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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based
Workbook 3 (PCDA)
8000 Words**

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

Learner name: _____

Learner's University Registration Number:

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Task 1

Relevant areas of the National Policing Curriculum: Understanding the Police Officer Role.

You must choose a policing incident in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically evaluate the strategic role of the College of Police in professionalising policing in the U.K.

Evidence how you are working to fulfil the role of a modern professional police officer now that you are in your final year of probation.

Critically reflect upon how your final year of probation has seen your role as a police officer change.

Consider the strategic Policing requirement, Policing Vision 2025, the Workforce Transformation 2018 and the College of Policing's 5 Year Strategy.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Within this essay I will aim to review the College of Policing and how it aims to connect everyone working in the police and law enforcement to understand the challenges they face. I will then explain how The Police Constable Degree Apprenticeship (PCDA) was developed to make policing a professional practice. I will then identify what the Strategic Policing Requirement (SPR) is, and how the Home Office uses this to analyse the nation's current risks to society. I will then establish how the College of Policing uses the SPR to keep its training up to date with the current risks it has produced. To finish the essay, I will give a specific example of myself and how the governing bodies mentioned have helped me develop as a modern professional police officer within my third and final year of probation.

The college of Policing is a licenced body that allows access to information, policies, and procedures, to everyone working within the policing trade and even the public. The college of Policing was set up within 2012 within England and Wales with its main objective being to improve leadership, standards, and professionalism in policing. The College of Policing (2021) sets its main aims as to "connect everyone working in the police and law enforcement to understand their challenges. Use evidence-based knowledge in everything they do. Helping police officers, staff and the public and give a voice to professional policing standards". A fundamental review of The College of Policing (2022) was established by its chair staff within 2021 with the aims to assess The College and its roles, as well as to ensure The College is valued by all who use it. The review found that The College has moved evidence-based policing from an academic theory into a practical reality; what the college is praised for the more so is the development of training in high-risk areas, such as firearms and public order officers; where the training is accredited and widely used. Although the review has many supportive notes there are rooms for improvement highlighted, of note that The College risks being a service for senior officers in helping them to develop their careers, in which it was found that it offers little of meaning in most parts to

everyday officers and staff. The College of Policing Corporate Strategy (2022) identifies its core strategic purpose is to support everyone in policing in an attempt to reduce crime and keep citizens safe. The College of Policing works on three core functions – those being sharing knowledge and good practices, setting standards and supporting professional development. Through sharing good practices and previous knowledge, The College provides officers and staff with supportive evidence that establishes how professional policing practices should be conducted. The College sets standards and guidelines along key areas in enforcement to ensure that all involved within policing provide better and consistent public service to its citizens. To support professional development, The College has developed pathways to attract and deliver continuing professional development and to promote development at each available level. The strategic structure of The College of Policing sets itself to “support everyone in policing by reducing crime and boost professionalism and improve leadership”. The College aims to do this by supporting policing by being dynamic, relevant, and connected with its officers and the content in which it provides to them.

The Policing Professional Framework (nd) establishes a modern professional police officer as having a real understanding of public services and what is expected from the public. That officers are adaptive to rapidly changing working environments and that they recognise departmental priorities and policies. A modern professional police officer should act with integrity in accordance with values and ethical standards of the police services, working together with other officers to support their colleagues and the local communities they serve.

To enable me to become a modern professional police officer, myself, and the colleagues I have joined with have undertaken The Police Constable Degree Apprenticeship (PCDA). The degree is a combination of study and placement; the study comprises of exams within the first six months and then followed by workbooks and assignments for the following two and a half years, finishing with a dissertation in the final year. For the latter two and a half years, students are also committed with full time employment as police officers. The degree offers students the experience of working as a police officer whilst studying, enabling us to use our experiences to help us write our workbooks and eventually our dissertation. On fully completing the three-year course I will be awarded with a BSc Professional Policing Degree. Watkinson-Miley, C., Cox, C. and Deshpande, M. (2021) found that to standardise policing, The College of Policing established the Police Education Qualifications Framework (PEQF). The PEQF was set up to standardise policing and debated new police officers should engage in higher education. The PEQF’s main aim is to raise the standard of the police service and its officers by recognising policing as a graduate profession. As well as the university aspect, officers within the PEQF programme must undertake an evidence matrix. The evidence matrix is self-reviewed portfolio comprising of all aspects of policing, these can include examples of managing information, examples of managing conflict and examples of using policing powers. To complete this I must fill out a matrix template with examples of incidents I have attended that meet the heading criteria. When these criteria have been input, a PEQF assessor will review the incident and establish that I have met the headings criteria by either reviewing the occurrence report I have written or by reviewing my body worn video (BWV). This enables new officers like myself to have their work peer reviewed by an assessor in which honest feedback is given to indicate that I am carrying out my day-to-day activities within the correct manner. Students will have regular meetings with their PEQF assessors to establish how they are managing with their matrix and offer any guidance if needed. Ultimately the assessor will advise the students how they are fairing in becoming a modern professional police officer.

