

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

Learner name: Rhys Marston

**Learner's University Registration Number:
2222449**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

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

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

Organisational culture has had a significant impact on my wellbeing since achieving independent patrol status within the police. The very nature of the job has fundamentally changed the way I think and has altered the way I view life, probably forever. I have attended incidents that it's fair to say no person should have to bear witness to, and I have been the victim of incidents that no person should have to be a victim of, simply because of the uniform I proudly wear. Organisational culture is the collection of beliefs, attitudes and values that shape your behaviour within the organisation (Aboramadan et al., 2019) and it would seem each organisation will have a unique organisational culture (Assens-Serra et al., 2021). In this essay, I will reflect on how organisational culture within the police has impacted my wellbeing since becoming independent, how the ways in which I manage my wellbeing outside of work have changed since becoming independent and how the use of dark humour in the police can go too far and damage the public's perception. I will use the Gibbs reflective model (Gibbs & Andrew, 2001) to reflect on my experiences, which I use to analyse my experiences in a six-stage process. The process allows me to

effectively analyse my experiences, learn from them and consider how to apply what I learned in future situations.

I have found that the police service has a unique organizational culture, and the ways in which I deal with stress have subsequently changed since becoming independent. Before becoming independent, the use of dark humour conflicted with my values and I was of the opinion that dark humour should be discouraged among police officers. As a police officer, I am continuously exposed to danger, injuries, violence and other psychologically stressful scenes (Civiloti et al., 2022); none of which any person should need to experience. All of these can cause significant stress which can be explained as a feeling of worry or tension caused by the difficult situation at hand (World Health Organisation, 2023).

My colleagues would regularly use dark humour to cope with the stressful situations they found themselves in, and I inevitably got drawn into using it myself due to it being part of the shift culture. I remember feeling uneasy to begin with at the thought of using dark humour, and I thought other members of the shift thought it strange I was not using it. After adapting to using dark humour as a coping mechanism for dealing with stress, I feel it has been hugely beneficial in maintaining my welfare by using comedy. This result is supported by research conducted by Potter (2023) that shows humour is one of the best ways to manage stress in humans due to its relationship with positive psychological well-being. I now feel that dark humour, when used appropriately, is a fantastic tool to help me manage stress and, ultimately, my wellbeing. However, I and all other officers need to be aware of the inappropriate use of dark humour and trying to be funny going forward, as the inappropriate use of dark humour can have extraordinarily negative consequences.

The use of dark humour as a form of organisational culture can extend past the writing room and still take place when officers aren't at work. I used to be part of multiple group chats over social networking sites such as WhatsApp where officers would talk to each other as if they were at work, and mild dark humour occasionally played a part in the conversations. To someone not familiar with the use of dark humour looking into a group chat where dark humour is used, it is easy to see that they would deem the comments as highly inappropriate, and officers should be vigilant as to what they post. Operation Argens (IOPC, 2021), an investigation conducted by the Independent Office for Police Conduct (IOPC), sought to investigate allegations of inappropriate comments made by serving police officers on WhatsApp following the arrest of Wayne Couzens. During the investigation, the IOPC found a plethora of messages exchanged which were racist, homophobic and condemned by modern society (IOPC, 2021). In response to the findings of the investigation, every officer involved other than one made reference to using dark humour or were trying to be funny. Involved officers were ultimately investigated for gross misconduct and various criminal offences. A key theme found in the findings was that the involved officers understood their use of dark humour could be considered inappropriate, derogatory and could undermine the public confidence in policing (IOPC, 2021). Even though research shows that dark humour is an effective means of stress management in emergency services, its use should be controlled and other forms of stress management considered.

Before becoming independent, I used various methods to control my wellbeing and resilience. However, I found that my methods changed after I became independent.

I became more focused on my health due to joining the police, and I decided to take up cooking as a form of mindfulness; more specifically Indian and Thai cuisine. Mindfulness can be described as being purposefully in the moment without stressful external factors affecting your thoughts (Kabat-Zinn, 2023). Making my own food allowed me to consume a more varied and nutritious diet while also making me feel better about myself as a result. These positive feelings are mirrored in research conducted by Mills et al. (2017) and Wolfson & Bleich (2014), where making your own food enables you to make more health-conscious choices and due to your body having better nutrients you have a better sense of self as a result. Furthermore, research conducted by Conner et al. (2017) demonstrates that engaging with creative hobbies, such as cooking Indian and Thai curries where a variety of spices and flavours are combined, makes you happier and can also reduce the symptoms of depression, anxiety and stress. It is, therefore, clear from personal experience and research that engaging in activities such as cooking has had a profound impact on the management of my wellbeing and is an activity I use regularly as a result.

Due to eating healthier, I also found myself becoming more comfortable going to the gym. Friends and colleagues often told me how going to the gym made them feel much better about themselves, so I began attending with one of my close friends. I quickly found that I, too, felt much better in myself both during the gym session and afterwards. From researching why this was, I discovered from research conducted by Hassmén et al. (2000) that engaging in physical activity releases endorphins that are responsible for promoting feelings of happiness, as well as reducing stress and anxiety. One could also say that going to the gym is part of police organisational culture, as physical fitness is key to the role of a police officer due to the dynamic

situations we find ourselves in and many police stations have gyms available to use. I therefore find myself actively using the gym to manage my wellbeing as it makes me feel happy about myself as well as making sure I am able to do the best job possible. It has also encouraged me to try a wider range of physical activities to ensure I don't get bored.

