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LEVEL 6 - 40 Credits

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

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

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.

- Understanding the Police Officer role
- Modern Professional Police Officer
- Strategic Role of the College of Policing
- Communication Skills
- Social Media
- Leadership and Team Working
- Leadership style
- Flexibility and Leadership Strategy
- Coaching
- Mentoring
- Professional and Organisational goals
- Assessment

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 was provided by university staff as part of your initial training day and further help and advice is available on Moodle.

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 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 document (electronically on Moodle) - 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 Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them despite you being able to upload them.*

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Task 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:

The college of Policing is a professional body that is an “independent non-departmental public body” that has worked for a number of years to support the police in delivering a high standard of professional work (College of Policing 2026). There has been a considerable amount of work, especially within recent years and the introduction of the degree apprenticeship programmes, in professionalising the policing role, which the Home Office has previously described as “a specialist and expert group of crime fighters who protect the public” (Home Office 2012). Over the past 3 years of my policing career, I have seen the role that I have played as a police officer shift and change the more I’ve learned and understood about the professional aspect of policing.

In this essay I will exploring how the professionalisation of policing has changed the role, if it’s for better or for worse, and the role that the college of policing has had within this. I will also explore how I have been able to fulfil the role of a professional police officer, while reflecting on my 3 year probation and how my role has changed and the improvements I’ve made to how I work.

The college of Policing was established in 2013 with aim of supporting the professionalisation of the police and acting as a regulatory body for the standardisation of training (Williams et al. 2019). Very similar institutions can also be seen in other areas of public service such as nursing that has seen the creation of the Royal College of Nursing which has very similar aims to that of the college of policing. One of the ways the college of policing has professionalised the role is through the implementation of the Police Education

Qualification Framework (PEQF), which has seen the introduction of a degree apprenticeship programme, allowing officers to gain a degree in policing while completing their probation. The idea of requiring police officers to have a bachelor's degree has been around for a number of years with debate dating back to the 1970's and resurfacing briefly in the early 2000's (Roberg and Bonn 2004) and then was implemented along with the PEQF programme in 2019. There is strong academic research to show how the introduction of degree apprenticeships are good for development and increasing a workforce (Hughes and Saieva 2019; Nawaz et al. 2023), however, since its introduction the amount of police officers that have left the job, all together has increased significantly (Home Office 2025). From my experience with my peers there does overall appear to be a further dislike to the degree apprenticeship programme which extends to the overall PEQF area. The general dislike of the college of policing and professionalisation of the workforce has also been picked up in a number of studies such as Lumsden (2017). Lumsden was able to articulate the feeling of "top down control rather than genuine professional development".

Seemingly the overall feeling that police officers have of the college of policing is negative, with correlations to a significant increase in police officers leaving forces. However, in order to be able to critically evaluate it effectively it needs to be established if the role is actually being fulfilled and whether or not it is making a difference on the professionalisation of the police officer.

As previously stated, the college of policing are there to support police in delivering the best service possible, and creating a continual development among the workforce. Continuous development is something that they have been able to achieve, mainly through the creation of the Authorised Professional Practice (APP). The APP covers every main area of policing in great detail and is often fed through to officers to keep up to date with. It is updated regularly and will support officers in delivering the best possible service (College of Policing 2026), the APP does inherently take a role in the professionalisation of police by creating a standard that all officers should adhere to. The other part of their aim for the public to feel like the police are doing their job effectively and can protect them, however, in recent this has not been the case. When asked how good of a job the public thought the police were doing only 49% responded positively in 2025 compared to 62% a decade earlier (Office of National Statistics 2025). In fact, the same review of data shows that from 2012 to 2018 the opinion remained mostly the same, but then from 2019 opinion started to show a dramatic decline. This appears to be another correlation between the introduction of the PEQF programme and police forces not working as they should.

Upon detailed review of officer opinion and the statistics that align with the aims and goals of the college of policing it is hard to say that it is an organisation that benefitting the UK police or that the official professionalisation of the police is yielding many good results. Despite this the professionalisation of the workforce has brought some attention with other countries bringing up suggestions to implement it within themselves (Sundberg 2021).

