Direct Deployment (DD). Direct deployment aims to increase response times to non-emergency police calls by utilising strategies such as aiming to deploy officers in the local area as single-crewed. (College of Policing, 2024). In my personal experience however, direct deployment has not achieved the desired goal as expected. This is due to the higher pressure placed on officers, which is a result of both the single-crewed and the volume of calls attended in a shift, causing an increase to my stress levels. To corroborate my personal beliefs, Shane (2019), suggests that police officers' workloads are too intense, causing an increase in police stress, amounting in reduced police performance.

Furthermore, another example of how conforming to organisation culture within policing can pose risks to an officer is the potential for the loss of personal values and integrity that the cultural norms can bring. Research suggests that a loss of personal values often occurs in high-pressure situations, where team cohesion is valued, causing some officers to contradict their own personal values and beliefs to remain a valued member of the majority. This is often referred to in literature as 'Groupthink', a term coined to describe a social phenomenon which occurs within a group setting, whereby individuals within that group desire harmony and unity, and prioritise this over their own beliefs and values (Russell et al., 2015). From this, it is clear to suggest that over time, this can erode an officer's integrity and sense of accountability, as their personal values are being pushed aside, potentially affecting their resilience within the role.

Moreover, an additional example of how the organisational culture of in policing can result in a loss of personal values is evident in the 'Blue Wall of Silence', which refers to the unwritten rule of protecting misbehaving officers from third-party

consequences or scrutiny (Westmarland and Conway, 2020). However, the concept of 'Canteen Culture' (Waddington, 1999) continues to extend the gap between policies in place for officers and the practice taken by officers and plays a crucial role in sustaining the now known subculture, the 'blue wall of silence' (Trollen, 2024).

In order to cope with workplace stress brought on by the organisation culture in policing, I have developed coping strategies that help me to maintain a positive wellbeing and remain resilient with my role. One example of a coping strategy I have found useful is engaging in a healthy balance between work and life outside of work. At the beginning of my tutorship, I found it difficult to maintain an active social life along with work, due to the often-antisocial shift patterns. However, since then I have found that asking for social support from family and friends, specifically planning ahead so that I have events to look forward to on my rest days has been helpful in building my resilience. Research from Cherry (2023) suggests that a healthy balance between work and life does not only help maintain a healthy social life outside of work, but also improves maintaining stress levels and burnout. I find this to be factual because since receiving social support from peers, I have been able to enjoy time away from work as I do not spend rest days stressing about the responsibilities of my role.

On reflection, the organisational culture in policing has the potential to both negatively and positively impact an officer's wellbeing. Thus, the development of coping strategies such as using camaraderie with peers is crucial in preventing a negative wellbeing whilst protecting resilience. As a result of this, spending time on response after achieving my independent patrol status I have started to recognise and adapt to conform to the organisational culture, where I aim to upkeep my personal well-being whilst maintaining integral values such as honesty.

Word Count- 1231

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:

Decision making and discretion plays a vital part in the policing role as the role entails unpredictable environments which require quick, dynamic judgement. Police constables in South Wales and other force areas across the UK regularly face pressures and incidents meaning that all actions must be justifiable, reasonable and legal in the circumstances. In this essay I will be reflecting on the necessity of decision-making, specifically using dynamic risk assessment, as well as officer's discretion, whilst highlighting the use of frameworks such as the National Decision Model (NDM), which will highlight the decision-making process alongside the upholding of the relevant Victim's codes (College of Policing, 2021). To accomplish this, I will be referring to a policing incident I have attended where the mentioned areas will be covered. I will also outline the consequences of my decisions, and briefly explain the outcomes of the incident.

The incident I will be referring to is to a domestic-related call to a residential address within my local patrol-sector. During this incident, I made my decisions based on the National Decision Model (NDM). The National Decision Model (NDM) underpins most decision making within policing. It is a guideline used by police officers to ensure effective and efficient decision making. The model is separated into six key elements, which I will explain using a previous incident I attended. This will be the basis of the essay and will allow me to explain why I made specific decisions. Furthermore, throughout the incident I conducted dynamic risk assessments, which is an 'on the spot' assessment during high-risk situations of potential threat and risks, allowing for immediate changes to be made if necessary (Cornelius, 2023).

