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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: Kristien Daniels

**Learner's University Registration Number:
2134425**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 4	Policing the roads Information and intelligence Conducting investigations	1750
Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

In this essay, I will be using the Gibbs reflective cycle, I will begin by explaining how this reflective cycle is used before moving on to the question at hand.

I will look to reflect on the impact of organisational culture within policing, to do this I will highlight organisational culture in the greater sense of the term before clarifying this in terms of the police force. I will explain how and why this culture varies dependant on the audience and explain cases that have hindered public perception.

I will look at the risks of conforming to a negative culture such as canteen culture and how this has affected my wellbeing as an independent officer recently out of probation.

I will reflect on my strategies to maintain wellbeing and resilience during the early stages of my career.

As this is a reflective piece of work, I will be using the Gibbs reflective cycle.

This Cycle was first published in 1988 in a book titled "Learning by Doing" written by Graham Gibbs. Gibbs was an American Psychologist and Sociologist who created the cycle to assist people in breaking events or situations down systematically to learn from them. (Mulder, 2023)

The Reflective cycle is broken down into six sections.

Starting with the description of the incident., this covers basic need to know details such as, what has happened, who was involved? And where this occurred.

The second part of the cycle involves the feelings experienced during the situation, this attempts to capture the emotions experienced, determining whether these feelings are positive or negative.

The third part, evaluation of the situation, in this section you would assess all aspects and impacts, highlighting both the positive and negatives.

The fourth section is to analyse, this is whereby, using literature and professional knowledge, I will attempt to gain a deeper understanding of the situation.

The fifth section is the conclusion, this is where you determine what you have done, how well this has worked, what you would do differently in the future, and what you've learned from the experience.

Finally, section 6 is an action plan, this is where you would develop a plan to improve similar situations in the future. (Main, 2023)

Organisational culture is an ideology that suggest a shared set of values, attitudes, beliefs, and rules to name a few traits, these can define the success of a company. These qualities are set out by higher management and influence recruitment, training and day to day activities. Studies suggest that if staff at the bottom of the company share these same values, the company is more likely to perform effectively. (Wong, 2023)

Organisational culture Within the police force is far more complex. The culture begins at the recruitment level, ensuring the correct persons are selected for the position and share the same

values and beliefs. The senior officers are expected to promote this culture to ensure all officers and staff conform. (College of Policing, 2021)

Tom Cockcroft, in, Police occupational Culture describes police culture as “at a basic level, it can be seen as a way of explaining the common values, attitudes, and behaviour that are believed to exist among police officers. Cockcroft goes on to explain that the definition is very much dependant on the audience, for example, individuals that have had a bad experience with the police would look negatively on police culture, effectively targeting the organisation rather than the individual officer, painting all with the same brush. (Crockcroft, 2020)

A good example of this is, in a review following the murder of Sarah Everard by serving Met police officer Wayne Couzens, a report carried out by Baroness Casey of Blackstock found the Metropolitan Police force to be Institutionally racist, sexist and homophobic with failings in leadership, recruitment, vetting, training, culture and communications. (Baroness, 2023)

These findings had a knock-on effect throughout the UK police forces, with public perception being at a low, believing this is Police culture.

For reasons such as this, The College of Policing states “Chief officers should promote an organisational culture that encourages the public to participate in neighbourhood policing”. It is believed that this will lead to improved public confidence and increase the likelihood of communities helping the police. (College of Policing, 2021)

As a new officer, recently out of probation, I have realised the culture is promoted through senior officers and many police officers share the same values and unique sense of humour as a coping mechanism.

The role of a police officer is challenging, dealing with difficult situations daily. Many incidents' officers attend can leave scars on their own mental health, many incidents lead to no positive outcome which can be disheartening, domestic incidents between the same couples occur regularly with police intervention only providing breathing space for a short time and many calls are trivial yet lead to hours of additional work.

All these incidents can lead to frustration and complacent attitudes in long serving officers. This culture is very different to what is promoted through senior officers. This culture has been labelled as Canteen culture which is defined as “A term frequently used to sum up attitudes (often racist and sexist) that prevail among workers within an organisation, despite these attitudes being officially disapproved of by the organisation they work for”. (HMICFRS, 2023) Although the definition highlights the seriousness of such a culture, this begins at much lower levels as described.

