

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (PCDA)

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

Learner name: Neringa Miliukaite Learner's University Registration Number: 2029649
--

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

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

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

In this essay, I'll discuss how the organisational culture has impacted my well-being and resilience. I will analyse the strategies I utilise to maintain these qualities and reflect on their benefits. I am going to use Borton's 1970 Reflective Model to review my experiences, since I achieved an Independent Patrol Status (McClean, 2019).

Organisation culture could be defined as the values, beliefs, traditions, and perspectives of individuals within the organisation (CIPD, 2020). The definition interprets as - 'the way we do things around here'.

Resilience is typically defined as the capacity to recover from difficult life events. "It's your ability to withstand adversity and bounce back and grow despite life's downturns" says Amit Sood, former professor of medicine at the Mayo Clinic in Rochester, Minnesota (Hurley, 2019).

Finally, in the dictionary, well-being is defined as "a good or satisfactory condition of existence; a state characterized by health, happiness, and prosperity" (Dictionary.com, 2019).

An officers reaction to the pressures and stresses of their professional and organisational contexts determines the norms and values of a police organisation. (Patterson, 2021). Daily activities such as responding to calls, interaction with citizens or colleagues, and execution of the investigations contribute to high levels of internal and external stressors. In turn, these stressors may influence officer's wellbeing and resilience. For instance, one of the norms in policing is to be professional regarding of the situation you are dealing with. This can be responding to grievous emergency calls whereby you are dealing with a sudden death, missing child, or a violent offender. However, despite all incidents differing in their nature, police officers must remain calm and professional regardless.

In addition to a professional disposition, dealing with and adapting to challenging situations or traumatic events are other values which have the great impact on officer's wellbeing and resilience. According to a review, operational stressors may increase the risk of mental health problems, sickness leave, suicidal thoughts and suicide, and substance abuse (Janssens et al., 2018).

My personal well-being and behavioural resilience has been impacted since achieving independent patrol status. Being a police officer is challenging. Long hours, shift work and constantly raising demand can be exhausting. Whilst dealing with physical burnout, you are expected to adapt to the continuous organisational transformations. The law enforcement system and procedures are being changed often, force wide and nationally. For instance, persistently changing laws and procedures influence how officers deal with day-to-day tasks whilst on duty.

Subsequently, causing stress for both individuals and organisations. In accordance with the study on the consequences of organisational changes (2019), frequent exposure to a stress and transformation, may deplete an individual's coping mechanisms, which over time may cause fatigue and deteriorate the ability to deal when the stressor is re-exposed. This can impact an employee's health and productivity (Fløvik, Knardahl and Christensen, 2019).

Since obtaining independent patrol status, I've endured many changes and developments within the organisation. Change of the team after my first 10 weeks was a huge challenge. Building relationships with colleagues and adapting varying behaviours, was a massive learning curve for me and the thought of repeating the process in less than 3 months, provides a sense of uncertainty. Despite being apprehensive to the transition, I knew frequent changes will occur within the organisation. Coping has been paramount, finding ways to deal with change and learn how I can become more resilient to a potential reoccurring stressor.

Maintaining an open mind and focusing on the positives rather than negatives has assisted me with integration to the new team and the different culture within the shift. An addition to the change, I faced another organisational cultural aspect which is influencing my attitude and wellbeing. I was negatively impacted by heightened expectation, increasing workload, constant search for potential risk, and hearing more insults and criticism than appreciation. Noticeable changes in the quality of sleep, lack of motivation and mood changes were the effects that I noted after a year being on the beat. According to the research undertaken by the University of Cambridge in 2018, two-thirds of all respondents to "The Job, The Life" said they had a mental health issue directly resulting from police work. Yet almost all the survey's respondents – some 93% – said they would go to work as usual if suffering from psychological issues such as stress or depression (University of Cambridge, 2019). It is clear from these observations that majority of the officers are affected by the difficult environment in which the police operate.

Raised levels of stress due to nature of the job and being exposed to negative bias among police officers influenced my own attitude. What did I do to avoid wearing down of my personal and emotional resilience? First, it is vital not to conform to the negative bias. Negativity effect is the brain's tendency to be impacted more by negative events than positive ones. The brain registers, focuses, stores and recalls

negative events much more readily than positive ones (Gastelum, 2021). Conforming to the negativity can impact you personally, as well as your personal life or close family. It is vital to learn how to detach yourself from the negative thoughts and traumatic events. I personally believe that it is important to detox and unclutter your mind and use time off duty to recover both mentally and physically. I try to walk away if I hear any negative comments among colleagues and I've reduced the amount of time spent on social media or watching the news, which tend to be quite negative. Staying as positive as possible has helped me to withstand and counteract the adversity of the job.

Exercising is another strategy I utilise to keep my body fit and forget about various stressors that I am being exposed to in work. Professors at the university Nebraska suggests, that aerobic exercise reduces anxiety and depression. Improvements in mood can be attributed to 'exercise induced' blood circulation to the brain Exercise positively influences the hypothalamic-pituitary-adrenal (HPA) axis and reduces the physiologic reactivity to stress (Sharma, Madaan and Petty, 2006). My personal exercising routine has changed since being an independent police officer. I've had to adapt a training routine to accommodate the long hours in work, different shift patterns and lack of energy. However, I've made changes, learnt to listen to my body and I believe physical exercise is still a great and beneficial way to improve my wellbeing and resilience.

The great importance of mental wellness has never been more evident to me than now. I can admit, I do not invest enough time maintaining or improving it. My aim is to focus on my psychological health by using traditional methods such as meditating or reading.