Whilst on shift one evening I was informed by our control room via police issue radios that there were third-party reports of an ongoing disturbance between a male and female within the residence flat. Prior to attendance, I used my police-issue mobile to run background checks on the address and any potential residents within it, which came back negative for any prior police related incidents. I decided to run these checks as I assessed risk and threat, one of the components of the NDM, this meant I became would have become aware of any prior convictions against the residents. As there were no previous incidents or warning markers placed on any of the people. As a result, I recognised the importance of gathering quality information, so that I could provide help for the victim, aligning with another component of the NDM. Upon attendance to the call, my colleague and I were met with a distressed female, as she was visibly upset, and was shouting for help. As a result, I decided to approach this situation calmly, by not raising my voice, reassuring the female that my colleague and I were there to help. I felt this decision came to benefit the situation as the female became visibly calmer, as she stopped shouting and running around frantically. I believe that it was vital to inform the control room and document the female's initial erratic behaviour as should this incident proceed to court, all minor details become relevant (Cohen et al., 2021). Furthermore, upon arrival I became aware that the female was not fluent in English, as I tried to communicate with her, and she was unable to respond to me in coherent English, creating a language barrier between us. Upon learning this, I knew it was vital to gather coherent evidence, as laid out in the National Decision Model (NDM), therefore I decided to use Google Translate on my police-issued mobile device, in order to communicate clearly with the individual. Also, I made this decision as at the time I was unaware of the complex situation as a whole, therefore wanted to communicate if there was anybody else in danger.

This decision was also made in accordance with the considering options and contingencies aspect of the National Decision Model, as I believe I made use of options available to me in the situation and attempted to deal with the language barrier efficiently and effectively. On reflection of this decision, I believe that making use of resources available to me at the time aided in the protection of the female, as I was able to learn there was no one else in danger, and that the victim had been physically assaulted by her partner. This decision was also made in line with one of the Victim's Code of Practice, which is to understand and be understood (College of Policing, 2021). By breaking down the language barrier, the victim was able to explain what had happened to her, allowing me to gather information.

Furthermore, although it was visibly clear that the victim had sustained an injury to her face, she later informed both my colleague and I that she was assaulted by her partner following a verbal argument. The male was also present at the scene, whereby he further denied any allegations made by the female. Using my officer integrity, I decided that the male was acting as though he was hiding something, as he instantly became extremely defensive and began raising his voice at myself.

My colleague and I conducted a dynamic risk assessment of this incident, which refers to a continuous process which helps to identify and evaluate risks within unpredictable situations (Kebbell, 2019). From this, I was able to identify that the because the male suspect was displaying threatening behaviour to myself and the alleged victim, along with the physical injuries sustained by the female and the

possible risk of future injury to occur, I made the decision to arrest the male on suspicion of domestic-related common assault, under the Criminal Justice Act 1988 s.39. Reflecting on this, I believe that conducting a dynamic risk assessment allowed me to quickly analyse the current and future risks, leading to the efficient arrest of the suspect, in line with the assess

After conveying the suspected male to custody, I returned to the victim's home address in order to provide victim support such as explaining and providing relevant referrals to third-party domestic violence support agencies. In addition to this, I understand that I utilised the Golden Hour principle by immediate re-attendance, which is essentially the first hour following a crime where all windows of evidence are open and can be obtained to the highest standard, which is further corroborated by Rose (2021), who states that should the correct steps have been taken on the initial officer's arrival, no further investigative window is necessary. Reflecting on this, I feel that I utilised the 'Golden Hour Principle' to the full extent, as I was able to gather sufficient information from the victim.

Upon my re-attendance, I utilised the victim's right one, which is the right to understand and be understood (College of Policing). In these circumstances, as there was a clear language barrier between myself and the victim, I organised for an interpreter to be present, with the overall aim of overcoming the language barrier and achieving the most detailed account possible. On evaluation, I feel that by liaising with external organisations, I effectively gathered coherent and quality evidence from the victim.

Considering my powers and policies, I utilised my knowledge of the Domestic Abuse, Stalking and Honor Based-Abuse (DASH) questions, which have the overall aim of determining whether there is a prolonged history of more in-depth abuse such as coercive or controlling behaviour (Black and Lumsden, 2023). I asked the victim a series of questions such as "Has anything like this happened before?", "Do you have your own financial control?". When talking about these questions, I considered the language barrier which caused some complications such as the victim not understanding these questions to the full extent, thus creating slight evidential difficulties. These difficulties were overcome with aid of the interpreter. However, I recognise that the DASH questions could have the potential to be misinterpreted as the specifics of the questions may have been lost in question, once again slightly diminishing the evidential criteria.

