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BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based
Workbook 3 (PCDA)
12 elements 8000 Words - BMPF 6000D**

**(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) BMPF 6000D

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.*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Understanding the Police Officer Role	2000
Task 2	Communication Skills – social media	2000
Task 3	Leadership and Team Working	2000
Task 4	Coaching, Mentoring, Assessment	2000
	Bibliography	
	Total	8000

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:

Professionalising policing is not a new concept. For decades, police services in the U.K have used methods striving towards a more cohesive and professional police service for the citizens of the United Kingdom. Enforcing a professional working environment in the police service even dates back to 1829, with the introduction of the Peelian Principles (gov.uk, 2012). These nine principles set the bedrock for how police officers conduct their business and although training methods or codes of conduct may have changes over decades; these basic principles have remained fundamental parts of policing practice. In recent years, the development of the College of Policing has revolutionised training within police services, with the aim of boosting professionalism, driving consistency and improving leadership. (College of Policing, 2023).

Established in 2012, The College of Policing was implemented as the professional body for those working in policing in England & Wales with the sole aim of professionalising policing across the United Kingdom. (College of Policing, 2023). The main benefit of this system is to ensure that all officers are receiving the highest level of training, which in turn will allow service users to experience the highest standard of policing in any situation. The College of Policing are always developing training methods and continue to innovate police services in the United Kingdom, more recently introducing the “Policing Vision 2025” in 2015. This was a ten-year plan that aims to improve trust within the police service, working with police and communities to ensure maximum cohesion between anyone who is involved in the service. “Our ambition is to make transformative change across the whole of policing. The public, and improving policing for them, are at the heart of this Vision.” (National Police Chiefs Council. p.1-12. 2015). The idea behind this strategy was to allow for improvements across every department in every police service across England and Wales, with a particular focus on neighbourhood policing.

The importance of neighbourhood policing has been heavily documented in recent years as a result of this strategy. An improvement in community policing came with the development of the Neighbourhood Policing Team (NPT). These police officers specialise in community cohesion and have specific areas to cover and help with specific emergency calls. This ensures that smaller communities will acquire a team of dedicated officers, which gives a sense of personality and recognition to the uniform (Avon and Somerset Police, 2022). The benefit of the public interacting with the same officers in their community is that it ensures the officers will always have a top level of professionalism, and the communities will know who they are, building a sense of trust in the individual officers. NPT officers will also have a greater understanding and familiarity with the community and the concerns or issues of its residents, making the community feel safe and considered. “Community policing emphasizes that police departments should seek and carefully consider citizen input when making policies and decisions that affect the community.” (Cordner, G. p1-16. 1995). This perfectly matches with the College of Policing’s community engagement aims, “...that if we are to meet our communities’ needs, the service must continue to adapt to the modern policing environment.” (College of Policing, 2015).

Community policing is a focus for the police service, as documented by the College of Policing, but not all groups and communities are necessarily willing to engage with police which shows that even after nine years of the ten-year plan have passed, there are still areas of improvement needed to fully professionalise police, (College of Policing, 2015). The training that the College of Policing implement is extremely thorough but cannot always be enough to combat unconscious bias. Unconscious bias can be defined as, “an unfair belief about a group of people that you are not aware of and that affects your behaviour and decisions” (Oxford Learners Dictionary, 2024). This can influence decisions that the police make which can unfortunately have the snowball effect of breaking trust between the communities and police. Following some high-profile terrorism acts, people of the Muslim community feel that they were unfairly targeted by police officers, and as a result, caused the Muslim community look unfavourably on the service, “...a perceived or actual conflation of general community engagement with anti-terrorism policing has made some Muslim citizens suspicious of the police...” (Bullock, K. et al. p879-897. 2018).