The reflective writing has aimed to highlight the deficiencies within organisational culture and how they have negatively impacted my wellbeing and resilience. This piece has utilised two respective coping strategies to identify and explain my experiences and has provided a framework to overcome any negativity within organisational culture.

Word count (1160)

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:

The incident that featured a neighbour argument and led to an arrest for criminal damage and public order offences will be examined in this essay. I will outline the cultural and ethical issues related to this incident. This piece of writing will also evaluate decisions made, their effectiveness and efficiency, as well as consequences following the decisions made during this incident. I will use Borton's 1970 Reflective Module to examine what has happened and what could have been done to achieve better outcome (McClean, 2019b).

A call was received to the force control room, from a third party, which reported a fight on the street. My colleague and I were given all relevant information prior to the attendance, from the call taker. At the time, we were made aware of two males fighting over the parking spaces and no names or any other information which could assist us with the risk assessment were provided to us. It was difficult to assess the risks with so little information available to us, as a result, another police unit was deployed to assist us.

When we arrived at the scene, there were around 15 to 20 persons on the street, but no fight was in progress. Due to the apparent tension on the street, our top priorities were to determine what happened, who was involved, whether medical attention was required, and to prevent public disorder. The national decision model (NDM) was used in this instance to protect the public and prevent the crime. The NDM has six key elements, and should be used for all decisions and by everyone in policing:

- Code of Ethics.
- Gather information and intelligence.
- Assess threat and risk and develop a working strategy.
- Consider powers and policy.
- Identify options and contingencies.
- Take action and review what happened.

Each component provides officers with an area for focus and consideration (College of Policing, 2014).

To start, we had to use the NDM to gather all the information and knowledge necessary to evaluate the risks and create a workable plan. When we arrived at the caller's house, we were given the names of those who were involved but not a lot of details about what had actually happened. Three individuals, whose names were given to us, got into a fight after a dispute between two neighbours concerning parking, according to the caller. Whilst my colleague was taking the first account from the caller, I requested control room the Police National Computer (PNC) checks on the individuals involved, to assess the risk prior attending to their address. PNC is a system that stores and shares criminal records information across the UK (Acro, n.d.). These checks should be conducted prior or at the earliest opportunity available if names are known, to establish warnings markers on individuals, such as if they are or were involved in the criminal activity, if they are violent or any other considerations such as mental health or weapon markers. This gives us an opportunity to assess the risks before dealing with the individuals.

The father and son involved in the event had previously interacted with police on several occasions, and the intelligence record contained warning indicators for violence and weapons. The fact that the family belonged to the travelling community was crucial information because there are poor relationships between Gypsies, Roma, and Travellers (GRT) and the police, typically characterised by mistrust and hostility. According to the research conducted by the Traveller Movement (TM) in 2018, GRT communities remain the most marginalised within society when dealing with authority such as police, fraught with difficulty and mistrust on both sides. 12 out of 17 police officers and 13 out of 14 GRT community members identify unconscious bias and /or discriminatory and racist behaviour by the police (The Traveller Movement, 2018). The dynamic risk assessment didn't focus primarily on the intelligence of weapons and violence; rather, it was influenced by my unconscious bias toward the Gypsy and Traveller community, which led me to request two additional male officers to accompany us to the address. One of the cultural and ethnic issues in this tragedy is the GRT communities' lack of faith in the police as a result of years of harsh treatment and their unwillingness to interact with the community and forge relationships.

Second step in this incident was to establish who was the victim. It was difficult to point out who was the victim as the accounts provided by the witnesses were inconsistent. None of the witnesses provided full accounts or supported police action. Particularly in this area, residents have a propensity to interact with the police, yet frequently decline to submit any written information, depriving the officers of potential investigative evidence. In this case, it was necessary to speak with and see both parties.

The family of travellers claimed that after engaging in a verbal confrontation, another male attacked them first. The father and son then allegedly acted in self-defence by pushing the male away. Despite claiming the man was hostile towards them first, he resisted providing any written information or making a complaint. There was little interaction with us and assistance during this situation.

Searches for another male were initiated. The male's house, and two additional locations were checked, but the results were negative. Eventually, the man who matched the description was located close on the street. He acknowledged being a part of the altercation but showed no signs of being injured. He was hesitant to speak with us and give us information, along with the other people involved. He claimed that a dispute broke out over parking and that he acted in self-defence. I decided to take him to his home location because of his extreme intoxication and to reduce the possibility of any new problems arising.

At this time, we had no complaint from either party, no evidential material, or witnesses accounts that we could rely on and use as evidence. Parties were safeguarded, the male was taken to his home address and no further enquiries left to do.

The traveller's family made another report shortly after we left the site, claiming that the window of the caravan, which was parked outside of their address, had been smashed. This call was classified as an emergency because it might be related to a past neighbour dispute. The suspect had already left the scene prior our arrival. The male who we had previously dropped off, walked around the corner while we were handling the incident and getting pertinent information from the victim. He immediately began using abusive language, provoking violence and swearing at the victim. Due to the dynamic nature of the situation, decisions had to be made to safeguard the victim. The male was arrested for Section 4 Public Order (legislation.gov.uk, 2011) and the suspicion of the criminal damage offences (Legislation.gov.uk, 2011), under Section 24 PACE (1984) (legislation.gov.uk, 2013). This legislation gives powers to police officers to arrest anyone who is the act of committing offence or whom the officer has reasonable ground for suspecting the offence has been committed. In addition to involvement, the necessity of the arrest must also be satisfied for it to be legal (Gov.uk, 2012).

