

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: Luke Phillips

Learner's University Registration Number: 2236659

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:

Since achieving independent patrol status, I have observed and experienced the impact that organisational culture has had on my wellbeing and resilience. Within this essay I will illustrate the coping strategies that I have used to maintain my wellbeing and resilience. I will also reflect on the impact and the risks of conforming to organisation culture within policing. I will reference my research throughout this essay, and I will utilise the Gibbs' Model of Reflection (Gibbs, 1988).

Organisational culture can be considered as a shared manner of thinking, acting and being among a group of coordinated people, which is learned and changes over time (Serpa, 2016). This is particularly pertinent within the police as there is an inherent nature of social identification, camaraderie and brother/sisterhood embedded within the fabric of the emergency services. Social identification is a feeling of oneness with a group of people and occurs where people feel a sense of belonging within an organization (Ashforth, 1989).

Since achieving independent patrol status, I have had to navigate through stressful and traumatic situations such as sudden deaths and violent domestic assaults. Whilst dealing with the aftermath of these incidents, I have experienced the feeling of togetherness and camaraderie that is omnipresent within the culture of policing. For example, when myself and my colleagues have had to attend emotionally charged incidents, I have found that the time spent talking through the incident with my colleagues in the immediate aftermath of the incident to be an invaluable aide in maintaining my wellbeing and resilience. My research has found that talk therapy is more beneficial than antidepressants at combating depression and anxiety (González-Sanguino, et al, 2023).

Policing is a demanding job which can be all encompassing. I have found that the responsibility of being the investigating officer in cases which carry a high degree of risk and the self-imposed pressure of wanting to prove myself and perform to an exceptional standard to be particularly stressful. The stress associated with the pressure of performing such a high risk, high demand role has often carried on past the end of my shifts and into my rest days. This has left me feeling tired, overwhelmed and at risk of burnout. There has been little research into the correlation between police self-identity and burnout, however strong self-identification within the police does appear to have positive and negative effects throughout the course of an officer's career (Schaible, 2018).

Managing my wellbeing and resilience has become an area of great priority since achieving independent patrol status. Resilience is fundamentally the ability to positively adapt to maintain mental health despite adversity (Herrman, Stewart, et al, 2011). My research indicates that stress can negatively impact a person's function, problem solving, concentration and decision making (Lyon, 2000). Taking into consideration the high-risk nature of the job; decision making and problem solving are core competencies of the role, Therefore, it has been imperative that I prioritise my wellbeing to enable me to perform to the standard that I set myself whilst maintaining my emotional and physical wellbeing.

The first coping strategy I will reflect on is how I have adapted to integrate organisation and planning into my way of working. By prioritising being organised, I have been able to switch off when out of work and worry far less about what was happening whilst I was at home on rest days. I have worked hard to manage my time and use it effectively and efficiently. My research has found that engaging in time management behaviours has a positive effect on a persons perceived control over their job satisfaction and health (Claessens, et al, 2007). I have tried to maintain a separation between work life and home life in recent months. During my initial months in the job, I would often turn on my work laptop at home and continue to work off the clock as I was struggling to switch off from the job during my downtime. I have found that keeping a sense of separation, and focusing my time at home on my family has had a positive benefit on strengthening my home relationships which has in turn had a net positive impact on reducing my stress level and strengthening my resilience. Family relationships are consequential and have an important influence on wellbeing (Thomas, et al, 2017).

The second coping strategy that I will reflect on is how I have refocused on my personal interests and hobbies. When I first became independent, I allowed my dedication to my new occupation to take over many aspects of my life. This inevitably led to an increase in stress and work-related burnout. Burnout is defined as a prolonged response to emotional and interpersonal stress related to an occupation, and is defined by exhaustion, inefficiency, and cynicism (Maslach, Schaufeli, et al, 2001).

I recognised this change in my habits and the negative impact it was having on my overall wellbeing. Because of this I prioritised my hobbies and started to play my guitar again, which is a hobby that I have had since I was a young child but had more recently been neglected. Rediscovering my instrument allowed me to focus on something challenging and rewarding whilst being something that was entirely separate from my work. (Takaguchi, 2023) suggests that engaging in hobbies promotes mental health and resilience as the positive emotions elicited from leisure hobbies, helps to increase one's mental capacity for coping with stress.

(Ginni, 1998) suggests that adults find identity in their occupation. This is relevant because the organisational culture of the police dictates that being a police officer comes with an unwritten social contract which follows you on and off the work clock. It comes with an ingrained pressure to be the best person you can be in and out of uniform. The profession of policing has a commitment to the highest standard of behaviour (College of policing, 2024).

Living up to this standard naturally comes with pressure, and high expectations of myself. This pressure and expectation carry a risk of burnout and overwhelm. Therefore, I feel that it is fundamental to mine and any officer's wellbeing that the job itself is not the sole identifying factor of who they are, and to make sure that that I have other passions and hobbies that I can focus my attention on.

In the evaluation and analysis stage of my reflection, I have found that prioritising my wellbeing and resilience has worked well and has improved my stress management significantly. Embracing the workplace culture has had a positive effect on my work ethic and

sense of identity within the job however it was having a detrimental effect on my ability to separate myself from my work when I was supposed to be on rest days.

I think the reason that prioritising leisure hobbies and managing my time effectively has had a positive impact on my wellbeing and resilience is because it has allowed me to separate work from home and re-address the work life balance that had been skewed too far towards work. My research has found that having a good work-life balance has a positive impact on job and life satisfaction (Haar, 2014).

In conclusion, I believe that I have gained an understanding of the risks of fully embracing organisational culture and I have taken steps to ensure that this doesn't negatively impact my wellbeing and resilience. By understanding and recognizing the risks and the negative impact that these have had on my wellbeing, I have been able to implement strategies to mitigate this risk and maintain my personal wellbeing. In future I would like to prioritize my physical health as my research has found a strong correlation between good physical health and good mental health (Ohrnberger, 2017).