In conclusion, the police service has a unique organisational culture in which dark humour is regularly used to manage stressful situations. Humour is a fantastic way to deal with stress, however, officers should be cautious about its use as dark humour can quickly become inappropriate, leading to distrust in the police from the public. There are many ways to manage your wellbeing; however, I found that cooking my own food and going to the gym has helped me to no end. Creative activities such as cooking are shown to make you happier, reduce stress and manage depression. Physical activities release endorphins which are responsible for feelings of happiness as well as reducing stress and anxiety. Moving forward, I will continue to cook new foods that excite me and I will look to participate in a greater variety of physical activity to continue this effect. **Word count: 1353**

Task 2

Relevant areas of the National Policing Curriculum:

Decision-making and Discretion, Vulnerability and Risk, Public Protection.

You must choose an incident, for example a domestic related incident, and reflect on how you made decisions in complex and unpredictable circumstances using dynamic risk assessment.

Give a brief description of the problem including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Evaluate decisions made during the incident and your use (or otherwise) of the National Decision Model. Explain the rationale behind your decisions and your considerations when recording details of the incident. Consider your ethical approach to the decision. Outline the consequences of your decision making.

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

ANSWER:

Police officers make decisions every day they are at work. Some of these decisions are minor, such as whether to have tea or coffee in the morning before a shift. Some decisions can be life-changing for those involved, such as the decision to make an arrest, the decision to take a child away from its parents or the decision to use lethal force. All of these decisions have something in common, and that is the pivotal role the National Decision Model (NDM) plays in being a flexible guide in navigating ethical decision-making in policing (Maile et al., 2022). At the centre of my essay will be a domestic violence incident whereby a severely vulnerable lady was the suspected victim of coercive and controlling behaviour as well as false imprisonment. I will reflect on my decision to arrest the suspected perpetrator by analysing my thought process during each stage of the NDM and explaining what should be considered at each stage. I will also use the Gibbs reflective model (Gibbs

& Andrew, 2001) to reflect on my decisions leading up to his arrest, the consequences of each of my decisions and how I could have done better next time.

The incident this essay will focus around is one of domestic violence, and this can be defined as criminal offences of physical, sexual, emotional, psychological or financial abuse that occur between family members and intimate partners (Robinson, 2017). The offences I will be looking at are coercive and controlling behaviour (The National Archives, 2015) which is behaviour from one person towards another, to which they are personally connected, and the behaviour has a serious effect on the other person through being controlling and coercive. I will also be looking at the offence of false imprisonment which involves the unlawful detention of another person.

The background to the incident is that a female victim contacted the police to say her husband was getting very angry with her. The previous day, she had contacted the police to report physical and mental domestic abuse from her husband throughout their relationship. The victim suffers from multiple ailments, including Post Traumatic Stress Disorder, which makes her fearful of men in high-visibility clothing. She also suffers from a disease whereby her immune system is compromised, and any contact with the outside world could be fatal for her. All of this combined meant the officer dealing with her previous call made the decision to deal with her and her husband over the phone, which the victim expressed her desire for saying it was a reasonable adjustment. Mind (2023) is a registered charity and I learned from them that reasonable adjustments are a requirement to ensure persons who are disabled are not put at a disadvantage compared with others who

are not disabled. The female called to say that following her report the previous day, her husband had become very angry with her and she was scared he would do something physical again. She also disclosed at this time behaviours consistent with coercive and controlling behaviour, such as not allowing her to see friends, not allowing her access to money, recoding her phone calls and not feeding her for days at a time.

From hearing the initial call over the radio, I was engaging in the first step of the NDM which is gathering information and intelligence. During this stage, I work to define the problem at hand whilst setting out what I know and what further information I want to know (Edwards, 2021). Already I had obtained a wealth of information surrounding the female's physical and mental health, details of previous incidents and that this call involved domestic violence. I feel like I was able to collect information effectively throughout the process which helped me work my way around the NDM later on. With the complexities this case held, I felt that it was critical I gathered as much information as possible and I feel that I could not have gathered any more information that would have altered my decisions. When speaking with the victim, I ensured I had my Body Worn Video activated to capture all the information she was giving to me. I do feel, however, that I should have recorded more of this information in my pocket notebook as I found it difficult to recall some of the information later on.

The next stage of the NDM is assessing threats, risks, harm and developing a working strategy. A threat is something, or someone, that has the capability of exploiting a vulnerability and poses the ability to cause harm (Puzder, 2023). I made

the decision at this stage that the victim's husband and sole carer was the main threat in this incident. I came to this conclusion after using the information stage of the NDM, using what the victim had disclosed to us as well as using information from previous calls. The risk present was that the victim could have been assaulted if appropriate action was not taken due to the way her husband was reportedly acting. I was unsure at the time what harm the victim would have come to or what level of assault could have occurred as I was not aware of what the subject was capable of or the level of injury sustained from previous calls.

The next stage of the NDM is identifying the powers and policies that are available to me to help me deal with the situation (Edwards, 2021). As a police officer, I am given various powers under legislation and one of those powers is the power of arrest. In this situation, I identified that a crime was suspected of having been committed with the crime in question being coercive and controlling behaviour. I therefore concluded I had a power of arrest under Section 24(2) of the Police and Criminal Evidence Act (The National Archives, 1984) and this power of arrest enables me to arrest a person without warrant. The suspect was also actively refusing to leave the property when asked to do so over the phone. The Sentencing Council (2018) confirms that the offence of controlling and coercive behaviour is an offence that can be tried either way. This means I had the power to enter the property under Section 17 Police and Criminal Evidence Act (PACE) (The National Archives, 1984), as this power enables me to gain entry to a property for the purpose of arresting someone for an indictable offence.

Following identifying any powers and policies available, I then needed to look at what options I had to deal with the suspect and this situation. What I feel was highly beneficial in this step was having a supportive and experienced colleague with me, as this allowed us to discuss what we would do. The idea of collaborative working being beneficial is supported in research by Laal and Ghodsi (2012), where they explain how collaborative working resulted in higher achievement, greater productivity and greater overall confidence in decisions. The option of doing nothing was not available as I suspected an offence involving domestic violence had been committed, the victim was believed to be extremely vulnerable, and it is my firm belief that positive action is taken in these circumstances. I therefore concluded that the only way I could effectively deal with this situation was by using my power of arrest, as this would also enable me to use bail conditions for long term safeguarding of the victim.