The Home Office (2023) identify the Strategic Policing Requirement (SPR) as their views of what threats currently reside within the nation, as a result the Home Office addresses the police capabilities to counteract those threats. The SPR is issued in accordance with 77 of the Police Reform and Social Responsibility Act 2011. The 2023 version of the SPR identified current threats within the nation as violence against women, terrorism, serious and organised crime, national cyber incidents, child sexual abuse, public disorder, and civil emergencies. In order to train officers like me to become modern professional police officers, in accordance with the current threats identified from the Home Office, The College of Policing set out regular training videos and assessments that are in accordance with modern demand and training requirements. This process allows officers to keep up to date with current powers and policies in relation to incidents that are of importance in the current climate.

To highlight the collaboration between the SPR, The College of Policing and Myself as a modern professional police officer I will use the identified threat of terrorism as an example of how these two governing bodies

shape modern professional police officers. Terrorism is defined as “is the use of, or threat of, action that inflicts serious violence against a person, serious damage to property, endangers a person’s life (other than the person committing the action), creates a serious risk to the health or safety of the public, and/or is designed to seriously interfere with or disrupt an electronic system where that use of threat is designed to influence the government or an international governmental organisation, or to intimidate the public or a section of the public and is made for the purpose of advancing a political, ideological, racial or religious cause.” The highlighted outcomes by the SPR in relation to response policing is to ensure response policing is in line with current assessed threats and risks. Although terrorism incidents will mostly be dealt with by specially trained officers such as firearms units, response policing still need to be mindful of the threats that are presented from terrorist incidents and be prepared should they arise. To mitigate threat and risk amongst response policing, response officers can opt to carry a Conducted Energy Device (CED) commonly known as a taser. A CED is a “less lethal” weapon system that is designed to incapacitate a subject through electrical current temporarily. I have opted to undertake the training to carry one of these devices. Prior to starting the course, officers, including myself, need to complete a College of Policing online training course. The training course is the Marauding Terrorist Attacks (MTA) training PowerPoint, established by the National Counter Terrorism Security Office. The training explains that MTA is an exasperated violent incident where subjects move through a location at speed to kill or injury as many people as possible. The training module consists of several slides establishing what an MTA is, how they occur and how officers deployed with taser can deal with the incident. The module ended with a knowledge check around MTA which needs to be passed to attend the CED training course. This indicates how closely the College of Policing monitors other governing bodies like the Home Office in order to keep their training up to date with current threats.

The MTA module and the CED training itself heavily rely on the use of the National Decision Model (NDM) which is a staple tool of a modern professional police officer. The model is made up of six stages. The first is the policing code of ethics, although this is not a stage within the model it sits within the centre of the NDM as an indication that all other stages should be used in accordance with the code of ethics as it is the centre of all policing decision making. The first stage is gathering information and intelligence. When information is gathered, officers then assess the risks associated with this information and identify any threats as they develop a working strategy. The third step following developing a working strategy is to consider the powers and policies that are available to police when dealing with a situation. When policies have been considered officers then identify the options available to them and identify any contingencies that may be available. When all these points have been considered the officer then acts and reviews how the NDM has been effective. The NDM was designed to be reused when initial options have not worked and are a staple policing tool when dealing with dynamic incidents. As I have completed the CED training within my final year of probation. I feel that my successful use and considerations of the NDM within all incidents has been increased. The CED course has taught me how important verbal communication is within all aspects of policing and this is the best way to mitigate perceived risks within incidents. Now that I perceive risk differently following the CED course, I feel that I can use my communication skills better with subjects, victims and witnesses.

To conclude this essay, I have reviewed the College of Policing and how they aim to connect everyone working in the police and law enforcement to understand the challenges they face and how they have developed The Police Constable Degree Apprenticeship (PCDA) in order to make policing a professional practice. I have then identified what the Strategic Policing Requirement (SPR) is, and how the Home Office uses this to analyse the nations current risks to society. I have then established how the College of Policing then uses the SPR to keep its training up to date with the current risks it has produced. To finish the essay, I have then given a specific example of myself and how the governing bodies mentioned have helped me develop as a modern professional police officer within my third and final year of probation.