I will look to action this by scheduling time for exercise and implementing this into my routine by making use of the work gym before and after shifts. I am confident that by prioritizing my physical health, I will significantly further improve my wellbeing and resilience, whilst simultaneously improving my concentration and work performance.

Word Count - 1339

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:

Many of the incidents that police officers attend daily will require them to make decisions under pressure, scrutiny, and unpredictable circumstances, based on a multitude of factors such as risk and vulnerability. Throughout this essay I will be reflecting on an incident of domestic violence that I have attended where I have made decisions in complicated circumstances whilst identifying and safeguarding a vulnerable victim. I will use the ERA model of reflection (Crowjack, 2022).

Many of the people that police officers come in to contact with, have specific vulnerabilities that must be assessed and accounted for when an officer is considering safeguarding of the individual. When dealing with an incident that is emotionally charged, difficult decisions must be made to deal with the situation fairly and to achieve the best possible outcome for the victim.

The incident I am going to reflect on relates to an incident of domestic violence whereby a female victim had contacted police to report that her ex-partner had engaged in coercive and controlling behaviour throughout their relationship. The World Health Organisation estimates that as many as 1 in 3 women worldwide have been subjected to either physical or sexual violence in their lifetime and that most of this violence is intimate partner violence (WHO, 2024).

Prior to attendance, I reviewed the initial log to pre assess if there was any warning markers or person flags that I needed to be aware of, to ensure that I was able to complete a risk assessment prior to arrival. Risk is defined as the calculation of the likelihood and probability of harm occurring due to a particular hazard (Oxford Dictionary, 2024). On reading the report I noted that the victim and the subject of the complaint were living together in a small semi-detached house with their 3-year-old daughter. This information heightened the risk associated with the call due to the presence of children in the household. It is an officer's duty to assess risk and to mitigate an individual's likelihood of coming to harm as much as

possible. Police officers have unique opportunity to carry out a risk assessment at the scene of a domestic violence incident (Messing, Campbell, 2016).

Due to the presence of a child in the home, and the fact that the subject and victim were living together, I decided to invite the victim to attend the police station as this would be a significantly safer environment for her to disclose any offences. Upon noting that the victim had a young child, I became particularly mindful of the additional safeguarding measures I would have to implement. Exposure to domestic violence is one of the ACE's. The Adverse Childhood Experiences (ACE's) study was a major study conducted which compared adult health outcomes to early childhood adverse experiences (Felitti, 2002). My research on this topic has found that there is growing research into the harmful long-term effects of adverse childhood experiences (Hughes, Bellis, et al, 2017). I had to be mindful of these circumstances when making decisions on attendance and during the subsequent investigation.

Understanding vulnerability and risk are core fundamental competencies of police officers. (College of policing, 2021) defines vulnerability as an individual's inability to take care of themselves or protect themselves from harm or exploitation because of their situation or circumstances. There are many examples of circumstances and situations that can make a person vulnerable such as those who are exposed to domestic violence, those who have learning difficulties and those who have disabilities.

I was very aware of Coercive and Controlling behaviour from the training I had received in the initial phase of my career. Controlling and coercive behaviour is covered by Section 1 of the Serious Crime Act 2015 and is a relatively new piece of legislation. Controlling and coercive behaviour is the offence of repeatedly and continuously engaging in behaviour which is controlling and coercive and the effect on the victim is serious. A prerequisite of the offence of controlling and coercive behaviour is that both parties are personally connected (Legislation.gov). Domestic violence often manifests itself in the form of a systematic pattern of coercive and controlling behaviour which intends to disempower the victim (Bishop, 2016).

Prior to the victims' attendance, I was already aware that identifying Coercive and controlling behaviour within an intimate relationship can be difficult, and evidence of this offence is particularly difficult to obtain, especially when many of the behaviours are hidden by the perpetrator and take place behind closed doors. (Bishop, Bettinson, 2018) outline that there are pertinent evidential difficulties related to this offence as gendered expectations can disguise the controlling and coercive aspect of some behaviours. Understanding the offence of Coercive and Controlling behaviour is fundamental to ensuring that the victim receives an effective response from criminal justice and other partner agencies; as failure to identify and react to coercive and controlling behaviour can lead to flawed and inaccurate risk assessments (Robinson, Myhill, 2021).

When the victim presented at the police station, I felt a duty to safeguard them as much as possible. I also felt an element of pressure to ensure that I extracted enough information to enable me to accurately identify any offences. I recognised that the victim was clearly nervous and struggled to make eye contact with myself throughout the early stages of communication. After a short introduction, the victim described to me that she was autistic and was finding the experience of disclosing the details of her relationship to a police officer in a police station to be particularly difficult. To make the victim feel more at ease and comfortable, I tried to tailor my communication in a way that was easy to understand. I made sure that I lowered my voice and spoke in a soft and calm tone. I ensured that I was not wearing my appointments and stab vest whilst speaking with her to limit any barrier between myself and the victim. Building rapport with individuals is important for gathering information and encouraging the disclosure of abuse and harm for all vulnerabilities (College of policing, 2021).

As I was taking the initial account from the victim, I utilised the National decision model throughout my decision-making process. The NDM is a single national decision model which has been adopted by police to encourage officers to act in accordance with the code of ethics and use discretion where appropriate (College of Policing, 2013).

The victim described feeling pressured in to having sex with the suspect as well as her movements being tracked, and her time spent with her daughter being limited by the suspect. The victim also described how she and the suspect were in the middle of a messy divorce. This further heightened the risk as the period of leaving a relationship is often the most dangerous time for the victim as the perpetrator can feel that they are losing control and power over the victim (Saferresource.org, 2024).