In conclusion, the incident reflects on the importance of effective decision-making, discretion, and the application of the NDM in dynamic policing environments, and in this case a domestic abuse-related incident. Within this incident, the social contexts derived from the language barrier and cultural difference, which is why I have chosen this incident in particular. The decision made to utilise Google translate was key in upholding the victim's codes of practice, specifically the victim's right to understand whilst effectively displaying my ethical approach to the situation. However, other possible decisions could have been made during the incident whilst identifying options and contingencies such as immediately conveying the victim to a place more suitable for the interpretation, but this is undermined by the use of the dynamic risk-assessment during the incident, which led to a prompter interaction, further adhering to the golden hour principle. The DASH questions were asked in

aim of achieving a bigger picture of the relationship between the victim and suspect to outline any possible further offences. However, as details may be lost in translation, the outcome of the answers from the victim may be diminished by misunderstanding; thus, leaving this use of decision making in line with the NDM effective but to an extent. Additionally, recording details of the incident such as the visible injuries, all parties involved and the language barrier were essential for maintaining the integrity of the investigation ensuring that nothing was left out of the investigation.

Word Count - 1576

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:

In this essay I will evaluate different theories of team dynamics which aim to develop team cohesion, as well as considering why inter-personal conflict may occur and the impact this can have on team dynamics, focusing on strategies that can be used to enhance both individual and team performance. Finally, I will consider how team dynamics can result in failure to comply with professional standards set for police officers, mentioning the importance of good leadership within team dynamics. A team is widely defined as 'A group of people working together as a group in order to achieve something' (Cambridge Dictionary, 2019). Every team will have a different set of people, each with unique skills and strengths, and different ways of approaching situations. Recognizing and appreciating these differences is important for team cohesiveness. A team dynamic refers to the interactions between team members, which can impact their productivity and performance. A positive team dynamic has effective communication, with members feeling comfortable and useful within the team, being able to openly share their opinions and concerns should they arise. (ActiveCollab.com).

For a team to function successfully, there must be good team cohesion and a positive work ethic. There must also be a level of shared characteristics and shared goals (Schwarz et al., 2020). Specifically, police officers work together sharing workloads fairly and offer support to fellow team members when required. Police officers require a good team dynamic as they must feel comfortable and confident with each other due to the urgency of the situations dealt with. Also, there must be an ability to work with other organisations due to the nature of some incidents dealt with by police officers. Research conducted by Mohanty (2018), suggests that the more comfortable team members feel with each other, the more freely the communication flows.

The degree of 'connectedness' and unity among team members is referred to as team cohesiveness. It includes a reciprocal trusting relationship, a shared commitment to reaching shared goals, and the capacity to collaborate effectively. Further signs of cohesiveness in the workplace may include strong interpersonal ties, a sense of shared ideals, and a sense of community among team members are signs of cohesiveness. (hrlineup.com) For a team to be successful, each member must want to be a part of the team and aim to work towards a shared goal. Also, having a structured team allows for unity within the team, leading to a more successful team (Ferrazzi, 2023). A cohesive team allows for improved communication, which is fundamental for a successful team dynamic (Birt, 2023). Improved communication leads to more open lines of communication between team members, meaning that trust is developed as members are able to voice thoughts and concerns they may have, overall allowing a team to work in a cohesive manner.

Within my role as a police constable, I consistently work as part of a team. I will use the Tuckman Team Model (1985), a theory developed to explain group development, to illustrate my own experience of working in a team dynamic within policing. The model outlines four stages of group development, aimed at developing group cohesion, which are: forming, performing, storming, norming and performing, adding a fifth stage of adjourning in subsequent years. Communication is vital in being able to progress onto the next stage of this model (Hughes, 2024).