Now that I am in my final year of probation, I strive to maintain the modern professional policing standards that I have documented such as professionalism and consistency. I ensure that I maintain my professional standards every time I put my uniform on as well as maintaining the standards in my personal life. This is even more imperative when working closely with diverse communities. During my time in South Wales Police, one incident I dealt with in which I had to maintain my professional standards was during a hate related public order incident. During this incident, I applied knowledge and training that the College of Policing implemented in order to maintain a gold standard response to the incident and provide the service user with excellent care; this was particularly important given the nature of the incident. The victim in this incident was a member of the transgender community, a community that unfortunately experiences regular hate incidents. Being transgender is classed as a protected characteristic in England and Wales and the need for that categorisation is clear. Transgender people have often reported being victims to hate incidents and hate crimes due to biases within local communities, with many subjected to both verbal and physical abuse, “those currently undergoing a process

(or part of a process) of gender reassignment or transition were significantly more likely to report having been victimised..." (Ellis, S. et al. p211-224. 2016).

The first value listed on the College of Policing website is, "...inclusive – we connect with our policing colleagues and our communities to ensure that we understand the complexities and realities of policing," (College of Policing, 2015). This alone shows that the College of Policing are striving towards a level of professionalism that will teach every single officer to be inclusive and sensitive to each service user's needs. For this particular incident, before looking at the case I had to build a relationship with the service user and create a high level of trust with them. This meant that I had to consider pronouns and when speaking to them, ensuring that I was using their correct name and extending these into the documentation of the crime and case file. This also provided a potential issue that I had to have in the forefront of my mind when building the case file. When producing the file, police officers must include all previous convictions of the suspect and victim to distribute to the defence and prosecution. This meant that when building the file, I had to also search for previous convictions using the victims birth name in order to provide the Crown Prosecution Service with all the information possible. I had to use "The Competency and Values Framework," (College of Policing, 2023) specifically ensuring that I was emotionally aware and compassionate while gathering this information. I made sure to ask the victim what their preferred pronouns were and what their preferred name was. Leading the conversation in this manner showed the victim that I understood their circumstances and that I held a high level of respect for them, which was even more important due to the nature of the case.

A hate crime can be defined as, "a crime, typically one involving violence, that is motivated by prejudice on the basis of ethnicity, religion, sexual orientation, or similar grounds." (Oxford Learners Dictionary, 2024). At its core, a crime involving a hate element requires immediate and full attention and care. During this case, I ensured to use the values I have learned over the last three years of probation, specifically inclusion, to provide the best standard possible, as I do with all my cases.

I have noticed a change in my own policing style now that I am in my final year of probation. Comparing my time as a police officer from when I first started three years

ago until now shows major improvements on how I deal with situations. For the above case for example, I may not have understood the complexities of the situation in my first few months as an officer, now however, I fully understand exactly what needs to be done and how to handle the case on my own. The major change that I noticed is that I often find myself being the most experienced officer at an incident. In my first few months as an officer, I would often follow the lead of the person I was with and would often ask questions about how to deal with certain situations. Now I am the one making many of the decisions and although I still ask questions, much of my decision-making comes from my own experiences. This also means that fellow officers often look to me for help, advice, and means that I usually am the only officer available to drive the police vehicles with blue lights and to make executive decisions. The reduction of active frontline officers has been noted to be putting a strain on the police service and is something that I have noticed profoundly in my last year on probation (Webber, A. 2019). This has caused myself to have a much higher workload and has caused stress and fatigue that I did not have during my first few months as an officer. The lack of officers has also meant that I have dealt with high-risk situations knowing that there are fewer officers available to me if I need to request assistance. In the above case for example, when arresting the subject, we conducted the regular background checks and discovered some dangerous warning markers, however there were so few of us on the shift that there were only two officers available to make the arrest. I combatted this by always keeping a dynamic risk assessment ongoing in my mind and making sure that my colleague and I were safe. I was able to utilize training I have received throughout my time in South Wales Police to keep us safe such as my time spent training in the public order unit. The extra training I received focused on officer safety and I was able to use this training to take control of the situation and keep welfare at the top of my priorities.

My role has also changed in levels of trust. Now that I have been in the police service for a number of years, I have found that I am trusted to deal with situations on my own that I otherwise would not have been when I was a new student. I am now able to attend response calls and make valid decisions using the National Decision Making Model (College of Policing, 2013) with the knowledge that I have

gained enough experience to make the right decisions to benefit the victim and to fairly treat the subject.