The risk of conforming to this culture would prevent new officers carrying out their duties effectively preventing victims and the public receiving the service they expect. Essentially the role would not be carried out sufficiently with this culture then being passed on to new recruits that follow. This would lead to decreasing public confidence, high staff turnover and criminal proceedings against police officers.

The general job has had an impact on my wellbeing significantly, the nature of the work and incidents dealt with pose a challenge. I have had difficulty adjusting sleeping patterns to the shift work as well as juggling family life. I had become withdrawn at home and quiet giving my family concerns.

The negative organisational culture such as canteen culture within my team is low to non-existent, this is due to the team being young in service and keen to make a difference. With that being said, the positive aspects of a canteen culture such as the support provided to each other within the team is present and valued which helps maintain resilience.

To maintain my wellbeing, I have attended the gym, studies suggest that working out can help ease depression, anxiety and improve emotional wellbeing. (Mayo clinic, 2023). I have found that working out helps improve my confidence and physical health which boost morale and enthusiasm.

Unfortunately, due to the shift patterns it is difficult to maintain a fitness schedule, fatigue due to the working hours makes it difficult to find the energy to exercise. These factors have made it difficult to maintain a healthy routine which has resulted in weight gain and poor mental health at times.

To overcome these obstacles, I have started using sleeping tablets to ensure I get sufficient rest following night shifts and developed a fitness schedule in line with the hours worked as a police officer.

In addition to exercise, I have found that talking to friends, family and loved ones has helped an enormous amount. A study conducted following the pandemic; whereby national lockdown prevented people seeing each other suggests that depression has increased by 25%. This can be overcome by as little as one conversation per day because these conversations may include showing empathy, laughing, joking and valuing others' opinions. (Healthline, 2020)

Personally, talking with family and loved ones outside of the workplace allows me to escape the reality of the difficult situations dealt with and stress caused from the workload expected. Meanwhile talking with colleagues regarding work related matters helps deal with difficult situations promoting the positive aspects of canteen culture.

I have found conversations with work related persons and persons involved in my personal life have become equally as important in maintaining my wellbeing.

In conclusion, personal wellbeing is of high importance and essential in creating the correct balance allowing me to carry out my role as a police officer effectively.

Word Count: 1375

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:

As this is a reflective piece of written work, I will be using the ERA cycle of reflection, I will begin by giving a brief explanation of the cycle before moving on to explain a recent incident I have attended. The situation I have chosen involves a domestic incident that took place which posed many difficulties in determining what had happened. I will explain these difficulties and the decisions I made to overcome them. I will explore the legislation involved such as The Police and Evidence Act 1984, the Victims Code of Practice and Assault which falls under The Offences Against a Person Act 1861. I will briefly explore Police powers of entry, arrest and the necessity to arrest before concluding with my reflection of the incident and actions I would consider in future.

As this is a reflective essay, I will be using ERA cycle, this was first introduced in a book titled Beginning of Reflective Model by Melanie Jasper in 2013. This Cycle looks to break down the topic in to 3 stages, Experience, Reflection and Action. (Robinson, 2022)

On an evening shift, I was double crewed with a fellow officer. We responded to a priority graded call which means a response is expected within an hour. The initial call was confusing due to the caller using English as a second language. The caller suggested that they were having trouble picking their mother up due to her being intoxicated and required assistance, the call then ended. No address was provided and as the call was made by a mobile phone. We were provided by the force control room with a rough geographical location to conduct an area search.

The area search was conducted with no persons found in the area when a further call was made to Police from the same number. The caller stated that her mother had been assaulted by her boyfriend and provided the address. The force control room conducted checks and established that an earlier call was made to police regarding the address, officers attended and were told by the residents that nothing had happened.

Due to the concerns of an assaulting taking place. The call was upgraded to an emergency grading which requires a response within 15 minutes.

On attendance to the address, we were met outside by the caller and her boyfriend, they were of Bulgarian heritage and spoke little English. The daughter was intoxicated and extremely irate making it initially difficult to obtain an account.