After I had taken an initial account from the victim, it became clear to me that due to the victims' vulnerabilities and her experiences, she would benefit greatly from an ABE interview rather than obtaining her evidence via the more traditional method of a written statement. Achieving Best Evidence, commonly referred to as ABE is an interview process in which children and vulnerable witnesses are supported in giving evidence. When conducted effectively is at the heart of enabling the criminal justice system to present a case against suspects who may have harmed a child or vulnerable adult (Richardson, 2022). I believe this was the correct decision because of the victims' vulnerabilities, the ABE interview process would allow the victim to give her best evidence in an environment that was more comfortable for her.

I made sure to further safeguard the victim by offering her an opportunity to complete a DASH form. The Domestic Abuse, Stalking and Honour based violence (DASH) form is a risk assessment form implemented in most UK police forces. The form is intended to assist an officer in making a comprehensive risk assessment and understand the likelihood of the victim facing serious harm from their perpetrator (Turner, Medina, et al 2019). The final part of safeguarding the victim was to ensure she was given a comprehensive safety plan to ensure she and her daughter were safeguarded whilst preparations were made to deal with the suspect. This included staying with a friend that the subject did not know the address of.

After gaining enough information to reasonably suspect that an offence was committed, and the threat harm and risk was assessed in line with the NDM, I had to consider the powers and policies available to me to deal with the subject. I initially considered the use of a voluntary interview whereby the suspect would attend the police station of his own volition and be interviewed under caution whilst not under arrest. I considered this as I was cognizant of the fact that the victim had decided to remove herself from the property to stay with a friend whilst the investigation commenced and had removed herself from danger, thus lowering the risk. I decided against this course of action as the use of a voluntary attendance interview would negate my ability to impose pre charge bail conditions which would further safeguard the victim. This gave me a necessity for arrest. I decided to utilise my power of arrest under Section 24 PACE, as this would enable me to impose bail conditions on the suspect and enable me to use further PACE powers of search and seizure under section 32 PACE and Section 19 PACE (Legislation. Gov, 2024). After the suspect was arrested and interviewed, I was able to impose bail conditions on the suspect which limited his contact with the victim. This enabled me to conduct an investigation having mitigated as much risk as possible.

On reflection I felt that I dealt with the situation efficiently and with consideration for the intricacies of the incident which made it more challenging. Until this incident I had never dealt with a victim who had more complex needs due to neurodiversity. I felt that this incident provided me with a greater understanding of individual needs and the need to adapt myself to deal with complex situations and vulnerabilities. I believe the incident was dealt with well

because of my ability to tailor my communication with the victim and to recognise the vulnerabilities that would make her eligible for specific support. By recognising these complexities, I was able to establish a rapport and establish trust with the victim which further enabled her to open up and give her best evidence.

In the action phase of my reflection, If I was to be faced with similar circumstances in the future, I believe I will be well positioned to deal with the situation competently and efficiently due to this experience. I Would implement the learnings that I have taken away from this incident regarding dealing with victims with more complex needs as I have reinforced the value of building rapport and trust with vulnerable victims.

WORD COUNT – 1839

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:

There are many aspects that affect a team's ability to function and work cohesively. I have observed throughout the initial phase of my career how a team of individuals with different intrinsic values, beliefs and motivations can effectively unite to create a cohesive team with common goals and targets. However, I have also observed how different personality types can find it difficult to co-exist within a team and struggle to work together effectively, which in turn has led to interpersonal conflicts. Throughout this task I will evaluate how team dynamic theories can help to improve team cohesion. I will also consider the effects that conflict can have within teams and how team dynamics within the police can interfere with an officer's duty to comply with professional standards requirements.

To understand the meaning of team cohesion, it is first essential to breakdown the components of the phrase and understand the individual terminology. A team is defined as a group of people who work towards a common goal. Team building is the process of forming a team and facilitating them reaching their shared objectives and goals (Fapohunda, 2013). Cohesion is defined as a situation whereby members of a workforce, group or society are unified (Cambridge dictionary, 2024). Having defined the terminology, team cohesion can be described as the degree of togetherness and commitment among team members towards achieving common objectives, building mutual trust, and working towards collective goals (HR Lineup, 2024). There is consistent research within this field which indicates that team cohesion positively relates to team performance (Warner, Bowers, et al, 2012).

There is a strong appetite to understand and enhance team cohesion in academic literature as it is understood to be a key contributor to team effectiveness (Grossman, Roch, et al, 2015). Research suggests that cohesion is essential for establishing a highly effective, high performing team (Carron, et al, 2002). Cohesion is a feeling that is fostered among a group and tends to stem from leadership as their expectations and communication allows for team members to understand exactly what the common goals are and what's expected of them. Team leaders are primary sources of communication, and clear, consistent messaging about what it means to be a team is fundamental when assembling a team (Salas, Grossman, et al, 2015).

As teams are made up of individuals with unique personalities, it is not always easy to assemble a team that is cohesive and able to function for the common good of the teams' objectives. One theory of team dynamics that may assist in improving team cohesion would be the utilisation of the Myers-Briggs Type Indicator (MBTI). The MBTI is a personality assessment tool based on Jung's theory of personality type (Jung, Beebe, 2016) and has been implemented and applied in a variety of settings (Pittenger, 1993). The MBTI could be useful in developing team cohesion as it helps professionals improve their communication with other team members and helps them understand that there are varying styles of perceiving and receiving information (Berry, Wood, et al, 2007). My research into this topic has found that the MBTI is a useful tool for team building, as it strengthens communication and decision making and is useful for diagnosing operational issues. However, misuse of the instrument can lead to less-than-optimal outcomes, especially when it is used for stereotyping and employee selection (Coe, 1992).