Any police that says that they are completely professional at all times throughout their career is wrong. There will always be times where a more human and unprofessional side comes to show, whether that be at a call or in any other aspect of dealing with the public. However, complete professionalism is something that officers will always strive to be and within my final year of my probation I have began to understand that there is more to professionalism than being serious all of time.

Butenko (2024) explained there many different parts to a police officer being classed as a professional. Within this he includes more than just knowing the law, consistency, and behaving a certain way. Butenko explains that emotional and social intelligence and a strong ability to control oneself are just as important in being a professional. I think all these

aspects are what makes a police officer a professional in their field and as such I have been working towards fulfilling this definition. As a part of the legal knowledge aspect, I have been ensuring I remain up to date on new legislation and changes to existing legislation which can be through use of the Police National Legal Database and the aforementioned APP. There is also a lot to be said for regular contact and seeking advice from more senior officers which can be done to not only increase knowledge but also help to adapt to new environments and develop personal professional identity (Hoel and Dillern 2022).

I have also been making an effort to develop my emotional and social intelligence; I am able to do this through taking note of body language and tones of voice used to ascertain how people are feeling when talking or if they're holding anything back. Since taking note of research such as that done by Porter and Brinkle (2010) which noted '*emotional leakage*' onto facial expressions being an indicator of dishonesty I have been able to figure out the truth more commonly. I will most often use this when dealing with victims of domestic abuse that have been coerced into not telling the police what had truly happened, and in doing so I have become significantly better at dealing with victims.

The final key element of being a modern professional police officer is moral and psychological stability (Klymenko 2020). As always, knowing the difference between right and wrong as a police officer is key, and one of the more common ways that the police tend to fall short of 'right' is through noble cause corruption. In order to avoid this I have ensured that whatever I do, before I do it, I am able to justify it in line with policy and law. I have also taken great care with my personal mental health and psychological resilience. As is well known, emergency services are exposed to a very high level of traumatic incidents that will include both primary and secondary trauma, and as expected over my 3-year probation so have I. Through my initial 6-month training school period the trainers brought up the different support channels that officers can use and ensuring that I am able to sustain the job role as long as I wish to, I have taken advantage of these.

Overall, I feel that now I am coming to the end of my 3-year probationary period, I am fully competent in my job role and can fulfil the role of a professional police officer regardless of the definition that is being used. I have been making a regular and conscious effort to continuously improve by taking note of what others do well, learning from my mistakes and making use of the systems put in place to help me.

Throughout my probation I have noted that there has been a marked change in my, ability to handle myself a wider variety of situations, my overall knowledge of the law and how it applies operationally, and where I fit into my team's dynamics.

For the first six months of being operational and on patrol my knowledge, although enough to get by, was limited, and I found myself often asking for advice from my supervisor and other more senior members of my team for advice on calls and investigations. My second operational year then saw a marked improvement in my knowledge and ability. This is when I began to find my feet in policing and I was able to start becoming the professional police officer that I wanted to be. I began to understand the calls that I was good at dealing with and my most proficient area of policing. Finally, in my third year operational I would now be happy to describe myself as a competent professional police officer. I have found where I fit best within the shift and have found that other officers have started to ask me questions about the best way to do things. I have also noticed that there has been a decrease in the number of calls I have gone to where I don't know what I'm doing, and I have to seek advice a lot less.

Upon overall reflection I have improved my policing ability drastically since I first became operational. I believe that I now fit into the professional police officer role as set out by the college of policing and as set out by academics.

An example of my ability to be a professional in a policing context is when dealing with a victim of a high-risk domestic abuse relationship. The report originally came from a third party which was the friend of the victim to which the victim had initially reported the incident to. When we finally managed to find the victim and speak to her she initially claimed that she lied to her friend and nothing had happened. Through the use of professional techniques and being able to identify non-verbal queues such as emotional leakage myself and the other officer present were able to get the victim to disclose what had happened to us which was that the alleged perpetrator had been abusing her for their whole relationship and had tried to coerce into lying to the police about what had happened.