She stated that they had been to visit her mother who was staying at the address with her new boyfriend, earlier in the day. They had had a few drinks when her mother's boyfriend began getting

aggressive. police were called however her mother stated to officers that nothing had happened and refused to leave the address.

The caller begged her mother to leave with her before returning to England, where she now lives.

On the journey home, the caller has received a phone call from her mother stating that she has now been assaulted, the daughter returned to the address, calling Police on the way.

At this point the victim presented herself to officers outside of the property with slight bruising to her face. The level of injury is consistent with common assault which is defined as "An assault is any act (and not mere omission to act) by which a person intentionally or recklessly causes another to suffer or apprehend immediate unlawful violence". (CPS, 2022)

The victim spoke very little English and was unable to provide an account, the caller attempted to assist her mother however due to her level of frustration and upset it became apparent that the translation was not of the victims' words.

For this reason, the victim was taken to the safety of a Police vehicle by myself while my colleague spoke with the caller away from the scene.

On speaking with the victim, I first ensured my Body worn Video was activated, this is essential in cases that may be led by evidence led prosecutions, this is where the victim may not support prosecution however the crown prosecution service feel there is sufficient evidence to prosecute regardless. (HMICFRS, 2020)

My concern was due to the language barrier and the fact that the victim had earlier shown a reluctance to leave, she may not support Police action.

I then contacted a language line from my force issue mobile phone to aid with the communication between the victim and I, article 1 of the victim's code states that the victims of crime have the right to understand as well as be understood. (Ministry of justice, 2023)

The victim confirmed she had been punched to her face knocking her to the floor resulting in minor bruising. She stated that she did not want to make a complaint and she did not wish for us to arrest her boyfriend, she showed concerns that we were going to hurt her boyfriend which she explained comes from previous dealings with Police in her home country. I explained that we are governed by the codes of practice (Home Office, 2023) and code of ethics (College of Policing, 2014) ensuring that we do not act in such a way.

She stated that she was going to leave and wanted us to do the same leaving her boyfriend alone.

During the conversation the victim spoke with her hands, demonstrating how she had been assaulted as well as providing an account through the translator, this was captured on my Body worn video providing essential evidence should the case be investigated.

Following the account provided by the victim I used the National Decision model to aide my decision making, this is a tool that places the code of ethics at its core. The general principles are to gather information and intelligence, assess the threat and risk to develop a working strategy, consider what powers and policies are available, identify the possible options, act and review. (College of Policing, 2014)

Choosing to arrest, essentially interferes with a person's right under article 5, right to liberty and security of the Human rights Act, for this reason the arrest must be lawful. (Equality human rights commission, 2021)

To make a lawful arrest, under PACE, code G, officers need to fulfil 2 elements, the first being a person's involvement or suspected involvement in the offence in question with the second being the arrest of the person is necessary. To determine if the arrest is necessary a reason must be established such as to prevent the detained person causing injury to themselves or others, to prevent further loss or damage or to protect a child or vulnerable person. (Home Office, 2012)

The victim stated that she was going to leave and return to her daughter's address, this meant that the necessity test was not met, and arrest not required however due to the fact, this was the second call of the evening, and the victim was not supporting a complaint, I had concerns that if Police were to leave, she would likely return to the address.

Using my discretion, I made the decision to arrest. The victim's perception of the police was in my mind and as a result wished to ease any concerns she may have. I explained that she has disclosed an assault, and we are duty bound to take action, her partner may be arrested however we will treat him with care and respect. I requested she sits in the vehicle with her daughter while we attend the address.

We attended the address and knocked on the door however, there was no answer.

Common assault is a summary only offence which means there is no power of entry, should the offence have been indictable under section 17 of PACE, if an officer has reasonable grounds to believe the subject is inside, they may enter to effect arrest. (Legislation.gov, 1984)

After several persistent bangs on the door, the subject answered. I took the male by the forearm and informed him he was under arrest for common assault and spoke the caution, this is providing the subject with his rights now that he has been detained by police. (Home office, 2023)

The male was compliant and caused no issues, as a result he was handcuffed to the front and walked respectfully out to the police vehicle. The victim had witnessed this which hopefully helped ease her mind in the way we as police officers in the United Kingdom deal with suspects.