The lawful arrest was proportionate. A facet of the NDM considers powers and policies, which in this case, inflicting any physical injury to himself or others. The exercise of the power of arrest is a significant interference with the Right to Liberty which is a part of Human Rights Act 1998 (Gov.uk, 2012) and it must be fully justified. According to the Independent Office for Police Conduct (IOPC) statistics, 3% out of allegation recorded in 2019/2020 in England and Wales, is in relation to unlawful/unnecessary arrest or detention (Independent Office for Police Conduct, 2020). The example shows that there are few illegal arrests, but we can't overlook the reality that the police are illegally depriving people of their freedom.

Effective investigation was a necessity for the arrest in the case of criminal damage. The suspect male arrived at the site immediately after the damage was done, and as he was threatening the victim, he said something crucial: "I will smash your home as

well as the caravan.” As a result, I had good reason to assume that the person was involved in the crime, and my decisions for the detention included questioning the suspect, searching for the incriminating object and making an arrest. In the inquiry of public order, the incident’s documentation of the specifics was crucial evidence. The suspect’s actions were recorded via statements from officers and witnesses which had to be filled out.

After the incident, I had the chance to reflect on my choices and actions to see what I might have done differently to get a better result. First, by not turning on my body worn camera in time, I was denied access to evidence that could have helped with this inquiry. Utilisation of recordable material such as CCTV, BWV or other technology could be undeniable evidence used by investigating officers as it captures the offence being committed. In this incident, the suspect’s demeanour was the offence. The opportunity to obtain best evidence was missed. Next time, I will consider the use of BWV as soon as I arrive to the incident. Furthermore, it is worrying that after being escorted home, the suspect damaged the property a short while afterwards, but at that moment I lacked the authority or legal justification to arrest either party. The male could be taken to the address where he could be looked after, etc., by his family or friends, transporting him there would be a better result than leaving him on his own.

Finally, the ethical approach to the decisions made throughout this incident was in front of my mind. I was fair, respectful, and diligent in the exercising of my duties and responsibilities. Using the NDM, I resolved the situation, protected the victim of suffering the physical harm by making decision based on evidence and my best professional judgement.

This piece of writing reflected on the incident's specifics, the parties involved, and the choices taken throughout. Additionally, it reflects on the outcomes of my judgments whilst evaluating my ethical standpoint and professional judgement.

Word count (1697)

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 2 theories of team dynamics relating to development and improvement of team cohesion. Reflection of my own experience within the teamwork and conflict will be discussed and the strategies to enhance individual and team performance will be considered in this piece of writing. In addition, the consideration of how team dynamics within the police service can result in failing to comply with professional standards requirements will be addressed.

According to Carron and colleagues, group cohesion “is reflected in the tendency for a group to stick together and remain united in the pursuit of instrumental objectives and /or for the satisfaction of member affective needs” (Ohlert and Zepp, 2016). Team dynamics is described as the unconscious, psychological forces that influence the direction of a team’s behaviour and performance. It is created by the nature of the team’s work, personalities within the team, their working relationships with other people and the environment in which team works (Myers, 2013). Team dynamics can be good, for instance team is being productive, have mutual understanding and respectful of each other’s opinions and views. Team will thrive and perform well is there is a frequent communication, trust and good relationship within the team as well as clearly defined roles.

Perhaps we should also point out the fact that poor team dynamics exists as too and often root from the conflict within the team, weak leadership skills or lack of diversity skills. Therefore, this can disrupt work processes and fail to achieve positive results just by repeatedly making poor decisions that lead to even poorer choices (Kulakov, 2021). Reflecting on my own experience within the team in police service, it is

noticeable that without good leadership and poor organisational skills, stressors such as unmanageable workload, inner conflict within the team and poor information sharing skills can influence individuals and their perspective on the job.

First, lack of resources could have a massive impact on the team as whole, or individuals within the team. England and Wales police forces experienced de-funding since the economic crisis of 2009, resulting in the number of police officers fell by 20,600 between March 2010 and March 2019. This was the lowest recorded level since the early 1980s (Full Fact team, 2018). With reduced resources and crime rates continuing to grow, more victims becoming unsatisfied with police work, fewer criminal offences are resulting in charges and the police had to adapt to the demand by prioritizing response to more violent or easier-to solve crimes (Institute for Government, 2019)

It is important to add that lack of appropriate recourses effects team dynamics by putting pressure and ruining team morale. Members of the team can start feeling overwhelmed by the lack of support from organisation, consequently their views and common set of values could have a detrimental effect on their commitment. Team as whole can drift apart and individuals will start looking out for themselves rather than committing to the same goal and remain united.

Second, effective leadership is another very vital point for the team cohesion. Without appropriate support and praise team members can feel less confident and may struggle to see themselves developing or progressing within the job. In “The 5 Levels of Leadership”, John Maxwell writes, “Leadership is a process, not a position. The challenge of leadership is to create change and facilitate growth. Good leadership isn’t about advancing yourselves; it’s about advancing your team. Good leadership changes individual lives. It forms teams. It builds organizations. It impacts communities. It has the potential to impact the world” (Mulay, 2019). This confirms the importance of a good leader. In the police, leaders are expected to make decisions and guide their teams through providing structure and task direction. Very little time and effort is given to progress reviews, personal development plans and the team building events. Uncertainty of the future and the lack of bond among the members of the team can affect the cohesion.