I have experienced firsthand how communication can be misinterpreted between team members. If team members were more aware of personality types and how the individual receives communication, it would benefit both the sender and the receiver by enabling there to be less misinterpretation in communication and enable all parties to clearly understand the motivation and intention behind the message. (Onputtha, Chienwattanasook, 2019) have found that all team members within an organisation have different needs and motivations based on their individual characteristics; therefore, the organization should pay attention and study what it is that motivates an individual to perform their jobs to a high level.

My research into team dynamic theories has led me to a theory named "Tuckman's Stages of Group Development". This theory was developed by a psychologist named Bruce Tuckman in the 1960's which initially described four stages that teams will pass through from their inception, however a fifth stage was eventually incorporated (Tuckman, 1965). The theory's first stage is 'forming' whereby the team is formed and there is initially very little conflict due to the individuals desire to be accepted by their peers. The second stage is called the 'storming' phase. This is the phase where conflicts emerge and differences in points of view are evident. Conflict can be described as a social situation where two parties struggle with each other over differences in perspective, beliefs, and values (Ogunyemi, et al, 2010).

This stage is particularly pertinent as this can be the stage where interpersonal conflicts determine the failure of a team. Interpersonal relationships are an unavoidable reality for anyone working within an organization (Reich, Hershcovis, 2011), therefore it is unrealistic to expect that interpersonal relationship conflict will not manifest itself within the workplace.

Research suggests that a team's effectiveness and morale suffer when the team experiences conflict related to interpersonal issues, political values, and personal taste (De Dreu, Van Vianen, 2001). Interpersonal conflicts within teams tend to have a more detrimental effect on overall cohesion of a team and its ability to function, although not all forms of conflict have a negative effect. Task based conflicts which are disagreements over the most efficient way to complete an objective, may have a beneficial effect on team performance however relationship conflicts are associated with negative outcomes (Rispen, 2012). How individuals react to such conflict has a direct effect on the team's ability to function. Research suggests that where individuals can avoid conflict and implement conflict management skills, a buffer was established. However, those who compromised, increased the link to emotional exhaustion on a team-based level (Benitez, Medina, et al, 2018). It is well established in research that teams with high task conflict, but low levels of interpersonal conflict achieve superior results (O'Neill, et al, 2018).

The third phase of the theory is the 'Norming' phase. This phase occurs where individuals within the team are adapting and creating new ways of working together. This would theoretically be the phase where teams begin to resolve conflict and enhance their working relationships. My research has found that conflict management has a positive impact on team cohesion and helps to moderate the correlation between relationship conflict, task conflict and team cohesion (Tekleab, et al, 2009). From my own experience of integrating into a team of strong characters, the norming phase is a rewarding part of the process of assembling a team, as each member of the team becomes more aware of each other and more self-aware of how their actions and communication affects other, the strength and cohesion of the team increases.

The penultimate phase of the theory is the 'Performing' stage, where the team has achieved its peak level of performance and team members find their highest level of commitment and empathy towards one another. (Humphrey, et al, 2017) suggests that relationship and task conflict decrease as time goes on and team members are together longer. However, the two forms of conflict do not tend to occur at the same time as interpersonal conflict restricts communication which in turn decreases the likelihood that task conflict will occur. The final stage of the theory is called the 'Adjourning phase'. This phase refers to the end of the team and the separation once the work is complete, thus ending the natural life cycle of the team.

Another useful model for increasing team cohesion is the 'Thomas-Kilmann Conflict Mode Instrument' (TKI). The TKI assesses an individuals' response during conflict situations. The tool enables individuals' behaviour to be described along two basic dimensions of assertiveness and cooperativeness (Thomas, 2008).

This tool could be utilised by teams to gain a better understanding of their colleagues and tailor their interactions. I also believe it would be beneficial to the user to help them better understand their own response to conflict. The TKI Has been utilised successfully for over 30 years to assist individuals understand how different conflict styles can affect group dynamics (Schaubhut, 2007).

Whilst researching this topic, I have considered the effect that team dynamics can have on an officer's ability and willingness to comply with the high professional standards required of them. My research has led me to a cultural phenomenon within the police service called the 'Blue Code of Silence'. This idea relates to the reluctance from officers and police staff to report their colleagues for behaviour which undermines the credibility of the police force. The Blue code of Silence is unwritten but is embedded in police subculture, and whilst it can be used to protect officers against genuine threats to safety, it can sustain a subculture which protects the interests of officers who violate the law. (DAS, 2008).

The subject of integrity within the police force has been a topic of concern and of public interest for decades, however this has heightened in recent years, with instances of police staff and officers protecting misbehaving officers from punishment and scrutiny often being attributed to the 'insider culture' within the police (Westmarland, Conway, 2020). Within the police, there is a sense of camaraderie and brother/sisterhood that is omnipresent. This sense and feeling of belonging to a group akin to a family dynamic and structure can make reporting fellow officers a difficult and morally challenging task. (Reiner, 2010) argues that the sense of camaraderie and solidarity within the police force is built on the foundation of police work being dangerous and unpredictable; coupling this factor with the pressure to achieve results can be a motivating factor for rule bending. Officers are provided guidance on what is expected of them in the form of the Code of Ethics' which has been recently updated to streamline its contents and better help officers understand their responsibilities in line with the guidance (College of policing, 2024).

In conclusion, there are many methods of improving team dynamics and cohesion which have been expanded on through academic research. Implementing theories such as The Myers-Briggs type indicator, The Thomas-Kilmann Conflict Mode Instrument and Jungs Theory of Personality Type appear to have a positive impact on developing a functional, high performing team as they focus on addressing issues and complexities associated with the individual which in turn creates a better and more comfortable environment for those individuals to contribute to an effective team.