The male was escorted to custody where his detention was authorised by the on-duty sergeant. The necessity to arrest was provided as to prevent further injury, to protect a vulnerable person and to carry out a prompt and effective investigation.

Legislation (power of entry, summary offence, necessity test under PACE, power to arrest)

The victim spoke with officers briefly before returning to her daughter's address. The victim agreed to complete a DASH, this is a risk assessment for victims of domestic abuse, stalking and honour-based violence. (L.C.Richards, 2023)

Photographs of the injuries were taken to aid the Evidence led prosecution.

A Public protection notice was later submitted. The HMICFRS describes this as "a PPN is an information-sharing document that records safeguarding concerns about an adult or child. PPNs are shared with partner agencies to inform a multi-agency response". (HMICFRS, 2023)

In this incident the alternative to arrest could have been, no further action, this would have involved taking an account from the victim stating that no police action was required and safeguarding the victim by a means of separation. This option would not provide any positive action from police, the victim would likely return which may result in further incidents and the perpetrator would not receive and consequences for his actions.

Another alternative would have been to invite the perpetrator in for a voluntary interview, this is whereby the victim attends a station at a suitable time and gets interviewed for the offence. This is not a suitable option when dealing with domestic incident as further incidents may occur in the period between the incident and interview however this may have been a last resort option if the perpetrator did not answer the door.

In conclusion, this was a difficult situation with numerous variables to consider. I felt, we dealt with the situation in the best possible way with the information provided at the time. The victim did not wish for the perpetrator to be arrested however to prevent further incident I used my discretion and the National decision model to take positive action resulting in an arrest. The victim was safeguarded with all relevant referrals submitted.

I feel we handled the victim in such a way that should boost confidence in the police and dealt with the perpetrator respectfully and quickly to prevent a prolonged investigation.

Utilising services such as language line was vital in ensure the victims needs were met.

Word Count: 1819

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 begin by defining team dynamics before exploring a variety of models. I will define, team cohesion before considering how theories discussed can improve this. I will explain interpersonal conflict and the categories involved as well as some of the reasons this can occur. I will then consider how interpersonal conflict can occur in police teams with reasons such as unconscious bias, poor leadership, experience in dealing with victims and suspects as well as difference in discretion. I will then consider how these team dynamics in the police force can result in failing to comply with professional standards.

Team dynamics was first thought to be introduced by psychologist, Kurt Lewin whose theory suggested the entirety of the team dominates the individuals involved and that each individual's behaviour is affected by their participation in the group, it can be described as "a compilation of social relationships, psychological processes, phenomena, and events taking place in the work environment" (Mankin, 2023)

There are numerous models regarding team dynamics, the DISC model was established in 1928 Dr. William Moulton Marston, this is categorised by personality traits these being Dominance, Inducement, Submission and Compliance. Another similar model created by Richard Beckhard in 1972 is known as The GRIP Model which focuses on Goals, Roles, Interpersonal and Process. The Lencioni Model was created in 2005 and focuses on the negative aspects such as Inattention to results, Avoidance of accountability, Lack of commitment, Fear of conflict and Absence of trust. (Last, 2024)

Possibly the most widely used model, The Tuckman Model, first developed and introduced in 1965 by Bruce W. Tuckman in an article published in Psychological Bulletin, titled, Developmental Sequence in Small Groups. The model looks to break down the theory in to 5 categories and is well used through academic research.

Forming is the first stage of the theory, basically an introduction phase, the group become familiar with each other, establishing relationships and identifying standards that are expected. The task in hand is introduced with rules and boundaries put in place. (Bonebright, 2010) At this the group need to establish their mission, establish objectives, identify roles and expectations. (WCU, 2024)

Storming is the second stage where the intergroup conflict begins. Members have an emotional response to the task and each other causing a hostile environment, members did their heels in and avoid moving to areas not previously experienced. (Bonebright, 2010)