When it came time to act, tactical communications were used to get the suspect out of the house. I could not get the victim out of the house because she was bedbound at that time. Tactical communications are an effective way to mediate a situation, create safety and as an ideal alternative to using force (Oxholm & Glaser, 2023). The suspect initially refused to leave the house but by using the victim's medical conditions as a reason why we could not go in, the suspect agreed to leave the house. Once the suspect outside the house, I promptly arrested him for the offence of coercive and controlling behaviour using my powers given to me under PACE (The National Archives, 1984).

When reviewing my decisions, I feel I did what I could at the time given the information I knew. I believe that all my decisions were consistent with the Code of Ethics (College of Policing, 2024) which runs throughout my use of the NDM (Edwards, 2021). The purpose of the Code of Ethics is to ensure that people in policing do the right thing, in the right way and for the right reasons (College of Policing, 2024). I believe that my decision to arrest the suspect was an ethical one and this is because I had the courage to make the call at the time and refused to take lesser action which could have damaged the reputation of the police service, I also showed the victim respect by following her wishes of me not entering her house as well as removing the person whom she was likely being controlled by. I also believe that a member of the public looking at my decisions would agree with my actions and I therefore believe that I provided a good service to the public.

My decision to arrest the suspect meant that I removed his liberty, and a person has the right to liberty under the European Convention of Human Rights (European Court of Human Rights, 2022). I therefore had to ensure I was doing the right thing, and I believe the NDM helped me out amazingly. It also meant that I had inadvertently taken away the victim's sole carer. However, I believe the risks associated with the suspect staying in the property were far more prevalent than the risk of taking away the victim's carer, as alternative care means can be established at a later time. I ensured that my decisions were recorded in my pocket notebook as well as in the records management system as police have the duty to record, retain and reveal information in accordance with the Criminal Procedure and Investigations Act 1996 (The National Archives, 1996) (Crown Prosecution Service, 2022).

In conclusion, I was recently faced with a domestic violence incident whereby the use of the NDM was critical for coming to the right decision. By working my way around the NDM, I was able to come to the decision to arrest the perpetrator to safeguard the victim. I feel like I have provided positive response to the situation and also one that was effective. I realised at the time that my actions could tarnish the reputation of the police service, so I ensured I used the NDM as effectively as possible to come to the best solution. I feel that I could have recorded information better at the time to ensure it was available to me later on in the process and I would do this by making better use of my pocket notebook in future incidents. I would also record information sooner in the future to ensure I can easily comply with the Criminal Procedure and Investigations Act 1986 (The National Archives, 1996) (Crown Prosecution Service, 2022). **Word count: 1861**

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:

Being able to work effectively as an individual as well as part of a team is critical if you are going to succeed as a police officer. When on shift, you are working with the same team each day and it is important that you are able to all work effectively together. Team dynamics play a significant part in whether a team will work or not, and from research conducted by Delice et al. (2019), these can be looked upon as a set of attitudes, behaviours and ideas that are shared within the team that contribute to the dynamic running of the team. This essay will evaluate social identity theory (Steffens et al., 2020) and Tuckman's stages of group development (Jones, 2019) as theories of team dynamics. Also discussed will be why members of a team won't always work effectively together and what can be done to enhance the team's performance. Finally, why team dynamics within the police service have the potential to result in failings to comply with professional standards and policies will be considered.

Social Identity Theory (Steffens et al., 2020) was proposed by Henri Tajfel and John Turner in the 1970's and the theory suggests that a person will derive a sense of self based on which groups they are members of, and will give the person a sense of belonging, purpose, self-worth and identity (Tajfel & Turner, 2000). Members of the group can also categorise themselves on factors such as ethnicity, profession or nationality (Tajfel & Turner, 2000). All of this will also help to explain behaviours of an individual when they are part of a group, more specifically the behaviours linked to prejudice, bias and discrimination (Steffens et al., 2020). This means that in the context of a workplace team such as in the police, members of the team may form strong bonds with colleagues who share a similar professional background, who have similar experiences as them and with whom they believe hold a shared identity.

Social Identity Theory can also be used to explain why strong team cohesion can be built within the workplace. Teamwork is a product of how each individual member perceives the team and subsequently how they perceive their role within it (Lembke & Wilson, 1998). This means that if a person sees themselves and the other persons involved as effective members of the team, who share similar they are more likely to bond and work effectively towards shared goals. Once an individual can see that the team has worked together towards a shared goal and a desirable outcome has been achieved, the research by Tajfel and Turner (2000) shows teams share a feeling of belonging, purpose and self-worth amplifies, therefore creating a stronger bond within the team. This can also be seen when looking at Tuckman's Stages of Group Development (Kumar et al., 2014).

Tuckman's Stages of Group Development theory was introduced in 1965 and consists of five stages which are forming, storming, norming, performing and adjourning (Kumar et al., 2014). From research, this theory explains the evolution of a team from its initial formation through to the end point of a task being completed. During the forming stage, the team is brought together, and a task is allocated (Kumar et al., 2014). This could be interpreted in the sense of a new team being formed to tackle a single, temporary problem as well as a pre-existing team coming together to help each other in otherwise solo ventures. An example of this would be a police incident whereby one officer is dispatched to begin with however due to the dynamic nature of the incident, more officers are dispatched or volunteer to attend to assist.