WORD COUNT - 1755

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 have become increasingly prevalent in modern day policing in tackling serious organised crime and disrupting criminal gangs. As technology has advanced so too has the sophistication of organised criminal gangs. As criminals have become more forensically aware and technology has advanced exponentially, law enforcement has had to adapt to an ever changing, technologically progressive landscape.

Information and Intelligence are often used as synonyms of one another; however, their true definitions are very different. (Palmieri, 2005) describes information as raw data, whereas intelligence is the result of the analysis of that information, and decisions should be based on intelligent analysis of information. Information sharing is key to effective law enforcement. Information and intelligence can be shared digitally with external partners and agencies or informally via personal social networks (Cotter, 2017). The police have had to pay more attention to the development of information and intelligence as time has gone on, in part due to post-cold war concerns of transnational organised crime and transnational policing developments such as Europol (Gill, 1998). Police and official agencies rely heavily on the development of information and technology to deal with the more serious, technology facilitated crimes, such as cyber terrorism (Rogers, 2016). Information and intelligence gathering is also fundamental to effective drug enforcement, as law enforcement requires knowledge about current trends, criminal enterprises, and their methods, in order to disrupt their operation (Kenney, 2003). This demonstrates a need for policing and law enforcement to be on the cutting edge of technology if they are to keep pace with the ever-evolving methods that can be utilised by criminal gangs. Due to the advancement in technology, the future direction of law enforcement will likely rely heavily on cameras and sensors (Snow, 2017).

The government prioritises the scaling up of infrastructure development, including the development of transport systems and roads as a means to achieve developmental objectives such as achieving high growth levels, reducing poverty and addressing income inequality and unemployment (Baporikar, 2016). However, with the increasing efficiency of transport networks and road systems, comes the utility it provides to criminal gangs for facilitating their criminal enterprises.

Road's policing is a specialism that has become increasingly fundamental to disrupting the most prevalent of criminal activities that are facilitated by the transport infrastructure. Road's policing is the public face of the police for a large proportion of the public and in turn enjoys an enhanced public profile (Corbett, 2008). The primary function and purpose of the road's policing team is to help reduce road collisions, investigate road accidents, and prosecute traffic offences (Mali, 2020). However, with the advancement in technology and surveillance now in operation on the roads, Road's policing has taken on more responsibility and utility in disrupting and intercepting criminal gangs and criminal operations.

There have been many breakthroughs and technological advancements that have empowered law enforcement and enabled them to detect more crime, such as DNA as a method of identification, and Closed-circuit television (CCTV) as a means of surveillance (Sellers, 2020). However, the most significant technological development that has impacted Road's policing in the last decade has been the development and implementation of Automatic Number Plate Recognition (ANPR). ANPR is a technology in which cameras and software that are capable of automatically reading the number plates of vehicles passing through the camera system, are used to compare the information to a national database to identify vehicles of interest (VOI), and to identify drivers of vehicles that are not complying with the relevant rules. ANPR technology's primary purpose is to assist law enforcement to detect, deter and disrupt criminality including tackling travelling criminals, terrorists, and organised crime gangs (Home Office, 2024). County lines is a form of criminality that roads policing has been tasked with disrupting. In 2019, the home secretary announced a package of new measure to tackle County lines which included investment in ANPR technology and enhancing data analysis to enable police to proactively target vehicles that were suspected of engaging in criminality (GOV.UK, 2019).

The most prevalent of actions that come as a result of ANPR use is a traffic stop which can lead to disruption of criminal activity and the arrest of an individual (Allen, et al, 2008). ANPR technology can raise the attention of law enforcement to a VOI which will lead to an officer stopping the vehicle under Section 163 of the Road Traffic Act (Legislation.gov.uk). The power to stop the vehicle, gives an officer the opportunity to check driver documents and vehicle details. This can then lead on to the discovery and detection of offences which could then lead to prosecution. In 2002 the use of ANPR by police forces was increased and expanded to include the use of dedicated intercept officers. The intention was that the use of a dedicated intercept team would lead to more traffic stops which would then lead to more detection, deterrence, and disruption of criminality. The result of which was very effective, with intercept officers achieving arrest figures that far exceeded that of a conventional officer (Henderson, 2004). During trial periods of implementing ANPR technology on the UK road system, officers seized and recovered over eight million pounds worth of drugs and property and the Home Office estimated that national implementation of ANPR would lead to the detection and trial of over 26,000 additional offences per year (Mennel, Shaw, 2005). This successful trial period paved the way for a national roll out of ANPR which has been used by law enforcement to great effect ever since. ANPR is particularly useful in the detection of cloned plates and stolen vehicles, as officers can complete checks with the force control room to determine if a vehicles licence plate has been identified on multiple cameras in the country at the same time. ANPR and Information and intelligence are heavily reliant on one another to inform law enforcement actions. Development and research of data stored within ANPR systems can be beneficial in assessing information and intelligence submissions, particularly for organised crime investigations (anprcameras.com).

Since the advent of ANPR technology, the strategy has developed a network of over 8000 cameras that feed into a centralised police national database (Norris, L'Hoiry, 2017). However, there are some concerns that arise from the development of such technology due to the impact that surveillance has on the public's civil liberties. There have been arguments to suggest that ANPR has the ability to bring us closer to a surveillance society, however,

the primary concern of surveillance technologies is the prevention, detection, and reduction of crime, of which ANPR's investigative potential is a key strength (Haines, 2009). ANPR has been utilised in a variety of areas from traffic management to counter terrorism and to date the use of ANPR and police technology has received limited attention from surveillance scholars and criminologists (Derby, 2013). (Metpolice.uk) describe the purpose of ANPR as a "technology to help detect and disrupt criminal activity at a local force, regional and national level". Whilst the concerns regarding civil liberties are valid, they must be balanced against the positive impact this technology has on thwarting criminality. (Gurney, et al, 2012) argues that if ANPR is to be utilised to its fullest potential to tackle terrorism and serious crime, it needs to be accurate in order to protect citizens from ANPR misreads which can lead to an unwarranted infringement on their privacy. (Marshall, et al, 2017) argues that concerns remain over the minimal regulatory attention that has been paid towards the gathering of images and photographs into databanks.