Tuckman described this stage as “group members become hostile toward one another and toward a therapist or trainer as a means of expressing their individuality and resisting the formation of group structure” (Tuckman, 1965) At this stage members are feeling defensive and resistant, to overcome these obstacles, effective listening is required as well as conflict resolution and clarity. (WCU, 2024) Norming, the third phase whereby the group become comfortable with each other and respect each other's ideology. The group dynamics are established with roles and positions being determined. The group essentially begin to operate as one with shared motivations and goals. (Bonebright, 2010) The group members feel a sense of belonging and increased confidence, resources are utilised and problem solving shared. (WCU, 2024)

Performing is whereby the group act as one effectively, concentrating at the task in hand, each member takes on a role most suited to their skills however these roles become flexible throughout the group with each member able to assist another. The group become dedicated to the task at hand and have a shared objective which encourages all efforts combined to be used to obtain the outcome. Performing was the final stage of the original model in 1965 however the model was revised in 1977 by Tuckman and Mary Ann Conover Jensen adding, Adjourning to the model. (Bonebright, 2010) Adjourning is described as the stage the group separates or members leave, this can leave the team feeling emotional with visible signs of momentum loss. To overcome this the group, need to reflect on their achievements. (WCU, 2024)

Tuckman's theory has limitations such as the initial studies were based on therapy groups, the theory lacks an explanation of how groups change over time, a leadership style is not clarified, and all participants are assumed equal. (Bonebright, 2010)

Each member of a group will have specific traits and skills affecting how each will react and respond. How well the members of the group will perform is very much based on a leadership style as some may be more susceptible to one style over another. A respected leader is essential in team cohesion.

Oxford Reference's describes Team Cohesion as “A dynamic process that is reflected in the tendency of a team to stick together and remain united in pursuit of its goals and objectives despite difficulties and setbacks. It is distinguished from group cohesion by the importance in team cohesion of dynamic processes and the pursuit of team goals”. (OxfordReference, 2024)

The theories provide an example of how to overcome difficulties by demonstrating what may come next. The theories are proven through literature and can help a team focus by understanding what they are feeling and knowing what to expect. A good understanding of this can minimise or prevent interpersonal conflict within the team.

Interpersonal conflict is described as conflict between two or more persons often stemming from a disagreement, this could be at the workplace, home or school. This type of conflict usually stems from a difference of opinion, frustration, built up feelings such as anger, difference in values or beliefs, clash of personalities or lack of communication to name just a few. Interpersonal conflict can be broken down in to 6 categories.

Pseudo, this is conflict caused by a misunderstanding or difference of opinion.

Fact conflict, this occurs when the persons involved disagree about the facts involved.

Value conflict, this can occur when the people involved have different values, within the police force this should not occur to the recruitment process ensure all personnel share the same values.

Ego, this conflict can occur when the persons involved become defensive, conflicts such as these often get left unresolved causing further issues and hostility in the future.

Meta, this is often heated and unsolvable while emotions are still high, this form of conflict can spiral out of control with time apart to calm down being the best solution.

Generally, the best solution for interpersonal conflict can be broken down into 5 categories. (Risser, 2022)

Avoiding, this is where the concern for self and others is low, avoidance of the conflict can help calm the situation however this could frustrate other parties involved.

Accommodating, this is where a person may choose to except the conflict and effectively allow the other party to win, this could be because the issue means little to the person however means a great deal to others involved.

Compromising, this is a case of agreeing to disagree, valuing each other's opinion and respecting this.

Competing, this is where a person involved may express power or dominance to win the argument effectively causing the other person to lose, this could be achieved by cohesive behaviour,

persuading or intimidating. This could be the case when concern for self is high while concern for others is low.

Collaborating, this is the case where the result is of high concern for every person involved. This is effectively talking about the problem and finding a suitable outcome together. (Communication in the real world, 2016)

In an article for Psychology in 2016 conflict is described as inevitable between humans with the best strategies for resolving being, treat others with respect, set the correct tone during conversation, active listening, perspective talking and addressing the conflict while small. (Bao, 2016)

Interpersonal conflict can occur within a team for numerous reasons, from a police perspective even though officers are vetted and have shared values this is still very much present. The police force is a role that offers the opportunity to move through the ranks, this can cause conflict as everyone wants to make an impression. Each person within a team has a different level of experience and skill level which can leave some members falling behind and not feeling valued. Officers deal with conflict and difficult situations and do not get as phased by this making it difficult to understand other feelings within the team. All members of the team will show levels of unconscious bias which the Imperial College of London define as "Unconscious (or implicit) bias is a term that describes the associations we hold, outside our conscious awareness and control. Unconscious bias affects everyone.