The role that professionalism plays in policing will forever be important and following on with the definition of the Home Office mentioned at the start of this essay, policing is a professional job that not everyone could do. The college of policing does play a role in ensuring that the police remain professional and have set markers for practices and from the first instances of statistics between 2012 and 2018 this worked. However, the seemingly rapid decline in the police from 2019 which was prior to COVID but was the same year that PEQF was introduced cannot be ignored. Although they have done mostly good work I believe that moving forward they should take greater caution and seek police officers views when making such massive decisions such as PEQF and the introduction of the degree apprenticeship programme.

Since 2023 when I started as a police officer I have consistently improved and I have been making regular and conscious efforts to ensure that I remain a professional police officer. I hope that throughout the rest of my career I will keep in mind the things I have learned in my probation period and will always remain a professional police officer.

Word count - 2079

**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:

Social media has changed over the years since its creation and has become significantly more widespread with YouTube being the second most popular way to watch media, overtaking ITV (OFCOM 2025). OFCOM also reports that consumption of news through social media has risen in recent years while consumption of broadcasted news has decreased. With these figures in mind, it only makes sense that forces are now turning to social media to present engagement and information to their communities. The police have always engaged with the media to pass information to the general public surrounding, positive court results, appeals for information, and as a matter of transparency. This has historically been through newspapers, and then television. In more recent year's police forces have been turning to social media platforms as their main source of getting information out to the public. Generally, the quantity of social media posts by police can vary and is used a influential tool by police. For example, after the killing of George Floyd in America, police departments there saw a massive increase in the amount of posts to try and regain some public confidence that they are still working to protect the public (Dong and Wu 2022).

In this essay I am going to explaining my own personal experience with the use of social media in policing, explaining force policies on social media posts, different social media platforms used by forces and the differences in content posted, and the benefits and potential risks and challenges of using social media.

Throughout my probationary period I have had to use social media to assist in an investigation of a burglary in a primary school. This was an incident where unknown subjects had attended a primary school and caused thousands of pounds worth of damage to the school and had a profound community impact along with great interest from the surrounding community. At the start of the investigation through other methods of identifying a subject such as neighbour enquiries and forensic analysis I was unable to identify those responsible. Therefore, I was able to task our social media team to put a post out onto one of our police social media pages to appeal for any information from the public which indicate who was responsible. After a short amount of time I was informed by a selection of members of the public who was responsible as the suspects had come forward and told people of their

involvement. As a result of this I was able to arrest them, and which meant that we were able to have DNA samples which did link them to the burglary. As a result of this it meant that both suspects were able to be charged and sent to court for the offence. When we received this positive outcome I further tasked the social media team to post about the positive result which was able to receive great feedback from the community. This example only shows the positives of the use of social media in policing as it was able to boost the communities trust in the police to apprehend offenders and send see it through that victims can have justice and also shows a level of transparency of letting the public know what we, as police do. However, on the initial post there were some negative comments that were posted claiming things such as police not doing anything about offences and proactive policing needs to be more present. However, I believe that this was effectively counteracted by releasing the second post with the outcome of the case.

The Association of Chief Police Officers (ACPO) have agreed and released a document detailing guidelines on the use of social media by forces and individual officers also. The guidance states only encourages the use of social media networks and states that good social media use can increase communication with communities, create more informed public engagement and information sharing, and provides an opportunity for greater overall transparency (Ministry of Defence Police Professional standards, 2013). These guidelines go on to detail a number of ways in which social media posts need to be but mainly posts must adhere to overall professional standards, be informative and without prejudice. Despite these policies however, forces need to be mindful of who they are serving and what communities views are, and as Bullock, Garland and Coupar (2021) noted it is heavily dependent on a number of factors including context of the social media use. These policies are generally effective and allow for information not build public engagement rather than restrict it and adhering to overall professional standards allows forces to maintain the professional image that has been built over a long period of time by forces and the college of policing. However, the overarching policies could be described as cautious (Bullock 2018), and as such may restrict the overall engagement especially from younger generations who are in use of social media platforms more often.