Bruce Tuckman’s 1965 Team-Development Model is widely used to understand how the teams form and function based on 5 stages; ‘Forming, Storming, Norming, Performing’ and the 5th stage added later in 1975 ‘Adjourning’ (Chapman, 2017). Tuckman believed that for the team to reach their full potential and to work in harmony, relationships had to be established and leadership styled changed by recognising stages of the development.

The forming stage, individuals might be apprehensive and curious, doubtful about team’s purpose and relationships that lie ahead of them. At this stage, coaching and mentoring is crucial; clear guidance needed for the team to establish goals and visions, roles and responsibilities of each team member, values and standards of organisation (MindTools, 2021). The training school is a perfect example of the forming stage within the police. Standards, work ethics and knowledge are provided by the trainers and team spirits are created.

Second, storming phase, occurs when individuals begin to feel the reality of the task and start testing the established boundaries. In this stage friction and conflict may arise and questions may also be raised on the authority of the group leader. It is normal to experience some disagreement or uncertainties, however the ability to build team trust and address the issues is vital for the leader at this stage (Veronica, 2020). This phase occurred in the first few months after achieving independent patrol status. The stressors of high workload, university work and few weeks of not having a sergeant on the shift, lead the team being negative and experienced few disagreements in the absence of the leader. For a little while the tension was apparent between team members.

Norming is where plan comes together and the team develop trust, help each other to work towards the same vision by utilising their skills. At this stage leader should be coaching and letting the team to make decisions rather than directing (Louise, 2019). Performing stage of Tuckman's model is identifiable when a team reached the peak of productivity and work well together, with clear roles and responsibilities, conflict resolution is much easier as they have skills needed to solve them (Espy, 2021). Personally, I experienced this stage when the team developed, and we were able to work with each other for some time. Understanding and recognising each other's strengths and weaknesses helped us to take over the responsibilities according to our skills and focus on the common objective.

The final, adjourning stage happens when group disband or dissolve after completing the project. On the response, this stage could be used by the team and the leader after each shift. Discussion of what worked well and did not is a good way of reflecting and learning, or even celebrate the success. The implementation of this phase on our team was a massive benefit for the development.

Tuckman's theory is a great tool for monitoring and leading the teams in the right direction as each stage is recognised and appropriate leadership methods are utilised, however we cannot ignore the fact that in policing, team structure, goals and the leaders are changing perpetually, which makes it difficult to keep following the stages accurately.

In my opinion, inter-personal conflict can occur within the team due to lack of commitment and avoidance of accountability. If some individuals of a team do not commit to doing work as much as others, if they do not meet the deadlines or take a full responsibility of their tasks, ultimately it could lead to tension or unsuccess of the task or project. There are various strategies to enhance team performance, such as: setting clear objectives and expectations for everyone to understand their role and responsibilities.

Furthermore, monitoring the progress and giving constructive feedback is vital. Creating a scheduled meetings to evaluate the development of the work, communicating with team members and most important let them feel comfortable to make suggestions or talk about concerns in the safe and open environment. Patric Lencioni identified five characteristics of a cohesive team, which are Trust, Conflict, Commitment, Accountability and Results. He believed that establishing trust is a crucial first step to being able to manage conflict, achieve commitment, create accountability and focus on results (Last, 2019).

Psychologically harmful internal culture within the police service can influence standards of professional behaviour. The research conducted in Slovenia about gender differences in willingness to report police misconduct such as supervisor abusing his/her powers, excessive force or falsification of evidence, discovered that female officers were less likely to report police corruption or wrongdoing (Lobnikar et al., 2016). There are at least two points to highlight. First, equality and diversity within police service is evidential issue. As of 2021, 66.9 percent of police constables in England and Wales were males, compared with 33.1 percent who were female. Higher up in the police ranks, the share of females is lower, with around a quarter of police sergeants and inspectors being female. The highest rank of Chief Officer has a distribution of 70.6 percent male Chief Officers and 29.4 percent female Chief Officers (Clark, 2022). From these statistics one could conclude that the police is male-dominant organisation and female officers can fear to challenge and report misconduct or discrimination within the service. Second, fairness is another principle that is vital in the team dynamics and cohesion. Every member of the team, regardless of their gender, ethnicity or age should be treated fairly and with respect. Maintaining an ethnical culture is a key to empower individuals within the team to commit and have a strong work ethic.

Encouraging and responding to feedback in a meaningful way could be an answer to the cultural change in policing. Research into procedural justice shows that when the workforce feel informed about decisions, understand the reasons behind them and are able to ask questions and provide feedback, they are more likely to feel committed to a decision. This helps to create a more empowered workforce and develop synergy (HMICFRC, 2018).

In conclusion, this essay evaluated theories related to team dynamics and cohesion, the reasons why teams facing conflict and methods to improve harmony within the team. Tuckman's teams' development model was analysed and evaluated in this piece of writing. It has also considered good leadership skills and the importance of team dynamics regarding to Code of Ethics.

Word count (1709)

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 this essay I am going to explain how information and intelligence can be utilised in the disruption of criminal activity such as 'county lines', human trafficking and drug smuggling by effective policing of the roads. This essay will specifically look at the Automatic Number Plate Recognition (ANPR) technology and how it can be used in investigations to stop illegal conduct.

Let me start by considering the difference between information and intelligence. Lisa Palmieri, International Association of Law Enforcement Intelligence Analysts, explained the difference as "information is raw data; it could be an item obtained from a newspaper report, a statement made by a confidential informant, or simply an observation made by a police officer during a traffic stop. It is rare that action can or should be taken on raw, unevaluated information on its own. At some point, context must be provided; corroboration must be supplied; value must be added to this raw information. The major component of the process that turns raw information is analysis; the product is intelligence" (Palmieri, 2005). In other words, intelligence is collected information that has been evaluated and analysed; and it is one of the most vital tools that should be used to maintain public safety.