Unconscious bias is triggered by our brain automatically making quick judgments and assessments". (Imperial College London, 2024). This can affect members' decisions and feelings within the team. Other issues can arise from each person's experience in dealing with the suspect or victim in question which can lead to a wider perception. Recently I have dealt with a domestic incident which caused interpersonal conflict within the team, I had dealt with the victim and suspect, giving me a broad view of the situation and realising that the incident was not as first reported however due to unconscious bias, other of the team found it difficult to see this.

Although the negative aspects of team conflict such as disorder, unable to make decisions, withdrawn members, heightened emotions and frustration are present, there are benefits to team conflict. These include, constructive conflict, pushed performance, removal of barriers previously in the way, identifying weaknesses and strengths. (Osborne, 2024)

Failings within the police service as a result of team dynamics can occur due to leaderships, for example, an Autocratic leader who essentially makes decisions solely and without the involvement of a team would not be well received in comparison to a democratic leader who may make the final decision however the team is involved in the decision-making process. Laissez-faire is a leadership style which allows the team the freedom to manage their own workload and would also promote a positive response from the team. (Mind tools, 2023)

Banter within the police force is another issue that could result in failings due to misunderstandings. Banter is described as "to speak to or address in a witty and teasing manner" (Merriam-Webster, 2024). Although banter can create a comradery amongst a team, this can often be inappropriate or pushed to far which could cause failings in procedure. Canteen culture which is described as "A term frequently used to sum up attitudes (often racist and sexist) that prevail among workers within an organisation, despite these attitudes being officially disapproved of by the organisation they work for" (HMICFRS, 2023) In a recent news report, six, Metropolitan police officers have been charged for sending racist messages on WhatsApp. (BBC News, 2023) This is an example of actions taken resulting in serious breaches in procedure where individuals have not conformed to the Code of Ethics which is the basic codes of practice expected of police officers. (College of Policing, 2014)

In conclusion, teamwork is essential in the police force to effectively carry out the role required. Models such as Tuckman's theory are useful in knowing what to expect from the time a team is formed to the time it disbands and can aid in overcoming hurdles. Interpersonal conflict is inevitable in a tight knit group with all members being of a position of authority and as a result a substantial leader is essential. Other factors such as unconscious bias will be present but can be overcome with communication. It is essential that team's function appropriately and conforming to the policies and procedures available to maintain public confidence.

Word Count: 1925

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

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

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

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

ANSWER:

Information and intelligence provide the core of all investigations and Police work, in this essay I will explain what information and intelligence is, how it is collected, by whom and how this information is managed. I will highlight the legislation which governs the collection, storage and dissemination of the information and intelligence before exploring how this can be used to disrupt serious and organised crime using systems such as automated number plate recognition. I will then provide a short explanation of how submitting such information has assisted me professionally in my role.

Information and intelligence are essential for many aspects of police work, it helps officers understand the background of a suspect before attending an incident through to tracking down suspects of complex serious organised crime.

NIST describes information as "Any communication or representation of knowledge such as facts, data, or opinions in any medium or form, including textual, numerical, graphic, cartographic, narrative, or audio-visual". (NIST, 2012) Intelligence fusion describes intelligence as information which has been collected, evaluated and analysed. (Intelligence Fusion, 2024)

Innes and Sheptycki describe the difference in a policing capacity, between information and intelligence as "Information consists of bits of data that, when combined and viewed together with relevant background knowledge, may be used to produce intelligence, which informs the actions and decisions of policing organizations". (Sheptycki, 2004)

The information can be collected from open sources such as social media, CHIS or covert human intelligence sources, these are usually members of the public close to crime who report to a specific handler within the police, undercover officers, directed surveillance, interception of communication data such as Emails and phone calls or members of the public to name just a few. (NCA, 2024) In a recent unrelated call, a member of the public provided information regarding drug dealing at a local establishment. The information was submitted and developed further which led to positive identification of suspects and arrests. Without the information being provided, this crime may not have been detected and dealt with.