The use of different social media platforms can also be noted and was seen in the 2024 national riots within the UK where most force area that were heavily affected by the disorder went to social media to achieve the following goals; disproving misinformation, condemning those involved in disorder and highlighting the potential consequences of being involved, sharing information as to the ongoing disorder, and demonstrating examples of community cohesion (Robinson, Ralph and Aitken 2026). Each social media app can also be seen to be used to deliver different messages based on the target audience. The use of X can be seen to mostly be used for general public enquiries and more of engagement with individuals including crime reporting (Perron 2016). In a slight contrast the use of Facebook pages is generally used for public relations purposes and general information (Livingstone 2022). However, in complete contrast with the rise of apps such as TikTok that the majority of users are between the ages of 18 to 24 (Duarte 2026) there is an apparent younger audience which there is very little academic discussion on. However, there is very obvious change in tone from other platforms. The Metropolitan Police TikTok page's most viewed is currently standing at 5.9 million views and makes use of a very popular backing sound. This appeal to the younger generation will help with youth engagement not just for boosting overall confidence and trust but also creates an environment where the youth can voice their opinions (Patton 2016).

There much evaluation of the use of social media in policing with the overall view being positive with some downsides and limitations which could reduce the value that using social media may present. As previously brought social media presents a main benefit of an overall increase in community engagement, further to this it also inherently increases community interest in policing (Clancy, 2016). This is evident in the increase in forces posting videos

that similar to 'a day in the life of' which gain a lot of traction and attention. In gaining this engagement and community interest in reinforces one of the Peelian principles of policing by consent by naturally helping the legitimacy of forces (Qui, 2021). This is further supported by force social media pages have strong followings on social which is indicative of increased support in the communities they serve (Cartwright and Shaw, 2020). As stated in the example I have given for using social media in a policing context, it can also be used as intelligence gathering tool, (Peters and Ojedokun, 2019), aiding not only reactive investigations but also proactive investigations through intelligence development and pattern identification (Mabassa et al. 2022). Further to these benefits the sharing of positive results and successful convictions also help to support public confidence in the police being able to do their job efficiently.

Overall, social media quite clearly holds some significant benefits to policing as a whole and used effectively it can not only improve engagement from communities but interest and consequently may prove to form an effective recruitment tool for the younger generations. It is also seen to be a very effective tool in assisting in the apprehension and prosecution of offenders through such community engagement. As such this way of effectively engaging with communities' support UK forces in adhering to the basic Peelian principles of policing by consent and the prevention and detection of crime.

Despite the strong positives and strengths of using social media to support the policing purpose there are limitation to the use of social media. One of these limitations applies to the training and ability of the social media officers who run the accounts. Uduma et al. (2021) described that in countries such as Nigeria where police forces are poorly funded it presents issues with the quality of posts due to a lack of training that the social media officers receive. Although this does not directly apply to UK forces as some forces are very well funded it does raise a potential difficulty as a social media officer that has not received sufficient training may post something which causes offence or potentially breach confidentiality laws. This links on to a further limitation which is the potential breach of confidentiality laws such as those seen in the General Data Protection Regulation (GDPR) and the Data Protection act 2018. Both of these legal items are set out to protect the personal data and information of any person. Although these provisions are slightly different when relating to criminal convictions and offences (UK Government, N.D) failure to adhere to these provisions are considered a breach of UK Law and may result in lawsuits for the breaches. There are also stated limitations surrounding the age being associated with an ability to access social media platforms with older generations showing as having little to no access to social media resulting in them being less informed of police activities (Ruddell and Jones, 2013). Although these limitations may seem more sparse compared to the strengths of using social media these limitations and risks are great and could be very costly to forces. Despite this, these limitations can be well managed if done effectively through effective training, increasing outreach, and broadening the span of media that is used by policing to inform the communities.

Social media is coming to play a significant role in policing and most officers will have a multitude of examples whereby they have been able to find missing people, identify lines of enquiry, identify offenders and locate wanted persons through the use of social media. The policies around social media use created by ACPO although fair and reasonable, may require to be updated, as it was created in 2013 which is 13 years ago (at the time of writing), and social media and society as a whole has changed a lot in that time. An update in the policy will reduce unnecessary caution from forces which could be impacting the overall effectiveness of social media use. However, as social media is continuously used forces must also be aware of the risks and limitations of it's use and failure to do so may result in potentially serious consequences for forces.

To conclude social media is overall, despite it's limitations, a very effective tool in modern day policing and exhibits the UK police's ability to change and adapt to an everchanging society and community standards.