The investigative advantages of ANPR cameras are extensive and can be extremely valuable. When ANPR data is considered with other sources of information such as CCTV, crime data and DNA, it can provide material which supports the investigation, identifies significant new lines of enquiry, and determine the overall direction of the investigation, and should always be considered where a vehicle is involved in an incident (College of Policing, 2013). An example of ANPR cameras assisting with the reduction of crime is 'Operation Wolverine'. Op Wolverine is a constant proactive operation driven by Greater Manchester Police, that gives a specialist team of officers the power to seize uninsured vehicles and vehicles driven by those without the correct licence by a specially assembled team of officers tasked with tackling this specific type of crime (GMP.police.uk). In 2023 ANPR was a crucial component of Operation Wolverine and resulted in a near 30% and 50% increase in vehicle seizures and Op Wolverine success figures respectively. ANPR has been instrumental in providing valuable data about the whereabouts of suspected vehicles, which is especially pertinent in cases of kidnapping, human trafficking, and drug smuggling (Granite underwriting.co.uk).

Effective policing of the roads is a key priority for police forces in the UK. (ONS.GOV.UK) figures reveal that there had been a 24.9% year-on-year increase in vehicle thefts between 2021 and 2022, with the figure rising from 104,435 to 130,389. With the advent of technology, it has become even easier to steal some vehicles with criminals adopting high tech methods of cloning keys and utilising signal blockers (fleetnews.co.uk, 2023). In an effort to drive down crime and make the roads safer, The National Police Chiefs Council developed the 'National Roads Policing Strategy 2022-2025'. The National Roads Policing strategy was built around four key pillars of Preventing harm and saving lives, tackling crime, driving technology and information, and Changing minds. These pillars are based around the central theme of 'Policing Our Roads Together which puts an onus on law enforcement and partner agencies to be collaborative in their efforts to ensure that the roads are safe. The National Police Chiefs Council implemented the strategy with the hope that by targeting those who cause harm on the roads, there will be more opportunities to detect and prosecute serious crime using technology such as ANPR and information and intelligence from partner agencies (NPCC, 2022)

In conclusion, technology has advanced significantly and will continue to do so; therefore, it is essential that police and law enforcement continue to develop their own technologies and stay on the cutting edge of technological advancements in order to stay ahead of criminal entities. One of the police and law enforcements greatest tools is the ability to share information and develop intelligence. Combining this advantage with effective, proactive policing of the roads and the utilisation of emerging technologies such as ANPR is critical to disrupting and detecting serious crime and brining criminals to justice.

WORD COUNT - 1735

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	Med 6	High	Low	Med	High 8	I have spent a considerable amount of time researching legislation and I believe that I am currently further ahead than expected at this stage. However, I would like to develop my knowledge surrounding post charge processes and pre charge case files.
SKILLS	Low	Med 6	High	Low	Med 6	High	I will attend training courses for skills such as advanced driving and Method of Entry which are invaluable skills on response policing. I would also like to

							develop my front-line leadership skills and have applied to take part in a pilot course to develop this skill.
EXPERIENCE	Low	Med 6	High	Low	Med 7	High	I will attend attachments on different departments such as traffic, CID, and neighbourhood in an effort to gain more specialised experience that I can transfer to my frontline policing role.

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.

Allen, D.K., Wilson, T.D., Norman, A.W.T. and Knight, C., 2008. Information on the move: the use of mobile information systems by UK police forces. *Information Research*, 13(4), pp.13-4.

Ashforth, B.E. and Mael, F., 1989. Social identity theory and the organization. *Academy of management review*, 14(1), pp.20-39.

Baporikar, N., 2016. Infrastructure development as a catalyst for social-economic advancement. *International Journal of System Dynamics Applications (IJSDA)*, 5(4), pp.101-113.

Benitez, M., Medina, F.J. and Munduate, L., 2018. Buffering relationship conflict consequences in teams working in real organizations. *International Journal of Conflict Management*, 29(2), pp.279-297.

Berry, P., Wood, C. and Thornton, B., 2007. The Myers-Briggs type indicator as a tool to facilitate learning outcomes for team building in the classroom. *College Teaching Methods & Styles Journal (CTMS)*, 3(4), pp.13-20.

Bishop, C., 2016. Domestic violence: The limitations of a legal response. *Domestic Violence: Interdisciplinary perspectives on protection, prevention and intervention*, pp.59-79.

Carron, A.V., Bray, S.R. and Eys, M.A., 2002. Team cohesion and team success in sport. *Journal of sports sciences*, 20(2), pp.119-126.

Claessens, B.J., Van Eerde, W., Rutte, C.G. and Roe, R.A., 2007. A review of the time management literature. *Personnel review*, 36(2), pp.255-276.

College of Policing (2013) Automatic Number Plate Recognition (ANPR). Available at: <https://www.college.police.uk/app/investigation/investigative-strategies/automatic-number-plate-recognition-anpr> (Accessed: 08/07/2024)

College of Policing (2013) *National Decision Model*. Available at: <https://www.college.police.uk/app/national-decision-model> (Accessed: 23 June 2024).

College of Policing (2021) *Introduction to vulnerability related risk*. Available at <https://www.college.police.uk/guidance/vulnerability-related-risks/introduction-vulnerability-related-risk> (Accessed: 23 June 2024).

College of Policing, (2021) *Communication*. Available at: <https://www.college.police.uk/guidance/vulnerability-related-risks/communication> (Accessed: 23 June 2024).