Word count – 2002.

**Relevant areas of the National Policing Curriculum:
Communication Skills, social media, Communication Strategy**

You must choose a policing incident in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically evaluate your experience of the use of social media as a means of informing and engaging with the community and promoting policy initiatives.

Consider the force policy on using social media for professional information and engagement purposes.

What social media platforms are used by policing?

What are the benefits and risks of using social media?

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Through this essay I will aim to identify what social media is and identify how prevalent it is within today's society. I will go on to identify its uses as a communication tool for communities, businesses, and local governing bodies; going on to use statistics of the global and national usage of social media within recent years, to show how easily social media can be used as a media and information sharing platform. I will go on to identify benefits, and in some cases hinderances, of the use of social media by local governing bodies as a communication tool. I will then identify two specific instances in which I have used social media as a communication tool, whilst being a police officer, to inform and engage with local communities about incidents happening within their local areas.

Gregersen (2019) describes social media as a mode of mass media communication using the internet. Users of social media use websites to share information and content to other users within their local area, nationally and globally, to anyone who is connected to them through social media. Social networking is a term coined by social media sites, to build audiences amongst users through shared connections, interests, and experiences. Most famously these websites include Facebook, Twitter, and Instagram. Social media is more than a household item in 2024. It is used globally by many people for all manner of reasons. People of all ages use social media as a way to connect with family and friends, sharing their experiences online in order for their "following" or connected people to be in the know about their day-to-day activities. The use of social media allows users to interact and share their opinions with other peoples experiences or interests. Businesses also use social media as a way to market current or new upcoming products to people who are connected to their social media platforms or through marketing, allowing persons who like a particular product to interact with the business that manufactures their favourite items. Governing bodies, such as Gwent Police even have a presence on social media, allowing people who are connected to their page to stay in the know with current events within their local area and have a say in what is happening by commenting on their posts.

To show how impactful social media can be at sharing information, Petrosyan (2024) has identified that as of the beginning of the year 2024, there were approximately 5.35 billion internet users globally. This amounts to 66.2 percent of the total world population. Of that number, 5.04 billion people were users of at least one social media outlet, this amounts to 62.3 percent of the global population connected through the internet. 62.3 percent of the world currently use social media platforms to connect with family or friends, to be

connected to their favourite businesses or sports personalities, or connected to their local governing bodies to obtain information about their current locations. This shows how impactful social media can be at sending out news and information to persons within the local communities, nationally or even globally. Dixon (2022) found that the average social media usage globally was around 151 minutes per day, which is an increase from 147 minutes the previous year. These statistics show that more than half the world use social media for more than 2 hours per day. The amount of information that can be obtained within this time by this many people shows just how fast news can spread to the masses when using social media. Dixon (2023) later identified that within the United Kingdom (UK) in January of 2023 there were 57.1 million active social media users which equated to 84.4 percent of the population being linked to at least one social media platform.

Gwent Police (2024) uses social media as a means to update local communities regarding ongoing incidents, sharing appeals as to locations of missing or wanting persons, or to post court results of local offenders. The force uses a 24/7 social media desk within the force control rooms, in which members of the public can report non-emergencies to the Gwent, Facebook, Twitter and Instagram pages. The aim of the use of the websites is to “create safe spaces for communities to engage with and ask questions or make suggestions to the Gwent Police force”. The use of social media by Gwent police, has its positive and negative results when interacting with the public and local communities.

Walsh and O'Connor (2018) write that police forces use social media as a way to legitimise their work within communities and to create a narrative to illustrate the “police's own story”. These comments can be seen as both positive and negative.

This can be read as police use social media to engage with the public to show local communities the good work that is happening within their areas, which often is the case and good police work should be promoted to the public for them to feel safe within their communities. Albeit reading that police use social media to create their own story contradicts the previous statement, sounding like police use social media to make up things or post things that only serves their own agenda, at the expense of the local community, which will negate the trust that is hoping to be built by police and public alike.

The use of social media encourages members of the public to engage with the police from their own homes. Xiachen's (2019) research shows that most members of the public's experiences with the police either come through media or social media. They further find that a proactive use of social media is the best way for police to continually improve their interactions with the public around them. This research shows that members of the public are willing to engage with police through the comfort of their own homes, finding that they are being informed in a transparent way through social media. Furthermore, Babak Akhgar, P Saskia Bayerl and Leventakis (2019) have found three ways in which social media benefits both the police and local communities. They find that for the police, social media is a cheap way to keep communities informed. Secondly, the police have a way of encouraging communication with local communities and that social media provides a way to gather information by listening to what the communities are saying to them through social media. These three features allow police forces to fully engage with their local communities, having somewhere that is easily accessible for quick and transparent communication in an economical way. Research shows that there are positives and negatives involved with police groups and social media platforms, however for the most part, social media has proven to be an impressive tool to help police forces communicate with their local communities. With the findings identifying that the public do co-operate with the police when it comes to social media appeals.