The next stage of Tuckman's Stages of Group Development is the storming stage (Kumar et al., 2014). During this stage, each member of the team will be looking at the problem independently and during discussions, a varied range of opinions can be heard (Jones, 2019). This stage can be beneficial for building team cohesion, and research by Laal and Ghodsi (2012) shows this as bringing multiple points of view together and coming up with a joint solution is seen to be key in fostering learning and confidence in the decision. However, research conducted by Wansink et al. (2023) contradicts this by showing that where differing points of view are present, cohesion can be lost and conflict can occur within the team. This would lead to a team that does not work together and rarely moves into the next stage which is the norming stage (Kumar et al., 2014).

The norming stage of Tuckman's Stages of Group Development is the stage where the team begins to move into a more harmonious way of working, and this is where the team will begin to build the most cohesion (Kumar et al., 2014). It is at this stage that Social Identity Theory (Steffens et al., 2020) is present and aids in the formation of a harmonious, cohesive team by allowing members to gain a feeling of identity within the group, self-worth, belonging and purpose (Tajfel & Turner, 2000). Once members are passed the storming stage and into the norming stage, members become aware of each other's skills, views and strengths; using this to form a naturally cohesive and effective team.

The fourth stage of Tuckman's Stages of Group Development is the performing stage (Kumar et al., 2014). During this stage, the team has bonded and formed cohesion, and members feel satisfaction in the team's progress (Jones, 2019). The members of the team also feel confident in their own abilities as well as the abilities of the other members (Jones, 2019). This demonstrates the traits of positive team dynamics, and this links back to the idea that team dynamics are a set of attitudes, behaviours and ideas that are shared within the team that contribute to the dynamic running of the team (Delice et al., 2019). However, Khawam et al. (2017) suggests that this phase, where roles are more clearly defined, can result in segregation and the disruption of powerful working relationships. This is explained in the concept of role descriptions whereby some roles are inadvertently classified as being masculine or feminine, and Khawam et al. (2017) suggests that this gender bias causes teams to fail, resulting in a lack of cohesion in a select number of teams.

The final stage of Tuckman's Stages of Group Development is the adjourning stage. During this stage, members of the team reflect on their accomplishments, the relationships formed whilst they were together as well as their performance as a team when the team gets disbanded or when it completes the given task (Wheelan et al., 2005). This means that developing cohesion throughout the teamworking process is seen, all the way through to the end when the team ceases to exist. This concept also links in with Social Identity Theory (Steffens et al., 2020). Once an individual can see that the team they were part of has effectively worked together towards a shared goal and a desirable result has been achieved, the research by Tajfel and Turner (2000) shows members of the team are likely to feel a sense of belonging, purpose and self-worth amplifies, therefore creating a stronger bond within the team.

It is important to recognise the elements that cause a team to not work well with each other, and what measures can be put in place to help the team thrive. One way in which a team fails to form cohesion is by a lack of communication between its members. Ineffective communication between members of the team leads to negative consequences such as frustration and demotivation (Gamil & Abd Rahman, 2021). This means poor communication will ultimately result in poor productivity, poor cohesion and a less effective team. One way in which effective communication can be restored within a team is by utilising active listening. A condensed explanation of what active listening is from research conducted by Wegner et al (2014) is that active listening is a process whereby a person takes in a message from another person but provides a response to the message given, such as a follow-up question or simply by repeating parts of the message. Wegner

et al (2014) also explains how engaging in active listening engages both parties more effectively and can help each person understand the discussion point more thoroughly. When talking about team dynamics, particularly the storming stage of Tuckman's Stages of Group Development, it is therefore clear from research why effective communication by means of active listening will greatly develop the team cohesion, and can prevent conflict within the team setting early on.

The theories of team dynamics can explain how a team will work well, however, they can also be used to explain why misconduct within the team can go unreported, especially within the police (Westmarland & Rowe, 2016). Research by Westmarland and Rowe (2016) talks about a "blue code" found within policing teams and how this can directly effect the reporting of wrongdoing within the team. The blue code can be seen as a result of a cohesive team being made, and a sense of loyalty being formed as a result of Social Identity Theory (Steffens et al., 2020), whereby members of the team feel strong bonds with colleagues who share a similar professional background, who have similar experiences as them and with whom they believe hold a shared identity. This result is also reflected in research conducted by Quispe-Torreblanca & Stewart (2019), where they describe police culture having a code of silence and extreme group loyalty. This sense of loyalty mixed with the inadvertent result of a team with strong cohesion as described by Steffens et al., 2020 in Social Identify Theory, leads to police officers not reporting their colleagues for wrongdoings and therefore failing to comply with professional standards.

To conclude, the building of an effective team can be explored using Social Identity Theory (Steffens et al., 2020) as well as Tuckman's Stages of Group Development (Kumar et al., 2014). These two models can be seen to work together and jointly explain how positive team dynamics are formed. Teams can also not work well together and poor communication can be a major factor in why this happens (Gamil & Abd Rahman, 2021). Active listening from the storming stage of Tuckman's Stages of Group Development (Kumar et al., 2014) can ensure effective communication is made by using active listening to ensure each party fully understands what the other is suggesting. The effects of positive team dynamics can also have a negative result within the police, whereby officers feel a sense of loyalty to each other, and subsequently fail to report their colleagues wrongdoings as a result. **Word count: 1,786**

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:

Roads policing is a critical element of policing in the United Kingdom for tackling crime. HMICFRS (2020) clearly states that roads policing has evolved from the traditional view of simple traffic legislation enforcement to the active and effective use of roads policing resources to target criminals who utilise the road network to facilitate their criminal activity. This means that the role of a roads policing officer is adapting and transforming into a vital piece of the crime-fighting jigsaw and are key in the disruption of criminality. This essay will discuss how the National Intelligence Model is used by police to effectively process intelligence and put it to best use. Also discussed will be how Automatic Numberplate Recognition is used to track vehicles linked to serious and organised crime, enabling police to proactively locate suspects by tracing their movements and making accurate predictions as to where they will be.