College of Policing (2024) Guidance for ethical and professional behaviour in policing. Available at: <https://www.college.police.uk/ethics/code-of-ethics/guidance> (Accessed: 03/06/2024).

Cotter, R.S., 2017. Police intelligence: connecting-the-dots in a network society. *Policing and society*, 27(2), pp.173-187.

Crowjack (2022) In-depth explanation of ERA Cycle of Reflection Writing. Available at: <https://crowjack.com/blog/strategy/reflection-models/era-cycle> (Accessed: 23 June 2024).

De Dreu, C.K. and Van Vianen, A.E., 2001. Managing relationship conflict and the effectiveness of organizational teams. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 22(3), pp.309-328.

Derby, P., 2013. Policing in the age of information: Automated number plate recognition. In *Eyes Everywhere* (pp. 156-173). Routledge.

Essex Police, Automated Number Plate Recognition (ANPR) Systems. Available at: <https://www.essex.police.uk/police-forces/essex-police/areas/essex-police/au/about-us/privacy-notice/automated-number-plate-recognition-anpr-systems/#:~:text=Intelligence%20development,surveillance%20activity%20and%20reduce%20costs.> (Accessed: 08/07/2024).

Fapohunda, T.M., 2013. Towards effective team building in the workplace. *International journal of education and research*, 1(4), pp.1-12.

Felitti, V.J., 2002. The relation between adverse childhood experiences and adult health: Turning gold into lead. *The Permanente Journal*, 6(1), pp.44-47.

Fleetnews (Gareth Thomas, 2023) Vehicle crime increase revealed in latest ONS data. Available at: [Vehicle crime increase revealed in latest ONS data \(fleetnews.co.uk\)](https://www.fleetnews.co.uk/news/vehicle-crime-increase-revealed-in-latest-ons-data) (Accessed: 08/07/2024).

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*

Gill, P., 1998. Making sense of police intelligence? The use of a cybernetic model in analysing information and power in police intelligence processes. *Policing and Society: An International Journal*, 8(3), pp.289-314.

Gini, A., 1998. Work, identity, and self: How we are formed by the work we do. *Journal of business ethics*, 17(7), pp.707-714.

González-Sanguino, C., Castellanos, M.Á., González-Domínguez, S. and Muñoz, M., 2023. Talking about mental illness, professional help, self-esteem, and health. A structural equation model of implicit and explicit internalized stigma. *Current Psychology*, 42(8), pp.6031-6042.

GOV.UK (2019) Home secretary announces a package of new measures to tackle county lines. Available at: <https://www.gov.uk/government/news/home-secretary-announces-a-package-of-new-measures-to-tackle-county-lines>. (Accessed: 08/07/2024).

Granite Underwriting, ANPR CAMERAS: Enhancing Law Enforcement. Available at: <https://www.graniteunderwriting.co.uk/anpr-cameras-enhancing-law-enforcement/> (Accessed: 08/07/2024).

Greater Manchester Police (2024) Operation Wolverine recover more than £2 million through vehicle seizures in 2023. Available at: <https://www.gmp.police.uk/news/greater-manchester/news/news/2024/march/operation-wolverine-recover-more-than-2-million-through-vehicle-seizures-in-2023/> (Accessed: 08/07/2024).

Grossman, R., Rosch, Z., Mazer, D. and Salas, E., 2015. What matters for team cohesion measurement? A synthesis. In *Team cohesion: Advances in psychological theory, methods and practice* (pp. 147-180). Emerald Group Publishing Limited.

Gurney, R., Rhead, M., Ramalingam, S. and Cohen, N., 2012, October. Working towards an international ANPR Standard—An initial investigation into the UK standard. In *2012 IEEE international Carnahan conference on security technology (ICCST)* (pp. 331-337). IEEE.

Haar, J.M., Russo, M., Suñe, A. and Ollier-Malaterre, A., 2014. Outcomes of work–life balance on job satisfaction, life satisfaction and mental health: A study across seven cultures. *Journal of vocational behavior*, 85(3), pp.361-373.

Haines, A., 2009. *The role of automatic number plate recognition surveillance within policing and public reassurance* (Doctoral dissertation, University of Huddersfield).

Henderson, C., 2004. *Driving crime down: Denying criminals the use of the road*. The Stationery Office.

Herrman, H., Stewart, D.E., Diaz-Granados, N., Berger, E.L., Jackson, B. and Yuen, T., 2011. What is resilience? *The Canadian Journal of Psychiatry*, 56(5), pp.258-265.

Home Office (2024) National ANPR Standards for Policing and Law Enforcement. Available at: https://assets.publishing.service.gov.uk/media/664487a7bd01f5ed32793baa/NASPLE_3.2.pdf. (Accessed: 08/07/2024).

Hughes, K., Bellis, M.A., Hardcastle, K.A., Sethi, D., Butchart, A., Mikton, C., Jones, L. and Dunne, M.P., 2017. The effect of multiple adverse childhood experiences on health: a systematic review and meta-analysis. *The Lancet public health*, 2(8), pp.e356-e366.

Jung, C. and Beebe, J., 2016. *Psychological types*. Routledge.

Kenney, M.C., 2003. Intelligence games: Comparing the intelligence capabilities of law enforcement agencies and drug trafficking enterprises. *International Journal of Intelligence and CounterIntelligence*, 16(2), pp.212-243

Legislation.gov (2024) *Police and Criminal Evidence Act 1984*. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/contents> (Accessed: 23 June 2024).

Legislation.gov (2024) Road Traffic Act 1988. Available at:
<https://www.legislation.gov.uk/ukpga/1988/52/contents> (Accessed: 08/07/2024).

Legislation.org.uk (2024), *Serious Crime Act 2015*. Available at:
<https://www.legislation.gov.uk/ukpga/2015/9/section/76> (Accessed: 23/06/2024).