Within my initial tutorship period I was part of a team consisting of numerous police officers, as well as external organizations, such as the RNLI. We received a report of a missing person believed to be around the coast. Therefore, I had to develop a team dynamic with new members of the police that I was not familiar with, as well as members of the RNLI. This stage is referred to as forming, refers to everyone getting to know each other, allowing time to share experiences and goals. Team members may also set expectations and boundaries. Often, this stage is both professional and interpersonal. As we became more familiar with each other, the second stage occurred, storming, this is often where group conflict occurs, as expectations are challenged. However, in this case we discussed our strengths and weaknesses, and agreed to work with members who we were previously familiar with, given the urgency of the situation. To move past this stage, a good standard of communication is vital, as this is where many teams are often found to be unable to function if they cannot communicate successfully. Once roles and search areas were allocated, we progressed onto the third stage, norming, which refers to team working, towards our shared goal of locating the missing individual. In this stage group cohesion allows for everybody to be supported in the tasks they are completing, permitting the efficient completion of the task. As we continued to update one another and continue with our allocated roles, we moved onto the fourth stage, performing, which happens when there is an established group dynamic, and there is a solid group cohesion. In this stage, team members are motivated and confident and are working well to complete the task efficiently. Finally, after an extensive search of the surrounding areas, we were able to safely locate the individual, and returned him to his home. This is where we progressed onto the fifth and final stage, adjourning, where the task is complete, therefore the team is dissolved. (Hughes, 2024).

Tuckman's theory illustrates the stages a team must progress through to achieve a shared goal. This theory also allowed me to recognise how some teams are unable to function, as it taught me the importance of compromise and communication when dealing with high pressure situations. However, this theory often oversimplifies the reality of team dynamics, as during high pressure situations some team dynamics may not progress through each stage, or may return to previous stages, I believe in my experience, we did not have time to become familiar with one another, so the first stage was not completed wholly, therefore potentially compromising team cohesion. (Cote, 2023).

Considering the issue of interpersonal conflict within a team displays the importance of good communication between all members and maintaining a positive team dynamic. Developed by Patrick Lencioni, the Lencioni model identifies five dysfunctions of a team. The foundation of the model is the absence of trust. If team members are not honest with each other about weaknesses and mistakes, this leads to distrust within the team. Without trust, healthy conflict becomes difficult. The second dysfunction is the fear of conflict, as the lack of trust sparks the desire for artificial harmony, preventing opinions from being shared within the group. Thirdly, when team members have no team cohesion, it leads to a lack of commitment, which can lead to clarity in decisions and goals. Without commitment, team members experience the fourth dysfunction, avoidance of accountability, as members want to avoid interpersonal conflict, therefore do not hold each other accountable for decisions and performance. Finally, as there is a negative team dynamic, individuals prioritize personal goals, eroding the team's ability to succeed (Barks, 2021). Like Tuckman's model, Lencioni's model highlights the importance of building trust and the importance of conflict within a team dynamic. It aims to explain why some teams may not work.

Both Tuckman and Lencioni offer valuable insights into how team dynamics may function, but ultimately serve different purposes for understanding my experiences of team dynamics in policing. While Tuckman is helpful in explaining how to move forward within a team dynamic, Lencioni highlights dysfunctions, highlighting the importance of trust in a team dynamic. Ultimately, I believe that both theories serve different purposes in understanding team dynamics in policing, but the emphasis placed on trust in Lencioni's model remains prevalent for all police officers, as we are required to consistently work cohesively in a team dynamic, that is built on trust. Although mentioning, the Tuckman model simply falls short in highlighting the importance of this trust.

Team dynamics within the police service have the potential to affect compliance with professional standards that must be maintained by officers. Fundamentally, the police must maintain the trust and respect of the community in order to work to the principle of policing by consent, which refers to the power given to officers as a result of gaining public consent and confidence (College of Policing) This gives the police the power to fulfill their duties, as they receive public recognition (Home Office, 2021). Developing a strong in-group loyalty within a team dynamic has the potential to affect compliance with the Code of Ethics, which is a set of rules put in place to encourage ethical conduct among police officers. Officers may prioritize team cohesion over ethical considerations leading to a reluctance in reporting unethical behaviour. As a result, there has been much scrutiny of the police service from the

public when any inappropriate behaviour that does not adhere to the professional standards occurs, leading to the erosion of public confidence (Blackstones, 2021). This scrutiny places an importance on challenging inappropriate behaviours from fellow team members in the police service.