An efficient road network is essential to a thriving economy. Nearly 80% of domestic freight in the UK is transported by road. Unfortunately, what works for commerce also works for criminals. Whether it is the illegal trafficking of people, drugs or other contraband, the road network will be used by criminals in the furtherance of their socially damaging enterprises (Department for Transport, 2020). Offenders use road networks to facilitate crimes such as drug smuggling, human trafficking, child exploitation or motor offences. Criminals and terrorists use the road network as part

of their criminal activities, travelling to or from their activities, or at other times. The Home Office Research Study 206, the criminal histories of serious traffic offenders found that many such serious offenders are also involved in other types of criminal behaviour. These findings emphasise the potential to disrupt a wide range of crime by targeting serious traffic offenders (Rose, 2000).

In addition to road safety, effective road policing can make a fundamental contribution to reducing and preventing crime by using the latest technology, appropriate intelligence and working in collaboration with partner agencies. Organised crimes such as 'county lines', human trafficking and drug smuggling are cross-border crimes which require a cross-border response. It involves effective information and intelligence sharing across all forces and planning of coordinated operations to tackle organised crime groups (OCG's).

To illustrate this point, I will explain how road policing can disrupt 'county lines' by using information and intelligence in more depth. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, normally class A, such as heroin and crack cocaine, into one or more importing areas within the UK. Dedicated mobile phone lines, rail networks and cars continue to dominate as methods of communication and transportation. OSG are likely to exploit children and vulnerable adults to move, store drugs and money by using coercion, intimidation, violence and weapons (HM Government, 2018). Analysis suggests there are currently over 2,000 individual deal line numbers in the UK, linked to approximately 1,000 branded 'county lines' (National Crime Agency, 2019). 'County lines' groups are severe threat to vulnerable people, children and the society as whole.

In 2018, the National County Lines Coordination Centre (NCLCC) was established to help bring the law enforcement effort together and develop the national intelligence picture of the complex network run by OSG's. The centre assists the development of a whole-system and multi-agency approach by obtaining and disseminating intelligence and identifying cross border threats (CPS, 2022). At a strategic level, the NCLCC looks at intelligence that identifies nominals, vehicles used, and deal line numbers found by different forces every month and uploads this insight onto the Police National Database (PND), which is visible to all forces. This allows forces to make informed decisions how to deploy their limited resources and plan strategic operations (NCLCC Silver and Bronze Intelligence, 2021).

Using Automatic Number Plate Recognition (ANPR) technology to identify the vehicles used as means of transit for illegal substances or travelling criminals. Road policing units can detect, discourage, and disrupt criminal activities. (Police.uk, 2022). Police officers are provided with opportunity to work in real time through the use of ANPR. The technology alerts officers to specific vehicle movements which maybe subject to criminal investigation. Various police departments and other appropriate agencies are involved in the intelligence obtaining, evaluation and sharing. Road policing units are responsible for carrying out targeted interceptions. Although this is an effective way of disrupting 'county lines' operations, the rail network remains a key method of transportation, particularly for children exploited by the OCG's, which remains an intelligence gap (National Crime Agency, 2019b). The British Transport Police (BTP) has a significant role in identifying the victims who are

often exploited by gangs. Children travelling alone, especially during school hours, late at night, or frequently, are key indicators of exploitation. Additionally, they can appear disoriented or be in an unfamiliar setting, and they might be carrying a lot of cash (British Transport Police, 2020).

It is significant to note that under Article 8(2) of the European Convention on Human Rights (ECHR), the right to respect for one's private and family life, home, and correspondence. This being said the use of ANPR and the use of personal data must be justified as being legal and necessary in a democratic society to further one or more of certain legitimate aims. (Home Office, 2014). College of Policing outlines how ANPR can be used in investigations and assist law enforcement in collecting data where a vehicle is possibly involved in crime. The data can help to:

- Research the movements of the vehicle to help with victimology by identifying the activity engaged in the crime and any information related to the vehicle.
- Investigate alibis
- In order to help identify a suspect, prospective victims, or potential witnesses, or to link crimes or identify witnesses to an incident, identify the vehicle in a certain place during specific times periods.
- To improve information and intelligence, ANPR data can also be cross-referenced and combined with data from other sources.
- Locate lost or stolen vehicles (College of Policing, 2021)

The main database for supporting operational response is the Police National Computer (PNC). The ACTION (ACT) report is the main database for ANPR within the PNC programme. Any vehicles of interest that meet the requirements are circulated via PNC. There are 3 levels of priority ACT reports: High, Medium and Low. Any reports of vehicles of interest that correspond with other forces' hotlists may be executed in the relevant control room. An Inspector, or equivalent personnel, can permit grading, during times of elevated recourse demand. ACT reports with high and medium priority must always be kept under observation. Staff are able to triage low ACT results and promptly dismiss those that do not pose a threat to the organisation. Locality of force determines the instructions of deployment concerning ANPR activations. (Sussex Police, 2022).

The disruption of modern slavery and human trafficking will be used as an example of how information and intelligence can be utilised by road policing.