Information and intelligence plays a major part in the way police operate in the United Kingdom. Building intelligence is the process of taking information from a

plethora of sources, analysing it, assessing it and grading it to determine how reliable the information is (College of Policing, 2022). Within the United Kingdom, police forces use a system called the National Intelligence Model (NIM) (HMICFRS, 2023). The role of the National Intelligence Model is to assist in providing focus to operational policing to ultimately achieve a greater impact from resources. It also looks to improve overall community safety as well as control crime and disorder, improving public reassurance and confidence (Home Office, 2005). The National Intelligence Model allows intelligence from a wide range of sources to be analysed and put to best use. An example of a source of intelligence specifically linked to roads policing is the use of Automatic Numberplate Recognition (ANPR).

Automatic Numberplate Recognition (ANPR) is a system of cameras that can be found across the United Kingdom and is a useful tool in tracking vehicles. Automatic Numberplate Recognition works by capturing an image of a vehicle, identifying the numberplate within the image, separating out the letters found on the numberplate in a process called character segmentation then recognising what those letters are (Keshaboina et al., 2023). The input from the Automatic Numberplate Recognition provides a constant input of information to police systems and also has the ability to trace selected vehicles. This means that Automatic Numberplate Recognition can be used immediately following an incident taking place. If the registration plate of the vehicle involved is known, the system can immediately start tracking the vehicle as it moves. This live feed can then be cross-referenced with historic intelligence to predict where the vehicle may go (Keshaboina et al., 2023). As a result of this, proactive roads policing teams can be ready to intercept the vehicle and disrupt the criminal activity.

Regrettably, terrorism is a major threat within the United Kingdom and the concept behind it, according to Blackbourne (2010), is constantly evolving. Effective use of resources combined with relevant and reliable intelligence can drastically reduce the threat of a terrorist attack taking place (Jensen, 2014) by building a picture of the event prior to its conception. This means that effective use of intelligence sources, such as roads policing as well as the use of Automatic Numberplate Recognition, can play a significant part in combating the threat of terrorism. Furthermore, intelligence gained from roads policing can enable officers to use the full extent of their powers of stop and search. Section 43 Terrorism Act 2000 (The National Archives, 2000). This legislation enables a constable to stop and search any person whom they suspect to be a terrorist to discover whether that person has any items on them to prove they are a terrorist. Policing the road by using Automatic Numberplate Recognition will build up an intelligence picture of persons associated with a vehicles suspected to be involved in terrorism, and identifying those persons will assist a constable to form grounds to exercise their power to stop and search.

A recent example of where intelligence and roads policing is being used to combat terrorism and serious crime is Project Servator (Counter Terrorism Policing, 2023). The aim of Project Servator is to act as a proactive response to crime by having specially trained officers looking for signs that an offence is about to happen. The project also uses intelligence sources available to the police to guide the units to hotspots, enabling them to disrupt as much crime as possible (Counter Terrorism Policing, 2023). Unfortunately, there is not much research available to discuss the positive effects Project Servator has had on combating serious crime and terrorism

so the project's overall effect cannot be assessed at this time. It can be expected, however, that with Project Servator's published aims to reduce serious crime such as those involving drugs, it will prove beneficial in spotting the signs of drug dealing and county lines.

County lines is a serious problem within our communities that effects the most vulnerable. The NCA (2024) defines county lines as the transportation of drugs from one area to another, and usually across police or local authority boundaries. A recent operation by Greater Manchester Police (2021), codename Flood, saw the arrest of thirty seven people in relation to county lines related offences. Also as a result of Operation Flood by Greater Manchester Police (2021) was the discovery of thirteen new lines that actively exploit vulnerable people, eighty stop and searches completed which provided useful intelligence, over eight kilograms of Class A drugs seized and over £13,000 in cash. Moreover, Greater Manchester Police (2021) were able to identify persons at risk of being exploited and are now working with them and partner agencies to prevent them from being at risk any further. The operation was a success through the diligent use of Automatic Numberplate Recognition to proactively track vehicles suspected to be involved in county lines, and the intelligence that over forty officers collected that assisted in the identification of vehicles involved as well as persons involved. This operation alone demonstrates how Automatic Numberplate Recognition can be used as a powerful investigative tool to disrupt criminal activity.

Police officers have access to a plethora of intelligence systems, and information on these systems can be shared between forces easily. The Police National Computer

(PNC) contains data about a person's criminal history and this data is usually available promptly, as and when an officer needs it. It also holds information that is valuable to police regarding vehicles, such as whether they have been stolen or are involved in an investigation (Francis & Crosland, 2002). This means that officers can quickly retrieve the details of persons associated with a vehicle, details of the vehicle and whether there is any need to stop the vehicle, for example, using Section 163 Road Traffic Act 1988 (The National Archives, 1988). This power requires any vehicle that is driving on a road to stop if they are instructed to do so by a uniformed constable. The Police National Computer also holds records of whether a person is wanted for an offence (Francis & Crosland, 2002). This therefore helps officers make informed decisions as to whether to stop a vehicle on the road in order to bring the wanted person to justice.

People who commit offences on the road are also likely to commit offences off the road. Studies have also shown that people who commit road traffic offences such as dangerous driving are more likely to be involved in other types of crime such as theft, burglary and assault (Bates et al., 2022). Research conducted by Bates et al (2022) into drug driving in London tells us that of persons who were arrested for this offence in 2020, 82% of people had a criminal history and 89% had previous offences involving drugs other than drug driving. Bates et al (2022) also found that drivers who had been disqualified had a far more extensive and varied criminal record compared to the general population. Together this means that persons who commit serious offences on the road are highly likely to be committing offences off the road also. It can also be concluded from this that persons who have the propensity to break road traffic laws are highly likely to have the propensity to break

other laws too. Therefore, it can be said that police should take extra care to identify road traffic offences as being a warning flag for other offences, and that information and intelligence checks should be completed to identify whether the driver has been involved in other serious offences. However, Bates et al (2022) also lists limitations in the research provided, explaining that there are a limited number of research papers available for the research question. This therefore means that it is not entirely possible to draw an accurate conclusion as to the accuracy of the findings and that further research should be carried out to test the results.