Lyon, B.L., 2000. Stress, coping, and health. *Handbook of stress, coping and health: Implications for nursing research, theory, and practice*, pp.3-23.

Mali, S., 2020. Traffic police operation based on sensors and data analytics. *Transportation research procedia*, 47, pp.187-194.

Maslach, C., Schaufeli, W.B. and Leiter, M.P., 2001. Job burnout. *Annual review of psychology*, 52(1), pp.397-422.

Mennell, J. and Shaw, I., 2005. Science and technology at the crime scene. *Measurement and control*, 38(3), pp.75-78

Messing, J.T. and Campbell, J., 2016. Informing collaborative interventions: Intimate partner violence risk assessment for front line police officers. *Policing: A Journal of Policy and Practice*, 10(4), pp.328-340.

Metropolitan Police, Automatic Number Plate Recognition (ANPR). Available at
[tps://www.met.police.uk/advice/advice-and-information/rs/road-safety/automatic-number-plate-recognition-anpr/](https://www.met.police.uk/advice/advice-and-information/rs/road-safety/automatic-number-plate-recognition-anpr/) (Accessed: 08/07/2024).

Norris, C. and L'Hoiry, X., 2017. Times of crises and the development of the police national automatic number plate recognition system in the uk. In *Big Data, Surveillance and Crisis Management* (pp. 198-221). Routledge.

O'Neill, T.A., McLarnon, M.J., Hoffart, G.C., Woodley, H.J. and Allen, N.J., 2018. The structure and function of team conflict state profiles. *Journal of Management*, 44(2), pp.811-836.

Ogunyemi, D., Fong, S., Elmore, G., Korwin, D. and Azziz, R., 2010. The associations between residents' behavior and the Thomas-Kilmann Conflict MODE Instrument. *Journal of graduate medical education*, 2(1), pp.118-125.

Ohrnberger, J., Fichera, E. and Sutton, M., 2017. The relationship between physical and mental health: A mediation analysis. *Social science & medicine*, 195, pp.42-49.

ONS (2024) Crime in England and Wales: Appendix tables. Available at:
<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/datasets/crimeinenglandandwalesappendixtables> (Accessed: 08/07/2024)

Oxford Reference (2024) *Risk*. Available at: <https://www.oxfordreference.com/display/10.1093/oi/authority.20110803100422438> (Accessed: 23 June 2024).

Palmieri, L.M., 2005. Information vs. intelligence: What police executives need to know. *Police Chief*, 72(6), p.32.

Pittenger, D.J., 1993. The utility of the Myers-Briggs type indicator. *Review of educational research*, 63(4), pp.467-488.

Reich, T.C. and Hershcovis, M.S., 2011. Interpersonal relationships at work.

Rispens, S., 2012. The influence of conflict issue importance on the co-occurrence of task and relationship conflict in teams. *Applied psychology*, 61(3), pp.349-367.

Robinson, A. and Myhill, A., 2021. Coercive control. In *The Routledge international handbook of domestic violence and abuse* (pp. 387-402). Routledge.

Rogers, C., 2016. Intelligence Gathering and Police Systems. In *Policing Cyber Hate, Cyber Threats and Cyber Terrorism* (pp. 129-148). Routledge.

Safer Resource (2024) *Leaving an abusive relationship*. Available at: https://www.saferresource.org.au/leaving_an_abusive_relationship (Accessed: 23 June 2024).

Salas, E., Grossman, R., Hughes, A.M. and Coultas, C.W., 2015. Measuring team cohesion: Observations from the science. *Human factors*, 57(3), pp.365-374.

Schaible, L.M., 2018. The impact of the police professional identity on burnout. *Policing: an international journal*, 41(1), pp.129-143.

Schaubhut, N.A., 2007. Thomas-Kilmann conflict mode instrument. *CPP Research Department*.
Sellers, S., 2020. Evidence based investigations and crime prevention. In *Introduction to Professional Policing* (pp. 213-231). Routledge.

Serpa, S., 2016. An overview of the concept of organisational culture. *International business management*, 10(1), pp.51-61.

Snow, A.J., 2017. Automated Road Traffic Enforcement: Regulation, Governance and Use A review.

Takiguchi, Y., Matsui, M., Kikutani, M. and Ebina, K., 2023. The relationship between leisure activities and mental health: The impact of resilience and COVID-19. *Applied Psychology: Health and Well-Being*, 15(1), pp.133-151.

Tekleab, A.G., Quigley, N.R. and Tesluk, P.E., 2009. A longitudinal study of team conflict, conflict management, cohesion, and team effectiveness. *Group & organization management*, 34(2), pp.170-205.

Thomas, K.W., 2008. Thomas-kilman conflict mode. *TKI Profile and Interpretive Report*, 1(11).
Thomas, P.A., Liu, H. and Umberson, D., 2017. Family relationships and well-being. *Innovation in aging*, 1(3), p.igx025.

Tuckman, B.W., 1965. Developmental sequence in small groups. *Psychological bulletin*, 63(6), p.384.

Turner, E., Medina, J. and Brown, G., 2019. Dashing hopes? The predictive accuracy of domestic abuse risk assessment by police. *The British journal of criminology*, 59(5), pp.1013-1034.

Warner, S., Bowers, M.T. and Dixon, M.A., 2012. Team dynamics: A social network perspective. *Journal of Sport Management*, 26(1), pp.53-66.

Westmarland, L. and Conway, S., 2020. Police ethics and integrity: Keeping the 'blue code' of silence. *International Journal of Police Science & Management*, 22(4), pp.378-392.

World Health Organisation (2024) Violence against women. (Available at: <https://www.who.int/news-room/fact-sheets/detail/violence-against-women> (Accessed on 23 June 2024)).