Thousands of men, women, and children in the UK who are victims of modern slavery and human trafficking endure daily degradation and dehumanisation. These offences take many forms. Cases may involve a single or several criminals or victims, be domestic or foreign, organised or opportunistic (HMICFRS, 2017). Small boats, commercial shipping containers, and lorries or other commercial vehicles conveyed by rail or ferry are the most typical means that migrants enter the UK illegally. The joint efforts of road policing, BTP and Immigration Enforcement services work to prevent or disrupt human trafficking by stopping vehicles of interest. However, a more comprehensive united agency approach is where the larger picture of gathering intelligence lies. For example, frontline staff from designated agencies

such as health care, schools, or other government organisations, who have reason to believe someone may be a victim of human trafficking, should make a referral to the National Referral Mechanism (NRM). This helps to identify victims, provide support and gather information to assist with the disruption of trafficking (HM Government, 2011). Additionally, the social-economic data should be taken into account when constructing the overall framework of intelligence. This may be brought on by elements like the severity of the economic downturn, global wars, new migratory trends, or repeated criminal activity patterns.

It is imperative that information is passed on to those who can use it. The speed at which intelligence may be conveyed to appropriate agencies is a crucial component in the efficient and successful exchange of intelligence (Law enforcement and prosecution, 2008). Road police employs and gathers intelligence to prevent illegal activity on the road, as well as performing proactive work like random stop checks on the side of the road.

This essay demonstrated how employing of knowledge and intelligence through effective road policing works to prevent criminal conduct. The piece described how the ANPR system is utilised by the police, the data it gathers, and the methods in which it might be used as an investigative tool to prevent and disrupt criminal behaviour. This essay examined people trafficking and 'county lines' in further detail with the aim to discover how intelligence can be used to fight illegal operations.

Word count (1576)

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	In order for police officers to act in accordance with the law, they must possess the knowledge necessary to do so. However, because policing is such a broad and complex profession, this knowledge requires a variety of training. I recognise where I need further development to expand my knowledge. Case file building. Case file building is a complex and time-

		V		V			consuming procedure. However, front line officers are expected to do them as part of their everyday duties. I need additional training and more time at building case files. Doing attachment in the case file building team would be beneficial for me to have more knowledge what is needed in case files and how to attach necessary documents to the case files. Traffic related offences and procedures Response officers are expected to be familiar with traffic-related offences, but I am not confident in my level of expertise or protocols for handling these occurrences due to my lack of experience in this area. Any spare time could be utilised for proactive work on the roads with more experienced police, and participation in a road policing unit is required to advance my competence in this area.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Time management Working in response policing requires excellent time management skills. Our responsibility is to

							answer the calls, look into them, compile case files, and conduct interviews. The volume of incoming calls is significant and juggling ongoing investigations with daily tasks can be difficult. Time management is crucial, and I need to improve this ability if I want to avoid feeling overwhelmed by my responsibilities. Using notes and reminders needs to be utilised more, communicated with supervisor and asking for advice or time to complete tasks could be helpful for my time management.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Mental health related training when attending calls related to MH crisis, suicide and use of section 163 of Mental Health Act. There needs to be development in the area of mental health because it is such a big issue in society. Police are receiving more calls about mental health; therefore, front-line officers would benefit from additional in-depth training on how to handle this problem. To feel more at ease with these kinds of calls, I need professional training on how to support people

						going through MH crisis. Experience answering the calls. Protecting learning time is essential for completing university work, however I believe I lost a lot of time while working the shift and getting expertise in handling calls and emergencies. I can see that the other probationers on the shift who don't have protected learning time are more experienced and self-assured when it comes to handling daily tasks when I compare myself to them. I am eager for the break from my university studies so that I may spend more time with my team and ogaining more experience.
--	--	--	--	--	--	--

Bibliography

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

Reference list

Acro (n.d.). *ACRO Criminal Records Office - PNC services*. [online] www.acro.police.uk. Available at: [https://www.acro.police.uk/PNC-services-\(1\)](https://www.acro.police.uk/PNC-services-(1)) [Accessed 8 Sep. 2022].

British Transport Police (2020). *BTP County Lines Taskforce – It's role, results and efforts to tackle gangs*. [online] www.btp.police.uk. Available at: <https://www.btp.police.uk/news/btp/news/england/btp-county-lines-taskforce--its-role-results-and-efforts-to-tackle-gangs/> [Accessed 29 Sep. 2022].

Chapman, A. (2017). *Tuckman: Forming, Storming, Norming and Performing - BusinessBalls.com*. [online] Businessballs.com. Available at: <https://www.businessballs.com/team-management/tuckman-forming-storming-norming-performing-model/> [Accessed 23 Sep. 2022].

CIPD (2020). *Organisational Culture and Cultural Change | Factsheets*. [online] CIPD. Available at: <https://www.cipd.co.uk/knowledge/culture/working-environment/organisation-culture-change-factsheet#gref> [Accessed 24 Aug. 2022].

Clark, D. (2022). *Police officers by rank and gender in England/Wales 2017 | Statista*. [online] Statista. Available at: <https://www.statista.com/statistics/382525/share-of-police-officers-in-england-and-wales-gender-rank/> [Accessed 26 Sep. 2022].

College Of Policing (2014). *National decision model*. [online] College of Policing. Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model> [Accessed 15 Sep. 2022].

College of Policing (2021). *Automatic number plate recognition (ANPR)*. [online] College of Policing. Available at: <https://www.college.police.uk/app/investigation/investigative-strategies/automatic-number-plate-recognition-anpr> [Accessed 29 Sep. 2022].

CPS (2022). *County Lines Offending | The Crown Prosecution Service*. [online] www.cps.gov.uk. Available at: <https://www.cps.gov.uk/legal-guidance/county-lines-offending> [Accessed 28 Sep. 2022].