In conclusion, effective roads policing is critical to the disruption of serious crime within the United Kingdom. By the use of information and intelligence, roads policing can track and trace criminals across the country and produce critical evidence in identifying who is responsible for a crime. Automatic Numberplate Recognition systems have the proven ability to act as an invaluable investigative tool in disrupting criminal activity by tracing movements and providing officers with information as to where criminals may be. The link between persons committing serious offences on the road also has a link to those same persons committing offences off the road, and that care should be taken to identify road traffic offences as this may point police in the direction of someone who has committed a more prevalent offence.

Word count: 1,617

Task 5

Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 5000D) asks that you create an individual learning plan to meet your identified needs through reflection upon your continuing practice. This shows confidence in your ability to manage your own learning in response to evolving circumstances in the workplace.

This task differs from the PDPs that you have completed in your previous workbooks in that this learning plan allows you to assess what level you believe you are in key knowledge, skills and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

1500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 8000 words expected from this module.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Understanding of how mental health impacts an offenders decision to offend		7		4			When I go to calls, I want to be more aware of how mental health impacts the offenders decision to do what they do. I can measure this by reviewing my own performance in 6 months time, to see if I am more confident in the handling of offenders with significant mental health concerns. This is achievable by conducting research into the psychology of persons with mental health as well as going to more
2. Awareness of when grounds to stop and search become available to you			10		7		
3. Knowledge around the handling and investigation			8		5		

of sexual offences 4. Awareness of vulnerability within domestic incidents and how to safeguard as best as possible						calls where mental health is a known concern and is not unreasonable. I would like to be more aware of grounds when it comes to stop and search. I am a bit 'on edge' when it comes to using these powers due to the nature of them and I would like to become more confident in identifying solid grounds. I will look to do this by refreshing my memory on the grounds for stop and search, look for examples with my sergeant where a stop and search has been conducted and put this into practise when I am on shift. I will look to assess my feelings towards this in 6 months time and I will know if I have achieved my target by my feelings towards using the power. I would like to become better at dealing with sexual offences and become more confident with dealing with them as at the moment I feel I am too inexperienced to deal with sexual offences. I would like to review my feelings towards dealing with sexual offences in six months time and I will look to improve my knowledge around sexual offences by asking other experienced officers for their input when I am dealing with such offences, I will also look to contact my colleagues in CID department to assist me wherever possible. I will
---	--	--	--	--	--	---

							be able to measure my progress in being more confident with dealing in sexual offences by how I feel my knowledge has improved over the next six months and how I feel overall when assigned a sexual offence to deal with. Domestic abuse is a force priority and I believe it is incredibly important that I can provide the best safeguards and advice possible to victims of domestic abuse. Due to being young in service, I personally classify domestic abuse calls as very dynamic and I often wonder to myself whether I have provided the best advice possible to the victim. I therefore would like to ensure that I am providing the best safety advice possible to victims of domestic abuse and I will do this by contacting the domestic abuse champions as well as working with the domestic abuse and safeguarding team to get feedback on how I deal with instances of domestic abuse, how I provide safeguarding and how I can improve for future calls. At this time I think the most appropriate way to assess my progress with this would be to ask a domestic abuse champion to review my investigations in six months time to assess how I have progressed.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Interviewing suspects is an important part of the

1. I would like to become better at interviewing suspects and gaining the best account from them. 2. I would like to become better at managing conflict 3. I would like to become better at academic writing			8	7		role and I want to become better at the challenge phase. I will measure this by reviewing my suspect interviews over the next 6 months to determine how well I challenge the suspect as well as how I feel after each interview. This is realistic to achieve as interviewing is a skill you need to practise and it is realistic as I have the skills to be able to interview well, I just need to sharpen them. I will do this by talking with my sergeant who used to be a DC to talk about how to make this phase as good as possible as well as ask to sit in on some CID interviews to see how it is done properly. I often find myself being calm to begin with in conflict situations, however, I notice myself changing very quickly if my nice approach doesn't work. This often makes things worse as per Betari's Box. I would like to become better at calming someone down over a longer period of time and understanding why they are angry. I will review my next 10 conflict management examples to assess my progress and I will look to talk with experiences colleagues to determine tactics they use as well as talk with
			9	8		
	6			3		

							training staff to see if they have any other techniques to use. I would like to become better at academic writing as I find myself often confused at the style in which I need to write and how to set things out properly. I will look to discuss my feedback from this workbook and my next assignments with a member of staff from UWTSD and my assessor so I can understand the feedback better and hopefully make me improve. I will know if I have become more confident by how I respond to writing academically and whether I feel more confident in myself doing so. I will hopefully also see my mark increase.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I would like to gain more experience in policing the roads as I feel it is an overlooked area of policing that has huge benefits if done properly. I will look to arrange an attachment with the Roads Policing Unit so I can observe what they look for and become more confident in the traffic environment. I will look to arrange the attachment within the next month so within the next two months I would like to be more confident. I will measure this by how I feel about dealing with traffic situations as
1. I would like to have more experience in policing the roads		7			5		
2. I would like more experience in conducting complex investigations		6		4			
3. I would like more experience in building cases for an evidence led prosecution			8		5		
			8		5		

						well as how confident I am in determining whether a TOR needs to be issued. I will also ask for feedback from experiences colleagues and roads policing officers to help me assess my progress. I would like to become more confident in dealing with more complex investigations such as domestic abuse. I will measure my performance over the next 6 months by how I feel towards having these investigations and how well my sergeant says I am investigating them. I will look to work with domestic abuse champions, experiences colleagues and the safeguarding team to make me more confident in these investigations. I would like to ensure I am always looking to have an ELP case ready and that I am always investigating beyond a positive statement of complaint. I will know if I have become more confident in this by assessing my investigations over the next 6 months and identifying where I did and did not actively pursue an ELP. I will also get feedback from my sergeant regarding the quality of my investigations and I will also look to undertake an additional quality of investigations workshop.
--	--	--	--	--	--	--