In a policing capacity, intelligence is managed in the form of an IR, intelligence report. This is used to ensure an audit trail is kept and intelligence is collected, stored, handled and disseminated appropriately. The process of creating this report is based on a 3x5x2 system, this begins by firstly evaluating the source as reliable, meaning used before and proven to be reliable. Untested, meaning, the source has not previously provided information therefore their reliability is unknown. Not reliable, this is where concerns over the information provided have been raised due to the source having an ulterior motive, being proven to be untrustworthy or the authenticity of the information is brought into question.

The second part of the IR assess the reliability of the information, this is broken down to 5 options, known directly to the source, known indirectly to the source but collaborated, known indirectly to the source, not known, this may mean the source is anonymous and suspected to be false. The final stage determines the handling codes for dissemination of the intelligence, these are categorised into, lawful sharing permitted which allows the intelligence to be shared with other agencies or lawful sharing permitted with conditions, the conditions could be implied to protect the source. (College of Policing, 2022)

The intelligence can be disseminated between partner agencies if this will aide in the prevention of crime or investigations. These agencies include but not limited to, Border force, HM revenue and customs, INTERPOL, EUROPOL and other internal police departments such as regional organised crime units and counter terrorism. (NCA, 2024)

The duty of care to the source and the management of risk must be managed by the organisation that initially processed the information. (College of Policing, 2022)

The collection of intelligence can be intrusive and affect data protection and GDPR laws as well as interfere with article 8 of the Human Rights Act, respect for your family and private life. (Equality and human rights., 2021) For that reason, the information collected must be for a lawful policing purpose such as prevent the commission of offences, assist to preserve order or assist others to protect life or property. (College of Policing, 2022) This is managed by a code of practice known as NIM, National intelligence model. Described as "An intelligence-led business model used by UK police forces to gather, evaluate and manage information. It helps forces to make the most effective decisions and was devised by the National Criminal Intelligence Service". (HMICFRS, 2023) The code of practice came into effect in 2005 and looks to set out basic principles and minimum standards, clarify responsibilities, promote compatibility and ensure the principles and standards are implemented. (Home Office, 2005) Other legislation involved include RIPA, Regulation of Investigatory Power Act 2000 which governs the interception of communications (Legislation.gov, 2000), Investigatory Powers Act 2016 (Legislation.gov, 2016) and The Security Service Act 1989 which allows specific actions to be carried out with authority granted by the secretary of state in the form of a warrant. (Legislation.gov, 1989)

County lines are the cause of a large percentage of organised crimes, it is a term used to describe, cross border drug dealing where mobile phones are used to distribute drugs through large cities and towns, these crimes can lead to trafficking, child exploitation and serious violence. In 2022 an operation ran between the 3rd and 9th of October; this operation was carried out following a collection of information and intelligence. As a result of the operation, UK police forces closed 172 county lines, 1360 people were arrested as a result with 321 weapons seized including firearms and bladed weapons. Large quantities of drugs were seized with a value of over 2.7 million as well as £987,562 in cash being seized. (NPCC, 2022)

ANPR, Automatic number plate recognition is key in identifying organised crime, serious crime, terrorism and numerous other high-risk crimes when the road network is used. The system is also used to identify stolen vehicles, uninsured vehicles or any other vehicle that has had a marker added to it by police. There are cameras situated on roads throughout the UK. As a vehicle passes, the camera records and checks the registration number against a database, if the vehicle is of interest to police due to being used or suspected to be used in a commission of a crime then police are notified and able to track or stop the vehicle. (Police.UK, 2024) Information on all vehicles that pass the camera are stored regardless of suspicion. Data protection around ANPR cameras is governed by National ANPR standards for policing and law enforcement. (Home Office, 2022)

ANPR can be vital use during live incidents to track movements of a vehicle in relation to vehicle theft, missing persons, kidnap, robbery to name a few. This aids officers in a quick targeted response and utilises police teams such as Traffic units. Markers can be added to vehicles of interest which will notify Traffic units of possible criminal activity. On A recent traffic attachment, I was able to witness a vehicle with a marker for drug distribution activate a local camera. We perused the vehicle and carried out a controlled stop. With the intelligence available we had grounds to search the driver and vehicle under section 23 of The Misuse of Drugs Act 1971. (Legislation.gov, 2011) A large quantity of cannabis was located, and the driver arrested.