In conclusion, considering the all the aspects that make a good team, I believe that having a positive team dynamic and good team cohesion is fundamental in policing. Having a team that is built on trust and good communication allows for effective policing in high pressure situations, also allowing new members of the team to develop confidence in asking for support and help, and then sharing their experiences and knowledge within a team dynamic.

Word Count- 1577

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

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

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

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

ANSWER:

In modern day policing, police officers and staff are constantly relying on information and intelligence to develop strategies disrupting criminal activity whilst conducting investigations. In this essay I will be outlining the differences between information and intelligence whilst explaining the significance of both being used in the disruption of criminal activity, specifically focussing on the effectiveness of roads policing and other methods used to aid in the development of intelligence such as ANPR and Covert Human Intelligence Sources (CHIS).

Firstly, information and intelligence play a crucial role in policing England and Wales. In policing, information is the raw, unfiltered data that is passed through and does not require to be precisely correct, or relevant to the subject and can be obtained by multiple sources such as books, surveys & online websites (Jacky, 2023). However, Intelligence is a more 'sanitised' version of information, as it refers to specific facts retrieved directly from information, which is true and factual due to being processed and passed through analysis and interpretation (Jacky, 2023). Jacky (2023) further states that the difference between both information and intelligence solely depend on the level of analytics, time constraint and the source reliability, intelligence being more reliable from both.

The college of Policing (2022) states the Roads Policing Constables prevent the loss of life and injury on the roads by investigating, preventing and prosecuting offences through intelligence-led policing. Intelligence-led policing relies on various sources such as digital technologies, independent informants and surveillance which all amount to an accountable and reliable picture of the ongoing criminal activity (Cordner, 2020). Specifically, roads policing plays a vital role in disrupting the criminal activity of organised crime groups (OCGS), relying on the strategic use of developed intelligence (College of Policing, 2024). Organised crime groups commonly utilise public roads, relying on vehicles to perform drug smuggling and county lines operations, referring to organised crime groups coercing children and

young people into storing, selling or transporting drugs from urban areas into suburban areas (Spicer, 2018).

Road's policing utilises a variety of methods to combat the county lines and OCG operations with one key example being the Automatic Numberplate Recognition (ANPR) system. ANPR is one of the most commonly used and crucial tools used by the UK police in disrupting criminal gangs as it automatically reads and records the number plates of every passing vehicle, instantly cross-referencing them with databases involving criminal activity (College of Policing, 2013). Jadhav et al (2022) suggests that this approach provides local police with real-time data and evidence, including the direction of travel, thus enhancing their ability to deter and disrupt criminal activity. Additionally, once interacted with by the roads policing unit, vehicles may be placed on a nationwide list called a 'Hotlist', meaning that vehicles may be 'Pinged' when passing ANPR cameras, notifying officers in the area. This addition greatly increases the efficiency of Roads policing as it implies that officers have the capability of tracking vehicles without having to perform surveillance.

ANPR is not just utilised for county lines, however, as it plays a vital role in preventing and detecting serious crimes such as Child Sexual Exploitation (CSE) and Human Trafficking. Criminal organisations undertaking serious crimes such as these also commonly utilise public roads, often being captured by ANPR cameras (Patel, 2020).

However, ANPR is not without its negative implications. For example, Booth (2021) suggests that one of the main issues with ANPR is the clarity of the images being taken, thus leaving vehicles being undetectable which eventually decreases the effectiveness of Roads Policing as intelligence cannot then be formed as a result of the lack of information and data.

In addition to this, whilst ANPR has demonstrated its value in disrupting criminal activity and policing the roads, Wesner and Blevins (2021) suggests that it raises concerns regarding privacy and data security. Toner (2023) states that ANPR cameras collect an average of approximately 60 million records on a daily basis, which has sparked debate over the ethical use of this data, further indicating that the large amount of data collected by them may make them vulnerable to breach by criminal gangs. However, this view is further contradicted by PoliceUK (2024) who state that all of the data captured on ANPR may only be utilised by authorised personnel, with only a 90-day storage period should any data require review.