As for my own experiences involving social media, I have asked the force control room to update the social media desks regarding two specific incidents, a serious road traffic collision (RTC) during winter weather, as well as for assistance with locating a suicidal missing person within the Newport area.

In Winter of 2022 during my second year of probation, a serious RTC had occurred along the A48 Tredegar Park roundabout in Newport. Due to severely icy road surfaces and poor, misty visibility an RTC has occurred at the traffic lights, whereby a car has been unable to stop for a red light, going over the stop lines, causing it to crash into vehicles who had begun to move off from a green light. The incident resulted in around five cars being involved in the collision. The incident resulted in not only the police service being called to the scene, but also the fire service and ambulance service. This incident occurred during rush hour traffic coming out of Newport towards the M4 motorway. On a normal day, the amount of traffic that flows through this road at this time is substantial. The incident had resulted in major delays on the road, not only with the 5 cars involved in the crash being in the way, but also a number of emergency service vehicles totalling around 20 vehicles blocking access to motorists at peak rush hour times.

As an officer involved in the incident, my role was to block the road from oncoming traffic and to open the cordon to any other emergency vehicles that needed access to the site. One of my duties was to then divert traffic around into one the only free lane available to road users. This proved to be a difficult task trying to manage three dual carriage entrances to a roundabout, to merge into one single lane. This subsequently caused traffic to build up around the three entrances and the roads that accompanies them.

To attempt mitigating the build up of traffic around the A48 Tredegar Park roundabout, I have requested the force control room to use the social media desks to put on an update on their feeds to indicate that there had been an accident around the A48 Tredegar Park roundabout and that delays should be expected. The update wouldn't be useful for drivers already stuck within the traffic; however, the update could reach anyone who was attempting to go out within the local area and to make alternative driving considerations. By doing this I have complied with Gwent polices policies to engage with the local community in letting them know of the incident within their area.

Another time I have used the social media desk was in the summer of 2023 when trying to locate a high-risk missing person, at the end of my second year of probation. When taking the initial missing persons report the parents were asked if they consented to a social media appeal being made in attempt to locate the missing person. The missing person was considered to be high risk due to stating to parents that they have been feeling suicidal and had previously made attempts at taking their own life. The parents had consented to the social media appeal. Following taking the initial missing person report, the force control room were contacted and asked to share appeals for the missing person on the social media desk. The appeals were raised to encourage anyone within the local area who has sighted the missing person to engage with police in order to safeguard the young missing person. By doing this I have engaged with the Gwent police policies to engage with the public and to encourage the local communities to interact with the police in helping locate a missing person.

To conclude this essay I have identified social media as mode of mass media communication using the internet. I have found that to 62.3 percent of the global population use at least one form of social media, with that percentage increasing to 88.4 percent of the United Kingdom population using at least one form of social media. I have then found that Gwent police use social media as a communication tool to update local communities regarding ongoing incidents, sharing appeals as to locations of missing or wanting persons, or to post court results of local offenders. As advantages to Gwent police using social media as a communication tool I have found for the police, social media is a cheap way to keep communities informed; the police use social media as a way of encouraging communication with local communities and that social media provides a way to gather information by allowing police to listen to what the communities are saying to them through social media. One disadvantage found for Gwent police using social media as a communication tool is that, to some people, it is seen that police forces using social media is a way of setting they own stories or agendas. Following this I have provided two examples in which I have used social media as a response officer to engage and communicate with the local communities. Firstly, by sharing information regarding a crash within the local area so that the local communities are informed of what is happening in the area and they are able to make alternative transport arrangements. Secondly, I have used social media as a way to engage with the public, by appealing to the community to come forward with any information they can to Gwent police regarding the location or sightings of a local missing person.

Word count – 2084.

Task 3

Relevant areas of the National Policing Curriculum: Leadership and Teamworking

You must choose a policing incident in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically evaluate and **evidence** your flexibility in leadership style.

Critically analyse leadership strategies that you have developed to manage a range of different operational situations.

Consider leadership models commonly used in policing.