Word count - 1883

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:

Throughout my probationary period and since I have become more of a competent officer, I have had the opportunity to manage incidents that I have attended, generally as the first attending officer as I had access to the most knowledge of the incident. Having a good leader who is effective in their ability to manage will always boost the effectiveness of those who he is leading (Karauri and Kyongo 2024) and so I have developed a selection of leadership styles and strategies that I can use. I have also understood that based on the circumstances of the incident and who I was working with I would need to adapt the leadership style to fit what was best.

In this essay I will be analysing and evaluating a number of leadership styles that are often used in policing, and explaining which one is my preferred method, by using an example of a incident that I have dealt with which required me to manage some resources and manage the scene and initial investigation.

Overall, effective leaders in a police setting need to have certain attributes including, integrity, work ethic, and good communication skills (Schafer 2010), and when I have taken up any leading position I have ensured that I take up these attributes. There are 2 main leadership types that have been heavily established in literature and academia, these being, transactional and transformational (Burns 2012). I will also be considering a third leadership style, being the democratic leadership style as this is a leadership strategy that I have used on occasions and found to be effective. All leadership styles have their positives and negatives, and certain job roles and positions are better suited to using one or the other. Firstly, transactional leaders are that will work on an action and reward system, meaning that the leader will encourage those being lead through an appropriate response to doing certain jobs well (Nanjundeswaraswamy and Swamy 2014). Dong (2023) found that transactional leadership roles can “drive high performance levels” and an overall positive leadership style that will leave those being led to have a constant drive to improve. This can be applied to policing in the form of rewarded good work with recognition and assistance from supervisors in supporting later promotions or further courses. As I am still quite early on my career, I have that adopting this leadership strategy only really applies and works when I am leading

more junior officers. This is mainly due to the fact down to the fact that I have very limited to offer in terms of reward to more senior officers. This offers up a limitation to this leadership strategy as some officers will have no desire to progress any further with ranks or skills and so there is no applicable reward to offer them. There is also the impact that failing will have on staff, in that not succeeding will result in a form of punishment. Although, failing resulting in punishment seems to make sense it can have an impact on confidence levels and reduce future performance (Jaqua and Jaqua 2021). There is a strong amount of evidence that suggests that a learning based approach to those who aren't performing as they should be is more effective at building competence, compared to that of a punishment based approach (Mousavi, Golara and Bockstedt 2025). In my experience I have found that a transactional leadership style can be useful in some circumstances but more so takes the form of splitting a workload when dealing with an incident. It does have its limitations when I'm using it but this is mainly down to not being a supervisor and thus, having little to offer when it comes to reward or punishment and such this leadership style would apply better to supervisors. Overall, transactional leadership does appear to work, in theory and in practice by keeping subordinates motivated through material and measurable rewards for work. However, the obvious main draw back is that, in order to use this method well the leader will need something to give or offer their subordinates.

A transformational leadership strategy takes the form of inspiration, motivation and teamwork to achieve high set goals (Anderen 2015). As with transactional leadership, transformational does yield positive results and boosts team performance (Shahzad et al. 2022). A transformational leadership style can be so effective that it overlaps and has had an influence on newer leadership models such as, authentic, ethical, and servant leadership (Deng 2023). This shows that having transformational leadership as an option provides a wider spectrum of leadership styles instead of just its self and so would be applicable to the most people. Transformational leadership is a strategy that can quite easily be put into practice within the policing role by all levels of supervision and including PCs. Can et al. (2019) stated that transformational leadership can be done effectively by supervisors in the form of clear communication, implicating good training and created a vision that all officers can get behind. In doing this, supervisors and leaders can create a positive workspace and Can et al. (2019) goes to say a positive psychological outcome. However, the general consensus with leadership within the police remains to use a more transactional approach to leadership (Pyle and Cangemi 2019; Sylvestri 2007). In contrast to transactional leadership, this is a leadership style that I am able to implement more often and easier as junior PC, as raising moral, motivation and getting stuck into work as much as those that I am leading is easily done. Overall, transformational leadership is also a good strategy to lead a team, by motivating subordinates through genuine inspiration, team work, and a leading from the front attitude, it creates a positive working atmosphere and motivates teams through a intention to do well over doing it as an exchange as happens with transactional. Although the adoption of this leadership style does seem to be limited within the police force, it is a method that I have been developing the use of more due to the nature of no needing to motivate and lead through the use of rewards.