Bibliography

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

- Aboramadan, M. *et al.* (2019) 'Organizational Culture, Innovation and Performance: A Study from a non-western context', *Journal of Management Development*, 39(4), pp. 437–451. doi:10.1108/jmd-06-2019-0253.
- Assens-Serra, J. *et al.* (2021) 'Gaining a better understanding of the types of organizational culture to manage suffering at work', *Frontiers in Psychology*, 12. doi:10.3389/fpsyg.2021.782488.
- Bates, L., Alexander, M. and Webster, J. (2022) 'The link between dangerous driving and other criminal behaviour: A scoping review', *Safer Communities*, 21(2), pp. 137–156. doi:10.1108/sc-02-2022-0009.
- Civilotti, C. *et al.* (2022) 'Hopelessness in police officers and its association with depression and Burnout: A pilot study', *International Journal of Environmental Research and Public Health*, 19(9), p. 5169. doi:10.3390/ijerph19095169.
- College of Policing (2022) *Intelligence report*, College of Policing. Available at: <https://www.college.police.uk/app/intelligence-management/intelligence-report> (Accessed: 01 March 2024).
- College of Policing (2024a) *Code of ethics*, College of Policing. Available at: <https://www.college.police.uk/ethics/code-of-ethics> (Accessed: 01 March 2024).
- College of Policing (2024b) *Ethical policing principles*, College of Policing. Available at: <https://www.college.police.uk/ethics/code-of-ethics/principles> (Accessed: 01 March 2024).
- Crown Prosecution Service (2022) *Disclosure manual: Chapter 1 - Introduction*, *Disclosure Manual: Chapter 1 - Introduction* | The Crown Prosecution Service. Available at: <https://www.cps.gov.uk/legal-guidance/disclosure-manual-chapter-1-introduction> (Accessed: 01 March 2024).
- Delice, F., Rousseau, M. and Feitosa, J. (2019) 'Advancing teams research: What, when, and how to measure team dynamics over time', *Frontiers in Psychology*, 10. doi:10.3389/fpsyg.2019.01324.
- Edwards, J. (2021) *Practitioner Perspectives of the Utility of the National Decision Model in Relation to Criminal Investigations and Response Policing*.

- European Court of Human Rights (2022) 'Guide on Article 5 of the European Convention on Human Rights'.
European Court of Human Rights.
- Francis, B. and Crosland, P. (2002) 'THE POLICE NATIONAL COMPUTER AND THE OFFENDERS
INDEX: CAN THEY BE COMBINED FOR RESEARCH PURPOSES?' Home Office.
- Gamil, Y. and Abd Rahman, I. (2021) 'Studying the relationship between causes and effects of poor
communication in construction projects using PLS-SEM approach', *Journal of Facilities Management*,
21(1), pp. 102–148. doi:10.1108/jfm-04-2021-0039.
- Gibbs, G. and Andrew, C. (2001) *Learning by doing: A guide to teaching and learning methods*. Geography
Discipline Network.
- Greater Manchester Police (2021) *Thirty-seven arrested since launch of county lines operation in January*.
Available at: <https://www.gmp.police.uk/news/greater-manchester/news/news/2021/march/thirty-seven-arrested-since-launch-of-county-lines-operation-in-january/> (Accessed: March 2024).
- Hassmén, P., Koivula, N. and Uutela, A. (2000) 'Physical exercise and psychological well-being: A population
study in Finland', *Preventive Medicine*, 30(1), pp. 17–25. doi:10.1006/pmed.1999.0597.
- HMICFRS (2020) 'Roads Policing: Not optional'. His Majesty's Inspectorate of Constabulary and Fire &
Rescue Services.
- HMICFRS (2023) *National Intelligence Model (NIM)*, His Majesty's Inspectorate of Constabulary and Fire &
Rescue Services. Available at: <https://hmicfrs.justiceinspectorates.gov.uk/glossary/national-intelligence-model/#:~:text=An%20intelligence%20led%20business%20model,the%20National%20Criminal%20intelligence%20Service.> (Accessed: 01 March 2024).
- Home Office (2005) 'National Intelligence Model'. Centrex.
- IOPC (2021) 'Conduct Matter Operation Argens'. Croydon: Independent Office for Police Conduct.
<https://www.policeconduct.gov.uk/sites/default/files/documents/Operation%20Argens%20final%20report%20-%20publication%20copy.pdf>
- Jensen, T. (2014) 'National Responses to Transnational Terrorism', *Journal of Conflict Resolution*, 60(3), pp.
530–554. doi:10.1177/0022002714545221.
- Jones, A. (2019) 'The Tuckman's model implementation, effect, and Analysis & the new development of Jones
LSI model on a small group', *JOURNAL OF MANAGEMENT*, 6(4). doi:10.34218/jom.6.4.2019.005.