How were you able to apply a change in leadership style/strategy to reflect changing circumstances?

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

During this essay, I will aim to identify what leadership is and how it can be used within a policing context. I will then go on to identify the different types of leadership and how each has significant benefits depending on what type of leader you are. I will then go on to identify what style or styles of leadership suite me best as a response police officer. Finishing the essay with an example of how I have used these styles of leadership within a dynamic policing situation.

McKinsey & Company (2022) defines leadership as a group of behaviours or traits, used to coordinate people into a cumulative direction, to obtain specific objectives, and to constantly renew an organisations or groups plan. A leader does not have to be a boss or a supervisor. A leader can be anyone within a team, who guides a group or individual to a shared goal. Regardless of working profession, a coach within a cooperate company, or a schoolteacher (coaching young children) would ultimately use the same behaviours to guide their colleagues/pupils to achieve a shared outcome. McKinsey & Company (2022) go on to state that leadership is what you do, not what your job title insinuates. They clarify that some persons in leadership roles may not actually be great leaders, whereas leadership can instead come from persons in non-leadership roles, shown through their actions and how they act in supporting their peers in achieving a shared goal. In a policing context, leadership is not only shown by senior management teams, Inspectors, or sergeants, but can also be shown by police officers, to guide their teammates dynamic situations.

The College of Policing (2023) has established Leadership Standards for all persons involved in policing, ranging from senior officers to police officers and staff. The leadership standards are based around the policing Code of Ethics, The Competency and Values Framework (CVF) as well as up to date leadership research and current policing priorities. The leadership standards are set in five stages. Stage one being for police officers and staff. Ending with stage 5, for executive leaders. Stage one of the policing leadership standards is set for police constable and staff. The stage is set with several points that a police constable or police staff member must meet to show leadership qualities and encourage their colleagues and to protect the public they serve. These stages are mainly:

To uphold the police code of ethics. The police code of ethics is a set of standard and practices to dictate how a professional police officer within England and Wales should operate. The code is based around principles such as accountability, honesty, fairness, integrity, respect, selflessness, objectivity, and finally, leadership.

To act in the public interest and prioritise the service given. Using current crime and data statistic, a police officer should act in accordance with what the current needs of the public are. By doing this a police officer or police staff shows leadership to their colleagues by knowing what the public needs and can direct their colleagues in making the correct choices for the public's best interest.

Challenge unprofessional actions and behaviour. A police officer or staff member showing true leadership will be able to identify when a colleague is being unprofessional. By identifying unprofessional behaviour, a police officer or police staff is showing leadership by putting their personal relationship at stake with that individual to address the unprofessionalism. This shows true leadership as the individual cares more about the shared goals of the organisation, over their personal relationship with the unprofessional colleague.

Research made by Marisa Silvestri coincides with the fact that police agencies within England and Wales now encourage leadership from its lowest ranking officers through the leadership standards. Silvestri (2007) writes that the dictatorial style of leadership is outdated and does not promote change within current climate workplaces. In place has come a transformational style of leadership. This style of leadership promotes inclusion, the sharing of information to reinforce loyalty and communication and creating long term change. This style of leadership is perfect for policing organisation as it will promote natural leaders from the lowest ranks to progress into leadership roles.

Cherry (2023) writes about six of the main leadership styles available to modern day leaders. As well as transformational leadership, there is also authoritarian, participative, delegative, transactional and situational. She writes that leadership styles are classified based on how a leader dictates or motivates the group of people they are managing.

Transformational is identified as the style of leadership that shows the most results in its effectiveness. A transformational leader is often a person who is energetic and encourages their followers through motivation to achieve their shared goal. As leaders motivate using this style, they will often experience higher performance results from their group as individuals experience more satisfaction from the leaders' methods, increasing morale and work ethic.

The participative style is also considered one of the best styles in getting results. Participative leaders give guidance to the group to obtain a shared goal. The leader will also assist in helping the group as a peer and often taken considerations made by other group members. By doing this a participative leader encourage group participation but also shows that they can work towards the same goal by helping and taking considerations, this often boosts morale and motivation amongst other group members.

Authoritarians lead through setting out clear instructions that they expect to be followed. They would lay out specific plans that should be followed by the group to achieve a goal. This type of style often creates a division between the group and its leader, with the latter commanding and controlling the rest of the group.

Delegative leadership is a style of leadership where a leader will set the group goal but will not offer any help or guidance to the group on how to obtain such goal. Delegative leaders will mostly be found in high functioning environments where leaders can rely on their groups to get a job done. However, this style of leadership in a group of people who require guidance, will likely leave the group not reaching their goal through lack of progress, personal responsibility and mistakes that aren't overseen by a compassionate leader.