A democratic leadership style is commonly characterised by the group presenting ideas and arguments for their ideas, while the leader will retain overall, and final decision making authority (Debell 2019). The method is also effective as it creates an overall greater satisfaction from the team compared to other leadership styles which are more authoritarian (Foels et al. 2000). A democratic leadership style however, is heavily influenced by situational factors such as the willingness of the team to put their ideas forward, the team members ability to accept others' ideas, and the amount of time that is available to make the decision (Mhozva 2010). Therefore, this leadership style is simply unable to produce consistent results among different teams and situations (Gbadebo 2025). This is a leadership style that can very easily be applied to policing at a constable level, when dealing with an incident and a supervisor is unavailable. It allows for group decision making, and shared responsibility for the decisions that are made (Lowrey and Mullen 2020), while also

maintaining a clear leader who will make the final decision, creating no confusion on what that decision is. As a junior PC I have found this to be the best option for a leadership style especially when I am leading more senior officers, as it allows me to explain better why I have made the decision I have. However, one of the main drawbacks is the amount of time it can take to come to decision by having a discussion about it especially when dealing with a dynamic, policing incident. This contrasts to both transformational and transactional leadership styles as it takes more consideration to what the group's opinion is, and although it may take longer due to this, the team will be able to better understand why decisions are being made and creates transparency between leadership and team members. These three leadership styles have their strengths and limitations, and apply well to certain scenarios and certain ranks better than others, such as transactional being used to reinforce rank structure and enhance progression in teams, transformational to create renewed motivation and positive attitudes and then democratic to ensure that your team feels their being heard and that as a leader, you're taking into account other points of views.

In my final year of my probation, I have a selection of experiences in which I was required to manage an incident myself for a period of time. More recently, I attended an incident where it was reported that a male had stabbed himself in the neck, and none of my direct supervisors were on duty and able to assist in scene management.

I initially attended the scene with one other officer, and an ambulance response car which contained one paramedic. At first, I was aware that the health and wellbeing of the male was the first priority and so, the paramedic and I began conducting first aid, while the other controlled the other occupants of the house. A further ambulance crew along with another double crewed unit of officers arrived shortly after and I have allowed the paramedics to continue their work while I briefed the next arriving officers. I used a transformational approach to the initial management of this scene, mainly due to the fact that at that time it was a very dynamic situation which had a risk of serious harm should certain things not be completed. Once the paramedics had the male on the back of the ambulance and the situation had calmed down slightly, I gathered the attending officers and employed a more democratic approach to leading. One of the officers brought up the idea of potentially arrested the male's partner for attempted murder due to certain markers on the address and persons and circumstances of the incident. I have then found an area that the other attending officers and I could have a brief discussion surrounding this idea making sure that every person was able to express their views freely. After discussing this and hearing all the officer's views, I made the decision that would not be arresting the partner based on numerous factors and explained why I came to that decision in a fair and transparent manner to those who disagreed. Everyone was happy with that decision, and I have then switched to a transactional and transformational approach when dealing with the final stages of my involvement which included the completion of the 'golden hour enquiries'. In line with the transactional leadership approach when I was next able to I have given a reward of praise to the those involved and forwarded it to their direct supervisors. Upon reflection I believe that the flexibility of leadership strategies I used during this incident allowed for all officers to give their view on the way to do things by using the democratic strategy, keep moral and engagement high by making use of a transformational approach and then giving a sense of reward by making use of the transactional strategy.

There are a variety of leadership strategies that I have not discussed during this essay which are all valid and reasonable approaches to use. However, I believe that the 3 I have discussed are the most in line and effective when used in a policing context. As previously discussed, each strategy has their strengths and limitations, and as such a combination of the three would be the most effective way to lead. Upon review of the leadership styles that I have witnessed as a team member, I have found transformational to be most common within lower level supervisors such as sergeants and inspectors, and then it seems to change to more transactional when moving further up in the ranks. I believe that a democratic approach should be implemented more in the higher and it would create more transparency

and make constables feel more heard, by chief officers. However, with this in mind a combination of all 3 methods would still be most effective over one specific style as they each cover up each other's weaknesses.