ANPR is also vital in motoring crimes such as human trafficking, county lines and terrorism. As the data of vehicles that pass the cameras can be available to police later, this can aid in tracking the past movements of a vehicle in order to identify suspect, possible offences and predict future movements.

ANPR has many other uses including by the DVLA to ensure vehicles are taxed and car parks to ensure vehicles do not overstay.

In recent months I have dealt with a high-risk missing person the individual was deemed high risk due to a suicide note being left at the home address, ANPR was used to track the movements of his vehicle which led to a specific search location. A helicopter then assisted with a search to locate the person for officers to approach and intervene. Without the use of ANPR the person may not have been located and provided with the help and support needed.

On another recent incident which involved the theft of a car. Using ANPR I was able to determine that the car in question had not passed through any ANPR cameras in several months therefore was likely to be off the road or number plates changed. Intelligence collected suggested an address the suspect may be living, upon surveillance of the address, a vehicle matching the same make, model and colour was located. This vehicle was registered to the suspect's partner with the suspect being insured to drive the vehicle. The vehicle identification number was checked which matched the stolen vehicle confirming that the plates had been changed.

In conclusion, information received from the public and other sources is vital in modern day policing, being able to receive information, analyse the information and generate intelligence making it suitable for dissemination amongst other agencies is paramount when dealing with serious and organised crime. The information is suitably graded to ensure categorised correctly and used efficiently. Systems such as ANPR have become a valuable tool which helps detect and prevent crime with proven rates in recent years. The storage of personal data however is concerning yet managed by numerous legislations to ensure the collection, retention and dissemination is lawful. With technology rising and criminals becoming more complex, developing and sharing information and systems such as ANPR allow police to conduct investigations effectively, catch criminals and prevent further serious crimes.

Word Count: 1621

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	The knowledge you learn in the initial 6 months of training is intense, full of legislation and definitions that you do not use on a regular basis. Unfortunately, this knowledge has lapsed and needs refreshing. In the next 12 months I will look to develop my knowledge on the job as well as reading through my notes on quieter shift to ensure I refresh my memory on previous learning. I feel my general knowledge of incident, laws, legislation and
		6 			5 		

							procedures used on an everyday basis is where the force requires. I feel I have weak points such as traffic-based crimes and drug offences. Over the next 12 months I will look to develop these further to become more confident and efficient in dealing with such incidents.
SKILLS	Low 1-4	Med 5-7 6 	High 8-10	Low 1-4 4 	Med 5-7	High 8-10	I feel my skills are at a lower level than required at the moment. Skills such as OST are currently up to date however as time passes where conflict has not been dealt with or arrest has not been required, these skills become unused and rusty for lack of a better word. I have not received blue light training at the moment due to demand in certain areas however I am booked on a course in the near future, this will help develop my confidence and arrival times bringing me to force standards. Other skills that I wish to achieve are currently unreachable due to being in my probation period such as ABE interviewing and Method of entry. Over the next 12 months I will look to develop my skills further by

							requesting courses such as tazor, I will also look to practice the skills I already have to ensure they remain fresh in my mind.
EXPERIENCE	Low 1-4	Med 5-7 5 	High 8-10	Low 1-4	Med 5-7 5 	High 8-10	I grade my current experience at around medium and believe this is where the force would expect me to be. Each incident attended, although unique in its own respect will share similarities to other incidents that have been attended frequently. This helps grow experience and aides in dealing with situations effectively. With that being said, I could attend several domestic incidents which would be dealt with in a similar manor before coming across 1 incident that completely throws me due to the unique factors. There are incidents that I have not dealt with on a regular basis such as sudden death or burglary therefore I feel that I may be below what is expected in respect of these. Over the next 12 months I will volunteer to place myself in calls that I am not familiar with to gain more experience and confidence. My experience will increase as time goes on although I am sure that an incident will always come that throws me and requires advice.

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.

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