Department for Transport (2020). *Roads Policing Review Call for Evidence Moving Britain Ahead*. [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899574/roads-policing-review-call-for-evidence.pdf [Accessed 27 Sep. 2022].

Dictionary.com (2019). *the definition of wellbeing*. [online] www.dictionary.com. Available at: <https://www.dictionary.com/browse/wellbeing> [Accessed 24 Aug. 2022].

Espy, L. (2021). *Tuckman Model of Team Development: Forming Storming Norming Performing*. [online] Project Bliss. Available at: <https://projectbliss.net/tuckman-model-of-team-development/> [Accessed 23 Sep. 2022].

Fløvik, L., Knardahl, S. and Christensen, J.O. (2019). *The Effect of Organizational Changes on the Psychosocial Work Environment: Changes in Psychological and Social Working Conditions Following Organizational Changes*. [online] Available at: <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02845/full> [Accessed 6 Sep. 2022].

Full Fact team (2018). *Police officer numbers in England and Wales*. [online] Full Fact. Available at: <https://fullfact.org/crime/police-numbers/> [Accessed 22 Sep. 2022].

Gastelum, J. (2021). *Why our brains fixate on the bad (and what to do about it)*. [online] Police1. Available at: <https://www.police1.com/health-wellness/articles/why-our-brains-fixate-on-the-bad-and-what-to-do-about-it-hU18RitjpIsT4Moe/> [Accessed 7 Sep. 2022].

Gov.uk (2012). *G POLICE AND CRIMINAL EVIDENCE ACT 1984 (PACE) CODE G REVISED CODE OF PRACTICE FOR THE STATUTORY POWER OF ARREST BY POLICE OFFICERS Commencement -Transitional Arrangements*. [online] p.5. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903814/pace-code-g-2012.pdf [Accessed 21 Sep. 2022].

HM Government (2011). *Human Trafficking: The Government's Strategy 2 Human Trafficking: The Government's Strategy*. [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97845/human-trafficking-strategy.pdf [Accessed 30 Sep. 2022].

HM Government (2018). *Serious Violence Strategy*. [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/698009/serious-violence-strategy.pdf [Accessed 28 Sep. 2022].

HMICFRC (2018). *PEEL: Police Leadership 2017*. [online] www.justiceinspectorates.gov.uk. Available at: <https://www.justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/peel-police-leadership-2017.pdf> [Accessed 26 Sep. 2022].

HMICFRS (2017). *Stolen freedom: the policing response to modern slavery and human trafficking*. [online] Available at: <https://www.justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/stolen-freedom-the-policing-response-to-modern-slavery-and-human-trafficking.pdf> [Accessed 30 Sep. 2022].

Home Office (2014). *The Use of ANPR by Law Enforcement Agencies Lawful Interference with the European Convention on Human Rights -Article 8*. [online] Available at: <https://www.npcc.police.uk/documents/The%20Use%20of%20ANPR%20by%20Law%20Enforcement%20Agencies.pdf> [Accessed 28 Sep. 2022].

Hurley, K. (2019). *What is resilience? Definition, types, building resiliency, benefits and resources | everyday health*. [online] EverydayHealth.com. Available at: <https://www.everydayhealth.com/wellness/resilience/> [Accessed 24 Aug. 2022].

Independent Office for Police Conduct (2020). *Police complaints: Statistics for England and Wales 2019/20*. [online] policeconduct.gov.uk. Available at: https://www.policeconduct.gov.uk/sites/default/files/Documents/statistics/complaints_statistics_2019_20.pdf [Accessed 21 Sep. 2022].

Institute for Government (2019). *Police*. [online] The Institute for Government. Available at: <https://www.instituteforgovernment.org.uk/publication/performance-tracker-2019/police> [Accessed 22 Sep. 2022].

Janssens, K.M.E., van der Velden, P.G., Taris, R. and van Veldhoven, M.J.P.M. (2018). Resilience Among Police Officers: a Critical Systematic Review of Used Concepts, Measures, and Predictive Values of Resilience. *Journal of Police and Criminal Psychology*, 36. doi:10.1007/s11896-018-9298-5.

Kulakov, M. (2021). *Team Dynamics 101 — Simple Steps to Your Team's Success*. [online] Everhour Blog. Available at: <https://everhour.com/blog/team-dynamics/> [Accessed 22 Sep. 2022].

Last, S. (2019). 4.2 Five Models for Understanding Team Dynamics. *pressbooks.bccampus.ca*. [online] Available at: <https://pressbooks.bccampus.ca/technicalwriting/chapter/understandingteamdynamics/#:~:text=%E2%80%9CTuckman%27s%20Stages%20of%20Group%20Development> [Accessed 26 Sep. 2022].

Law enforcement and prosecution (2008). *Law enforcement and prosecution Tool 5.12 Intelligence gathering and exchange*. [online] Available at: https://www.unodc.org/documents/human-trafficking/Toolkit-files/08-58296_tool_5-12.pdf [Accessed 30 Sep. 2022].

Legislation.gov.uk (2011). *Criminal Damage Act 1971*. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/1971/48/section/1> [Accessed 21 Sep. 2022].

legislation.gov.uk (2011). *Public Order Act 1986*. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/1986/64/section/4> [Accessed 21 Sep. 2022].

legislation.gov.uk (2013). *Section 24 Police and Criminal Evidence Act 1984*. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/24> [Accessed 21 Sep. 2022].