Word count - 2025

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:

Despite a number of similarities, coaching and mentoring are also quite different. The main differences being that coaching is more short term intense type of training normally focused on a specific skill, but mentoring is a longer term less intense version of non-specific training (Stokes, Diochon and Otter 2021). Across my 3 year probation I have been subject to both mentoring and coaching from a number of different sources, including, more senior officers, supervisors, my tutor and trainers. There are a number of different styles of mentoring and coaching that I have experienced, these being, one-to-one mentoring, group mentoring, GROW coaching model and collaborative engagement.

During this essay I am going to explain the coaching and mentoring methods that I have experienced and evaluate them as such in line with my own experiences. I will also be taking into account the coaching and mentoring methods I have implemented and which style I prefer and find the easiest to use, and how I provide feedback to other officers when I am in a position to do so.

One-to-one mentoring is simply just a normally senior person in an organisation providing regular support in order to facilitate professional development in a person (Kalen, Ponzer and Silen 2012). This method is likely the most well used out of all mentoring and coaching styles with the college of policing (2026), finding it to be a key tool for professional development. This approach to mentorship is used in the tutorship phase when an officer leaves training school. The tutorship phase is normally a 10 week period which focuses on the development of an officer into fully functional and independent officer who can deal with any situation that they may walk into. Despite the seemingly short time of the tutorship period, it will still fall into a mentorship category based of the definition of mentorship due to the overall development and not just a specific skill. One-to-one mentoring has been described as a core part of professional education and development (Beverly et al. 2017), and holds benefits not just for the mentee but also the mentor themselves being able to boost their cognitive, social and emotional skills as a result of the mentoring relationship (Tok, 2025). Despite these strengths the effectiveness of this mentoring style is unfortunately limited by the ability of the mentor (Deng and Turner 2024). Overall, one-to-one mentoring is an effective approach to workplace development, and it is used regularly in many different aspects of the policing organisation. As state, this is the mentoring method that is used

during the 10-week tutorship phase of the probationary period. When I was the mentee during this phase, I found the one-to-one mentoring style to be very effective, it helped me understand what I needed to do and when and only having one tutor meant that I wasn't being confused by different ways that people do the same thing. Since then I have had little experience with this style, aside from what Maher (2006) described as peer mentoring which is a form one-to-one mentoring whereby two employees of similar experience help each other to develop.

Group mentoring is where a small number of mentors will support a larger number of mentees, such as in the initial training school where two mentors will support a class of around 30 mentees. There again a range of strengths associated with group mentoring, such as Moss et al. (2008) finding that a group mentoring scheme that was set up for a year showed a range of gains in nearly every aspect of the participants work including, knowledge and inter-personal gains. Moss et al. (2008) also found that the participants found it to be effective in fact that they continued it for a further year. Group mentoring has many applications in the academic sector more so over the practical area, and once again was able to yield very effective results, on those who failed exams being able to pass on a second attempt through the use of group mentoring (Leidenfrost et al. 2011). However, one of the limitations to this mentoring style is that it's effectiveness depends on how time has been organised, and mentee engagement (Coppin and Fisher 2016). Should the mentees not engage with the mentor, or each other enough, then the mentoring method as a whole becomes obsolete, and the method will not be able to work as effectively as it should. As stated, this mentoring method was used a lot during the 6 month training school stage of the probationary period. As a part of our training, we made use of group tasks and worked together towards our exams, while also receiving feedback from the mentees. I found that this method was very effective, and I learned a lot through group tasks, and we were able to help each other through the harder sections of the programme. Although, when I was in a group that was quieter and contributed less, I found it to be a less effective style, and it felt like I was doing the work of multiple people which created excess stress.