Transactional leadership mostly occurs in the workplace. A leader will reward their group for meeting a goal by offering them a transaction in return. The advantage to this style of leadership is that it sets defined roles. The leader who is offering the transaction, dictates who does what within the group for compensation. An advantage of this type of leadership would be that the leader will have opportunity

to observe their group as they deem that a transaction reward is required. The group is being motivated to perform well to receive that reward.

Situational leaders will often review a situation or goal and decide how they wish the group to proceed based on the facts given. Situational leaders will often, direct, coach, support, and delegate members of the group. A leader using this style will often incorporate one of the methods mentioned above or a mixture of styles, all depending on what the situation or the current goal that is set.

As a response police officer, I would suggest the most common place leadership style favoured and used by myself is the participative style. Situational will in at second. Transformational would also be used to some degree, however when dealing with complex and dynamic situations as a response officer, in most cases I would be expected to partake in obtaining the goal, as apposed to giving constructive feedback from the side lines. This type of leadership would be most commonplace in a supervisor, such as a sergeant or an inspector.

As I am nearing the end of my three-year probation, I believe that the participative style of leadership is what I would use in most cases. This is because I am a strong independent person who likes to get involved but can also delegate roles easily within a response situation. However, due to having less than three years' experience in policing, when a new situation arises where my knowledge or expertise isn't the best, I can listen to others and trust in their knowledge to outline a plan of safety towards a common goal. As a leader this isn't backing down from a leadership position; this is recognising that there are other people who may have better knowledge within a certain aspect of policing, and as such they would be the best to give advice on obtaining the current objectives. A great leader can listen to their group so that they are aware of all options available to them.

One such instance of this type of leadership given by me as a response police officer, is when attending a domestic incident between a male and female. On attendance the male was within the kitchen of the address with his face and clothing covered in blood. He has stated within a thick eastern European accent in English, that his partner has thrown a plate at his face during an argument. The male then went on to say that his partner was upstairs and locked herself within a bedroom and that he was supportive of police action. I have attended this incident with five other officers. I have requested two of the officers to stay with the male and obtain details and seek medical treatment. Then I went upstairs with the remaining two officers. On attending the bedroom and observing the door locked, I have knocked and requested the female open the door. On reply I was met with a female shouting in an eastern European language that I couldn't understand. After several minutes the female still wouldn't open the door and kept shouting in a European language. The female inside needed to be seen immediately as there could have been chance that she was getting rid of evidence within this case, and we needed to effect an arrest immediately. Due to this being a domestic incident it wasn't feasible to ask the male to come upstairs and communicate for us at this time. It was at this point that I requested one of the officers who came upstairs with me to go and find one of the other colleagues from downstairs. My thinking of this was because the downstairs colleague was an eastern European national and had a basic understanding of a few languages from that part of the world. Moments later my colleague came upstairs, and I asked her if she knew what the woman was shouting. My colleague suggested that she was saying "go away, I won't open the door" and was sounding very irate within her native language. I asked my colleague to communicate with the women into cooperating and asking for the door to be opened. My colleague spoke in their native language and to my surprise the shouting stopped, and the door opened after a few seconds. The woman appeared at the door was also covered in blood, but not from any injuries she had sustained. It was at this point me and my colleagues entered the room, and I asked my colleague to communicate with the female that she was going to be arrested. The female began nodding her head and an arrest was effected with no retaliation from the woman. As the arrested female was being cooperative with my colleague, I asked for her to attend the custody unit with me to keep the female calm and act as a translator. On exiting the address, I spoke to my other colleagues to make sure that a full account was taken from the male, clothes and weapon had been seized and pictures of injuries taken, as well as medical treatment was sought for the male. As a response officer and leader, I was proud that we were able to conclude the incident with the female being arrested safely and that she was communicated with, so she knew what was going to happen. I was also happy the male was receiving medical treatment and getting the response and care that everyone should get from police officers attending an emergency call. If my eastern European colleague wasn't there, then we would of likely had to use method of entry techniques to break in the door to arrest the female. This would

have warranted the female to be more aggressive towards us as neither of us would have been able to understand each other, resulting in the situation ending completely differently. This is an example of how I've used the participative style of leadership to obtain a common goal.

To conclude this essay, identified what leadership is and how it can be used within a policing context. I have then gone on to identify the different types of leadership and how each has significant benefit depending on what type of leader you are. I then identified what styles of leadership suite me best as a response police officer. I then finished the essay with an example of how I have used the participative style of leadership within a dynamic policing situation.