Organised Crime Groups involved in human trafficking heavily depend on the road networks in the UK to convey victims from region to region, making roads policing as well as the development of intelligence crucial for combatting the issue (College of Policing, 2022). Similar to county lines, the roads policing units often utilise ANPR to track the criminal organisation's known routes and develop working strategies to intercept them. Additionally, National Crime Agency (2019) suggests that the National Crime Agency (NCA) and third-party and international agencies often join forces with local policing units involving real-time intelligence, leading to precise interception of vehicles and ongoing trafficking. I believe that the joint forces of third-

party agencies create a stronger intelligence-based strategy, leading to more effective outcomes of roads policing.

In addition to joint forces working together, the National Crime Agency (NCA) enables the identification of vehicles linked to serious crimes. Through this shared intelligence, the effectiveness of roads policing increases due to the multi-organisational research and surveillance in place, thus creating a positive impact for multi-agency crime preventions (National Crime Agency, 2019).

Other methods utilised by police forces, specifically roads policing within England and Wales are Closed-Circuit Television (CCTV) and Covert Human Intelligence Sources (CHIS). A primary advantage of CCTV is the ability to provide up-to-date and real-time surveillance in often active areas such as urban areas and motorways, where the placement of the CCTV cameras provides the ability to aid monitoring and detecting suspicious activities on the roads, such as vehicles often passing through known trafficking routes, developing intelligence in investigations. Additionally, the fact that the CCTV provides real-time footage indicates a high likelihood that potential ongoing incidents can be responded to quickly, thus enhancing the efficiency of roads policing.

However, Matczak et al., (2021) states that despite CCTV being extremely prevalent in urban areas, the coverage may be limited in locations such as more rural and remote locations. The limitation of coverage in particular could be problematic for Roads policing as with cases such as county lines organisations, rural areas may be utilised as the lack of CCTV allows for the rural roads to be utilised as a preference for drug-smuggling (Simpson et al., 2010). This is further backed up by Buil-Gil et al (2021) who suggests that roads policing units heavily rely on other intelligence sources to detect and monitor criminal activity within the rural and isolated areas.

Additionally, CCTV may be seen as a more 'Reactive' policing response as it is more effective in identifying and investigating crimes after they have occurred, rather than locating and preventing them, due to the lack of pre-emptive intelligence needed to disrupt the criminal activity such as county lines (Webster, 2009)

On the other hand, a more 'Proactive' approach to roads policing, particularly within more rural areas is with CHIS. CHIS offer direct, insider information regarding the ongoings of criminal organisations, specifically noting key details on rural routes trafficking/county lines may undertake alongside when the operations may take place. This more proactive approach provides a crucial role in disrupting and intercepting vehicles involved in human trafficking and county lines. This is backed up by further research as (Home Office, 2021) states that in 2021, CHIS operations held by the Metropolitan Police resulted in 3500 arrests, recovery of over 100 firearms and 400 other weapons, seizure of over 400 kg of Class A drugs, and over £2.5m cash. In addition to this, CHIS provide a more flexible approach to effective roads policing as they are able to provide information and surveillance in areas local CCTV may not have coverage. This could further provide a more positive impact on roads policing as police are then able to gather vital intelligence via in-person, real-time updates further allowing for the interceptions due to known whereabouts.

However, one of the main criticisms is that CHIS has the potential to provide unreliable information due to the unreliability of sources, potentially intentionally misleading the policing units (Vogel, 2021)

The effectiveness of both CCTV and CHIS within roads policing and prevention of criminal organisations heavily depend on the type of activity being targeted, where in relation to the topic, CCTV provides a significant value in urban areas, effectively capturing and leading to effective responses by the police. However, the main issue contradicting CCTV in the effectiveness of roads policing and the prevention of crime is the lack of coverage in the more isolated rural areas. CHIS, however, excels in insider information particularly within rural areas; with insider knowledge of the ongoing operations conducted by the criminal gangs. CHIS, however, clearly lacks in the integrity and confidence of the informants, negatively impacting its effectiveness.

In conclusion, despite the many positive outcomes that follow with the introduction of ANPR such as the real-time imaging and locations, it does not proceed without its negative implications. One of the main issues with ANPR to this date with producing investigative material that can be acted upon by roads policing would be the quality of the images captured. However, this tool still often provides roads policing officers with the common path. The effective use of information and intelligence plays a crucial role in disrupting criminal activities who exploit known road networks. Whether tackling county lines operations, or human trafficking, the effectiveness of roads policing units supported with intelligence sourced from ANPR systems, CCTV systems and the use of CHIS can greatly dislodge and fight against ongoing criminal organisations.