- Kabat-Zinn, J. (2023) *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York, NY: Hachette Go.
- Keshaboina, S. *et al.* (2023) 'Automatic Number Plate Recognition (ANPR)', *International Journal of Innovations in Engineering and Science*, 8(1). doi:10.46335/ijies.2023.8.1.4.
- Khawam, A., DiDona, T. and Hernandez, B. (2017) *Effectiveness of Teamwork In the Workplace*, 32(3), pp. 267–286.
- Kumar, S., Deshmukh, V. and Adhish, V. (2014) 'Building and leading teams', *Indian Journal of Community Medicine*, 39(4), p. 208. doi:10.4103/0970-0218.143020.
- Laal, M. and Ghodsi, S.M. (2012) 'Benefits of collaborative learning', *Procedia - Social and Behavioral Sciences*, 31, pp. 486–490. doi:10.1016/j.sbspro.2011.12.091.
- Lembke, S. and Wilson, M.G. (1998) 'Putting the "team" into teamwork: Alternative theoretical contributions for contemporary management practice', *Human Relations*, 51(7), pp. 927–944. doi:10.1177/001872679805100704.
- Maile, A. *et al.* (2022) 'Professional policing and the role of autonomy and discretion in decision-making: A qualitative study from a virtue ethical perspective', *Policing: A Journal of Policy and Practice*, 17. doi:10.1093/police/paac086.
- Mills, S. *et al.* (2017) 'Frequency of eating home cooked meals and potential benefits for diet and health: Cross-sectional analysis of a population-based cohort study', *International Journal of Behavioral Nutrition and Physical Activity*, 14(1). doi:10.1186/s12966-017-0567-y.
- The National Archives (1984a) *Police and criminal evidence act 1984*, *Legislation.gov.uk*. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/17> (Accessed: 01 March 2024).
- The National Archives (1984b) *Police and criminal evidence act 1984*, *Legislation.gov.uk*. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/24> (Accessed: 01 March 2024).
- The National Archives (1988) *Road traffic act 1988*, *Legislation.gov.uk*. Available at: [https://www.legislation.gov.uk/ukpga/1988/52/section/163/enacted#:~:text=\(1\)A%20person%20driving%20a,is%20guilty%20of%20an%20offence](https://www.legislation.gov.uk/ukpga/1988/52/section/163/enacted#:~:text=(1)A%20person%20driving%20a,is%20guilty%20of%20an%20offence). (Accessed: 01 March 2024).
- The National Archives (1996) *Criminal procedure and investigations act 1996*, *Legislation.gov.uk*. Available at: <https://www.legislation.gov.uk/ukpga/1996/25/contents> (Accessed: 01 March 2024).
- The National Archives (2000) *Terrorism act 2000*, *Legislation.gov.uk*. Available at: <https://www.legislation.gov.uk/ukpga/2000/11/section/43> (Accessed: 01 March 2024).

- The National Archives (2015) *Serious crime act 2015*, *Legislation.gov.uk*. Available at: <https://www.legislation.gov.uk/ukpga/2015/9/section/76/enacted> (Accessed: 01 March 2024).
- Oxholm, P.D. and Glaser, J. (2023) 'Goals and outcomes of Police Officer Communication: Evidence from in-depth interviews', *Group Processes & Intergroup Relations*, 26(4), pp. 875–890. doi:10.1177/13684302221121585.
- Potter, Z. (2023) *Laughing through the pain: An analysis of dark humor in trauma-and-crisis-centered occupations* [Preprint]. doi:10.15760/honors.1335.
- Puzder, D. (2023) *Vulnerabilities, threats, and risks explained*, *Office of Information Security*. Available at: <https://informationsecurity.wustl.edu/vulnerabilities-threats-and-risks-explained/> (Accessed: 01 March 2024).
- Quispe-Torreblanca, E.G. and Stewart, N. (2019) 'Causal peer effects in police misconduct', *Nature Human Behaviour*, 3(8), pp. 797–807. doi:10.1038/s41562-019-0612-8.
- Reasonable adjustments (2023) *Mind*. Available at: <https://www.mind.org.uk/information-support/legal-rights/disability-discrimination/reasonable-adjustments/> (Accessed: 01 March 2024).
- Robinson, A.L. (2017) 'Domestic violence and abuse in the UK', *Global Responses to Domestic Violence*, pp. 107–124. doi:10.1007/978-3-319-56721-1_6.
- Sentencing Council (2018) *Controlling or coercive behaviour in an intimate or family relationship*, *Sentencing Council*. Available at: <https://www.sentencingcouncil.org.uk/offences/magistrates-court/item/controlling-or-coercive-behaviour-in-an-intimate-or-family-relationship/> (Accessed: 01 March 2024).
- Steffens, N.K. et al. (2020) 'Advancing the Social Identity Theory of Leadership: A meta-analytic review of leader group prototypicality', *Organizational Psychology Review*, 11(1), pp. 35–72. doi:10.1177/2041386620962569.
- Stress (2023) *World Health Organization*. Available at: <https://www.who.int/news-room/questions-and-answers/item/stress> (Accessed: 01 March 2024).
- Tajfel, H. and Turner, J. (2000) 'An integrative theory of intergroup conflict', *Organizational Identity*, pp. 56–65. doi:10.1093/oso/9780199269464.003.0005.
- Weger, H. et al. (2014) 'The relative effectiveness of active listening in initial interactions', *International Journal of Listening*, 28(1), pp. 13–31. doi:10.1080/10904018.2013.813234.

- Westmarland, L. and Rowe, M. (2016) 'Police ethics and integrity: Can a new code overturn the blue code?', *Policing and Society*, 28(7), pp. 854–870. doi:10.1080/10439463.2016.1262365.
- Wheelan, S.A., Bowers, K. and Torsky, L. (2005) *Group processes: A developmental perspective*. Boston: Pearson.
- Wolfson, J.A. and Bleich, S.N. (2014) 'Is cooking at home associated with better diet quality or weight-loss intention?', *Public Health Nutrition*, 18(8), pp. 1397–1406. doi:10.1017/s1368980014001943.