Word count – 2194.

Task 4

Relevant areas of the National Policing Curriculum: Coaching, Mentoring, Assessment

Critically reflect upon your three-year probation:

How have you benefited from mentoring and coaching?

How has it helped you to meet personal, professional and organisational goals?

How has it aided you to learn, develop and perform in the workplace?

Consider relevant coaching and mentoring definitions along with current coaching and mentoring theories used in policing.

How do you provide and receive feedback?

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

During this essay I will aim to identify what coaching is and what mentoring is. I will highlight the similarities and differences between them both. I will then go on to write about a style of mentoring that is commonly used within the police today. I will go on to write about the police mentoring system and my experiences within it. I will write about who my new mentors and coaches became after I came out of the mentoring programme and how each helps me develop as a police officer. I will finish the essay by giving an example of a situation where a mentor has given me guidance in helping a vulnerable person the correct safeguarding.

Coaching and mentoring both have the same goal, with a sharing of information and experiences set by a teacher to enable a student to maximise their potential growth in learning something new. However, both coaching and mentoring use differing, although similar, techniques to achieve the same goal. TheKnowledgeAcademy (n.d.). define coaching as a systematic and individualised style of teaching to engage with a student, promoting performance and learning. A coach supports the learner in a process of learning that encourages challenges and the building of new skills as well as the development of existing skills. The key principles of coaching are listening, questioning, setting goals, making the student accountable and prompting self-awareness. Valamis (2023) defines mentoring as a practice of joining new members of staff with experienced employees for the purposes of advising, guiding and training the newer member of staff for them to develop into their new role. Mentors are vital members of staff who promote professional development and personal growth for new employees. The key principles of a mentor are to promote career development, to transfer skills and knowledge, and to act as a role model.

The key differences between mentoring and coaching are that mentors focuses on general development of an employee, whereas a coach will focus on one specific skill or a specific set of skills to promote development. As coaching relies on achieving specific goals a coach may rely on less time spent with an individual to achieve a goal; whereas a mentoring is typically a longer process as there are more goals attempting to be met when achieving general development. Coaches would typically have formal training in a specific field for them to become a coach, whereas mentors are not typically trained; mentors are usually highly knowledgeable individuals in their field and go into mentoring to pass down the knowledge they have obtained. This would fit in with how mentoring is seen to have more of an informal structure, as mentors give information through general conversations in development. As appose to a coach who has had training and would usually give their teachings in a more structured training session.

A common mentoring and coaching theory, that has been developed into the police mentoring programme, is the Zone of Proximal Development (ZPD) theory. Kamarudin et al (2020) writes that the process of ZPD is when an individual can achieve a goal individually, but when accomplished with a more experienced individual, the goal often yields significantly better results. Within policing this applies to the ten-week tutorship programme, where all new officers are paired with a tutor for this time. The tutor allows the new student to engage with the public and learn their craft, whilst providing their experience and knowledge to yield greater results. If a new officer did not have a tutor with them, results may have still been met, but in lacking skill and knowledge, the results yielded would not have been as significant.

The College of Policing (2023) write that the mentoring process is to focus on the career and personal development of the new officer. It is the mentor's responsibility to use their personal experiences and specific professional role to guide the new officer. The new officer should take initiative when at calls and identify when advice and guidance is needed, with the mentor stepping in show support when needed. From my own experience in the ten-week period, the initial three weeks I spent shadowing my mentor, learning how to deal with complex situations as they came about. From week four onward, I began to take the lead at calls, initially asking for advice and support from my mentor. As the weeks went on and nearing the eighth week, I was asking for no support at all, and only got given advice when it was needed. The tutorship programme has significantly helped me as a police officer, as typically I am a kinaesthetic learner. Teachable.com (Nd) defines kinaesthetic learning as "a style of learning by doing". This style of learning is more adapt to people who learn better when they are moving and being physically "hands on". This is what the tutoring programme promotes in new officers, and it is what I thrived on. The initial six months of police training was all classroom and exam based, where I did not thrive in that environment. Within the ten weeks I spent with my tutor however, I gained a new confidence in myself and my abilities as a police officer, having learnt by being physically present and doing the job that I had wanted to do. Having experiences is the best way for me to engage with learning and being a police officer, the learning and engaging hasn't stopped, even when the tutorship programme had.