Word count - 1619

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 (NEED TO BE AT)			RATING (CURRENTLY AM AT)			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Familiarising myself with unique legislation			8	3			I need to familiarise myself with legislation that I do not come across every day, as I know that being familiar with as much legislation as possible will make me a better police officer. I will do this by rereading my notes from training and regularly testing myself on different legislation. Specifically, initially I will focus different sections other than section 1 of the Theft Act, as these are not used as often.
Improving knowledge on how to deal with Anti-Social Behaviour.			8		5		I would like to learn more about ASB, specifically the types of disposals available when dealing

						with these sorts of incidents. I aim to do this by speaking with my local PCSO and NPT to develop my knowledge of common ASB areas, and the types of behaviours present in different areas. I would also like to develop my knowledge on the 'Project Pinpoint', put forward by SWP, in an attempt to pinpoint common areas where ASB occurs. I will do this by speaking with colleagues from NPT.
Improve my knowledge on public order				4		I would like to develop my knowledge around public order, specifically the requirements necessary to meet the Sections of the Public Order Act 1986. I aim to speak with members of the PSU unit, as well as partaking in a BDU attachment, in order to work with members of the force that deal with public order more often.
Improve my knowledge on the work done by special operational units		7		4		I hope to learn more about different specialist operational units. Specifically, I would like to learn more about the Live Facial Recognition deployment, such as how this is carried out, and the number of convictions made as a result. I aim to do this by speaking with other colleagues and try to reach out to the operational units, and hopefully gain a deeper understanding.
SKILLS Building an extensive case file, compiling all relevant information.			8	4		I would like to become better at building a case file more efficiently than I currently do. I know this is important in my role as I

						have lots of ongoing cases at the same time, therefore would like to become more organised with compiling evidence. I aim to do this by speaking with my more experienced colleagues, as well as my sergeant, for advice and guidance on how to best present evidence in a case file. As well as this, I will look to complete my Hub attachment, where I hope that I will develop skills to help me when compiling a case file.
Improving the quality of retrieval of digital witness statements.		7		3		I have been made aware of digital witness statement-taking courses, which I believe will greatly improve the quality of the statements I take. I am also able to request assistance from colleagues or supervisors if needed, which will be a key asset in ensuring the statements I take are effective. I specifically need to improve on the descriptive side of the statements, which I know that the course available will help tackle.
Improving the skill of Stop Searches		8		6		As Stop Searches are a common occurrence within response policing, I would like to improve my skills and knowledge whilst utilising the term GOWISELY, alongside the quadrant search to effectively and lawfully conduct searches. I am yet to complete a full search on a vehicle, so I know that my knowledge in this area is not where I would want it to be. To improve

							these skills, specifically vehicle searches, I would ask my peers around the specific areas associated with vehicle searches and review my own searches at a later date to identify any missing areas.
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EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Providing a report for summons		7		4			I understand that I am lacking in the knowledge of when and how to report someone for summons efficiently. To ensure that I am providing a report for summons efficiently and legally, I will be requesting aid from my colleagues and peers, whilst following the POCLAROC acronym which we were taught within initial training.
Improving my interview experience		8			6		I would like to improve my experience and confidence within the interview room. I understand that the skill of interviewing is learnt by experience, hence why I believe that one of the best options to help

							improve my skills is to attend suspect interviews with my more experienced colleagues to gain a better idea of how other people interview. Furthermore, I believe that reviewing my own interviews at a later date would give myself the confidence in future interviews on asking anything I believe I may be missing out.
Experience in working within seizing and booking in property.		5				8	I feel that the main section for development in property handling is ensuring all property is delivered to the correct station within the property storage room. I can do this by asking assistance of my more experienced colleagues and supervisors, ensuring the continuity of the property. Furthermore, deciphering between the various classes of drugs can be difficult when untested so I believe that with time and experience I will be able to effectively correctly label seized property.
Dealing with conflict			8		6		Prior to joining the police force, I did not deal with conflict within the workplace. However, since joining I have been engaged in several incidents involving conflict. As I did not

							endure conflict prior, I can see myself gradually increasing in confidence over time when reviewing incidents. As a result of this, I believe that reviewing my own incidents will be a good aid in improving my confidence.
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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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