The GROW coaching method is a way structured method that can be used to facilitate growth in a specific, targeted area. It generally follows an approach of having four stages, these being, goal setting, reality checking, options exploration, and way forward (Grant 2011). This style is implemented into policing while on specific training courses such as, the method of entry course and response driving. There appears to be very limited debate on the overall effectiveness of the GROW strategy to coaching, although it does provide a strong structure to coaching and a small reflective, learning onus onto the learner. Bruno and Dell'Aversana (2018) were able to speak very highly of reflective practice and found that overall, it betters the learning experience. Obviously again reflective practice depends heavily on how willing the learner is to reflect on what they've done and their ability to reflect. Another critique of the GROW model is that it can be difficult, using this model, to fully capture a change in human behaviour, (Panchal and Riddell 2020) and in doing so may limit a full reflection that can fully bolster development, by the coach and the learner. I have experienced the GROW method personally while on the response driving course, which is a 3 week course which focuses on specific skills each day. Throughout the course, each day myself and the other students would write an evaluation following the GROW model on the days performance, with the guidance of the instructors. I found this method to be very effective at homing in on a specific skill and found that with each day I would build on the last and was able to learn very fast.

Finally, collaborative engagement is a coaching strategy that was first implemented in educational settings for improving teacher's student's outcome. This method is where the coach their student will take join responsibility for the outcome of the coaching (Yopp et al. 2011). This method can often be used in policing, and it has been used on me during my tutorship period when I was struggling to complete an aspect of the portfolio. This style is

however, generally limited to lower ranks of the police organisation or less senior officers and is usually used in conjunction with other strategies. Netolicky (2011), described as a strong coaching method due to its non-hierarchical approach to coaching which creates the feeling of a shared experience. Similar to the GROW approach to coaching there is also a strong emphasis on reflective practice in this style which also helps the coach in their coaching as it creates areas of improvement that the coach and learner can focus on (Jewett and Macphee 2012). Rincon (2020), however, found that despite its obvious strengths the effectiveness of collaborative engagement as a coaching strategy can be limited based on the trust between the coach and the learner, and the time constraints or any difficulties arranging meetings. I have found personally that whenever I have been a learner and this style has been used that it is highly effective. This mainly due to the feeling that the coach and I are working on the skill together instead of being on my own and doing it. This method was used during my tutorship, and I needed to develop my confidence levels when talking to victims and gathering details. My tutor and I, through reflective practice realised what the problem was and decided that together we will actively make attempts to rectify them.

Overall, there are a non-exhaustive list of benefits to having a good coach or mentor, and although they are both slightly different in nature, their strengths are similar. Having a good mentor, whether that be, peer mentoring with someone of a similar experience to you, or a senior officer or higher rank, it will prove to have significant benefits over the course of the mentorship (Augustine Shaw 2017). Although thus far, I have only seen the benefits of good mentorship and coaching through the earlier stages of my career, the benefits will also carry through to all stages of my career regardless of rank and level of service (Baral et al. 2024). I have always had a number of goals that I set myself when I became operation and through having mentor's throughout my probationary period, I have become significantly closer to achieving these goals.

Throughout my probationary period there have been a selection of occasions where I have worked new officers and sometimes officers who are still within their tutorship period and in doing so have had to provide feedback to them around their performance. Jug et al. (2019) described that feedback needs to be behaviour specific to be good feedback, and when providing feedback, it needs to be constructive and actionable. Whenever I have had to provide feedback to more junior officers I have ensured that my feedback has included positives about their performance and any negatives were worded in a way that gave them a clear path to improvement. I am also aware that the learner becoming engaged in the feedback and responding to it improves the learning experience and will cause them to be more engaged within the environment (De Kleijn 2023). As per most of the coaching and mentoring strategies I will implicate a reflective element to the feedback and see how they thought they did in the situation, because as stated previously this will create and more engaged learning environment and boosts overall learning.

In conclusion there are a number of different mentoring and coaching strategies that I have been witness to during my probationary period and each of them have their strengths and limitations. Given the evaluation points that have been brought up of each type of mentoring and coaching style I am of the belief that a combination of both mentoring and coaching should be implemented when learning as a part of the policing role. Although mentoring is better when looking at overall growth, coaching can have a significant impact on an officers ability to perform when in a specific set of circumstances as will help sort out areas that are lacking in ability. However, the general point that was brought up throughout this essay and my research is that reflective practice is the key to continuous learning and improvement. Although this is better done with a mentor or coach, this can be done personally by reviewing this such as body worn video and recordings (Hepplestone et al. 2011). As a part of the general force ethics and policy it is a standard that officers continuously improve and in order to do this I will continue to seek feedback, mentorship and coaching throughout the rest of career.

Word count - 1961

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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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