When finishing the ten-week tutorship programme the tutoring and coaching within police doesn't suddenly stop. New officers and possibly even more experienced officers, tend to take coaching and mentoring advice from their supervisors, being their sergeants or even their inspectors. A HM Government run website, [joiningthepolice.com](https://www.joiningthepolice.com) (Nd) regarding police sergeants, writes that a police sergeant is the first level of management within policing. They are responsible for supervising a team of police officers, providing leadership and motivation. Sergeants monitor and manage performance of police officers and provide mentoring where appropriate. The mentoring of a police sergeant provides police officers a chance to develop their skills and knowledge whilst working. I personally like speaking to a police sergeant following a complex job and run by everything I have done with them. This allows me to obtain information, reaffirming what I have done right, and allowing me to learn from the sergeant's experience what I can do better in the future. The experience and knowledge given by police sergeants is always taken on board and stored for when a similar situation arises in the future. Police sergeants as well as being mentors, can also be coaches. Through regular one-to-one sessions police sergeants will review an officer's workload to identify problem areas, if there are any to be found and set goals to be met for the next session. I always enjoy a one-to-one session with a police sergeant as I take ownership in my work and take criticisms well, always aiming to address any problems by the next one-to-one session. I find this a helpful way to monitor my progression as a police officer. The more one-to-ones I have the less problems there are that need addressing, and now I am in my third year of police, there are no areas of improvement highlighted. I relish getting feedback from a one-to-one with a sergeant as I always want to know how to grow as a police officer. I always take the opportunity to ask what more is expected of me. If I am told I am doing a good job. When I am told my work is good and there is no feedback, I feel accomplished in knowing that I can pass on experiences of good work as a leader in the future, knowing how to deal with certain situations well.

The College of Policing (2023) highlight that inspectors manage teams of sergeants and officers. They are senior operational managers that monitor operational policing effectively. As part of their role, inspectors are expected to lead, motivate, and engage with their team by promoting workforce wellbeing. They do this by assessing their teams and taking corrective actions if necessary. Luckily for myself I have never had to have any conversations with an inspector regarding corrective actions. However, like with my police sergeants, I have often spoke to the inspector regarding actions taken in a critical incident, this allows them to paint a picture of how the incident has gone without having been there, and offer guidance on how to progress the incident, as well as offering constructive insights based on their experiences. Inspectors offer similar benefits as police

sergeants, however, with respects to this essay, inspectors can be seen more as coaches, whereas sergeants often take the role as mentors.

Joining the police, I have been under no illusion that I would one day like to progress to a leadership role like a sergeant. I have found that having regular sit ins with my sergeant and even inspector, listening to their insights and experiences, is allowing me to grow my knowledge as a police officer. Talking to these mentors and coaches allows me to identify areas for improvement within assessments and one-to-one meetings, to allow me to improve and hone my skills as a police officer. Policing is probably one of the best jobs where you learn whilst actively doing the job. Although not one emergency is the same, it can often be dealt with in a similar manner to a previous experience I have been involved with similar qualities. As policing incidents often differ in their complexity and how the job should be approached, it always leaves room to learn when reflecting on the day of being a police officer.

When I attend an incident I do not have much experience in dealing with, I will always ask for advice from a police officer or sergeant that relates to that specialised crime group. As policing has many different avenues to go into, such as serious organised crime, traffic, public protective unit (PPU), there is always someone with a wealth of experience that I can call and learn from. For an example when dealing with a child neglect call, I have rung the on-duty sergeant for PPU and asked for advice on child protection powers. The incident involved a school reporting a child showing up with suspicious injuries that they believed came from the parents. As a child neglect call isn't something I typically dealt with up to that point in my career, I rang the PPU duty sergeant to get advice on what powers were available to me to safeguard the child as best as I could. The sergeant offered a fountain of information to safeguard the child accordingly and get the child in the protection of social services. None of this would have been possible without ringing the PPU sergeant to obtain that information and share their knowledge. It is a common misconception that police know everything about everything, so it is reassuring that there are mentors and coaches available to me within the police, to teach me on a daily basis, something that I hadn't known the previous day. Going forward that situation has helped me deal with other similar incidents in the correct manner, after being given the guidance of a mentor within the police service.

To conclude this essay, I have identified what coaching is and what mentoring is. I have highlighted the similarities and differences between them both. I have then written about a style of mentoring that is commonly used within the police today and explained how it is used within the police mentoring system. I have written about my experiences within the mentoring system and how it has helped me develop as a police officer. I then went on to write about my new mentors and coaches on shift and how they inspire me to become a better police officer. I have then finished the essay with giving an example of how a mentor has shared their knowledge with me, to effectively safeguard a child in need.

Word count – 2011.

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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