Lobnikar, B., Prislan, K., Čuvan, B. and Meško, G. (2016). *The code of silence and female police officers in Slovenia: Gender differences in willingness to report police misconduct*. [online] www.emerald.com. Available at: <https://www.emerald.com/insight/content/doi/10.1108/PIJPSM-10-2015-0118/full/html> [Accessed 26 Sep. 2022].

Louise, E. (2019). *Tuckman's Team & Group Development Model: What You Need To Know To Get Your New Group or Team Performing Beautifully! | The Launchpad - The Coaching Tools Company Blog*. [online] The Coaching Tools Company. Available at: <https://www.thecoachingtoolscompany.com/get-your-team-performing-beautifully-with-this-powerful-group-development-model/> [Accessed 23 Sep. 2022].

McClean, T. (2019a). *Study Skills Series*. [online] Available at: <http://theinstitute.gg/CHttpHandler.ashx?id=117767&p=0> [Accessed 22 Aug. 2022].

McClean, T. (2019b). *Study Skills Series*. [online] Available at: <http://theinstitute.gg/CHttpHandler.ashx?id=117767&p=0> [Accessed 22 Aug. 2022].

MindTools (2021). *Forming, Storming, Norming, and Performing*. [online] Mindtools. Available at: https://www.mindtools.com/pages/article/newLDR_86.htm [Accessed 23 Sep. 2022].

Mulay, A. (2019). *Book Review "The 5 Levels of Leadership" by John C Maxwell | Apekshit Mulay*. [online] apekmulay.com. Available at: <https://apekmulay.com/book-review-the-5-levels-of-leadership-by-john-c-maxwell/> [Accessed 23 Sep. 2022].

Myers, S.P. (2013). *Definition of Team Dynamics*. [online] Teamtechnology.co.uk. Available at: <https://www.teamtechnology.co.uk/team/dynamics/definition/> [Accessed 22 Sep. 2022].

National Crime Agency (2019a). *County Lines Drug Supply, Vulnerability and Harm 2018*. [online] Available at: <https://www.nationalcrimeagency.gov.uk/who-we-are/publications/257-county-lines-drug-supply-vulnerability-and-harm-2018/file> [Accessed 28 Sep. 2022].

National Crime Agency (2019b). *County Lines Drug Supply, Vulnerability and Harm 2018*. [online] Available at: <https://www.nationalcrimeagency.gov.uk/who-we-are/publications/257-county-lines-drug-supply-vulnerability-and-harm-2018/file> [Accessed 28 Sep. 2022].

NCLCC Silver and Bronze Intelligence (2021). *NCLCC County Lines Strategic Assessment 2020/21 National County Lines Coordination Centre*. [online] Available at: <https://cdn.prgloo.com/media/a814c42e66be436298757f5099bd3fd6.pdf> [Accessed 28 Sep. 2022].

Ohlert, J. and Zepp, C. (2016). *Group Cohesion - an overview* | ScienceDirect Topics. [online] [www.sciencedirect.com](https://www.sciencedirect.com/topics/social-sciences/group-cohesion). Available at: <https://www.sciencedirect.com/topics/social-sciences/group-cohesion> [Accessed 22 Sep. 2022].

Palmieri, L. (2005). *Information vs. Intelligence: What Police Executives Need to Know*. [online] Available at: <https://www.ialeia.org/docs/InformationvsIntelligence.pdf> [Accessed 27 Sep. 2022].

Patterson, S. (2021). *THE RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE AND POLICE OFFICER WELLBEING: AN EMPIRICAL EXAMINATION OF ONE AGENCY*. [online] Available at: <https://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=2938&context=td> [Accessed 24 Aug. 2022].

Police.uk (2022). *Automatic Number Plate Recognition*. [online] www.police.uk. Available at: <https://www.police.uk/advice/advice-and-information/rs/road-safety/automatic-number-plate-recognition-anpr/> [Accessed 28 Sep. 2022].

Rose, G. (2000). *The criminal histories of serious traffic offenders*. [online] Available at: <https://askforevidence.org/log/54d89d0c73657218011c0000/attachment> [Accessed 27 Sep. 2022].

Sharma, A., Madaan, V. and Petty, F.D. (2006). Exercise for mental health. *Primary care companion to the Journal of clinical psychiatry*, [online] 8(2), p.106. doi:10.4088/pcc.v08n0208a.

Sussex Police (2022). *Automated Number Plate Recognition (ANPR) Policy (Surrey and Sussex) (1002/2022)*. [online] www.sussex.police.uk. Available at: <https://www.sussex.police.uk/SysSiteAssets/foi-media/sussex/policies/automated-number-plate-recognition-anpr-policy-surrey-and-sussex-1002.pdf> [Accessed 29 Sep. 2022].

The Traveller Movement (2018). *Policing by consent: Understanding and improving relations between Gypsies, Roma, Irish Travellers and the police*. [online] Travellers Movement. Available at: <https://wp-main.travellermovement.org.uk/wp-content/uploads/2021/09/Policing-by-Consent-Report-2018.pdf> [Accessed 15 Sep. 2022].

University of Cambridge (2019). *Police workforce: almost one in five suffer with a form of*

PTSD. [online] University of Cambridge. Available at: <https://www.cam.ac.uk/policy/ptsd#:~:text=Close%20to%20one%20in%20five> [Accessed 7 Sep. 2022].

Veronica (2020). *Tuckman's Theory of Group Development*. [online] www.eln.co.uk. Available at: <https://www.eln.co.uk/blog/tuckmans-theory-of-group-development> [Accessed 23 Sep. 2022].