With every call I attend, my level of understanding, compliancy and trust increase. This all builds on my skills as a police officer that stems from the training received from the College of Policing. The College of Policing gives officers the tools to start their policing career and provide a solid foundation to build from. The role of a police officer is fluid and ever-changing (Rumbaut, R. et al. p1-523. 1979) but one element that must never change is the level of professionalism that is expected from members of the police service. There is always room for improvement in all aspects of the role, but with strategies such as Policing Vision 2025 being implemented, the College of Policing are taking all possible precautions to ensure there is a strong level of training in place for all officers. Meanwhile, I am doing everything I can within my role as a police officer to keep up my level of professionalism whilst on and off duty. I make sure that I do this no matter how much my role or policies may change. Over the last three years I have been a witness to countless victims and incidents that I use as inspiration to maintain my personal professional standards.

Word Count: 2052

Task 2

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 is utilised in nearly every business and company and public service provider in the United Kingdom and the police service is no different. Using South Wales Police as an example, they have an array of different social media account across multiple services such as Facebook, X (formerly Twitter), Instagram, TikTok and YouTube (South Wales Police, 2024). Social media has a vast outreach and the reasons for the use of social media range from department to department. These can include engagement, informational posts, recognition and appeals amongst others. "South Wales Police has a presence on a number of digital platforms, aiming to inform/ educate and change the behaviour of people in our communities and inform those interested/ affected by local policing." (South Wales Police, 2018). The use of social media however can bring other issues to the service which show there can be benefits and risks to using these types of media.

South Wales Police use many forms of social media for various reasons as mentioned above, however to those who use the social media accounts it is vital that

they stick to force policy in order to preserve a professional online footprint; this includes officers' personal social media accounts. According to force policy, officers are actively encouraged to use force-owned social media accounts with a focus on engaging with local communities (South Wales Police, 2018). Although South Wales Police use different social media platforms, the main source of community engagement comes from X, with a section of the social media policy dedicated to this service. The policy states that posts and engagement on this platform must be conducted with the utmost professionalism and sensitivity. South Wales Police will often use Twitter to post about missing persons along with images and details of their last known whereabouts; this promotes members of the public to assist with investigations. One defining feature of Twitter is the speed in which information can be shared; information about ongoing events can be discussed with members of the public seconds after an incident has occurred, allowing for a high level of control within the service. Instagram focusses more on images rather than information so this service can be used for sharing accomplishments or news from within the service such as retirements.

In my time at South Wales Police, I have used social media in numerous ways, including during an ongoing incident as well as community engagement. I have also been mentioned and photographed in a number of tweets whilst in uniform conducting community engagement. I have given talks to primary schools and have also been placed on the official South Wales Police X page while on patrol in the local community. Whilst these tweets were constructive and increased public relations, I would say that in my personal experience, using social media in order to assist with ongoing incidents has proven incredibly worthwhile.

One incident that I was involved in was regarding the disappearance of two teenage children. I investigated this case as I would any other, using golden hour principles (College of Policing, 2013) by speaking to witnesses; following CCTV leads as well as attempting to track their mobile devices. Given the age of these individuals, time was critical. They had no access to money and their whereabouts were not known, but what was known, was what they looked like and the clothes they were last seen in. Using this information, I requested that an appeal be placed on social media,

adhering to the South Wales Police social media policy, which included photographs of the individuals as well as details of the clothing they were last wearing. The result of placing this information on social media was that we received multiple direct messages from members of the public who remember seeing the teenagers at different points during the day. I was able to collate this information and build a map that showed their direction of travel and opened numerous potential CCTV opportunities that we otherwise wouldn't have known about. The result of this was that by using CCTV and the information provided by members of the public I was able to find the teenagers who were missing and return them home safely. A recent study into the effectiveness of social media usage in finding missing people by (Tsoi et al. p1-10. 2018) showed that if a missing person's photograph was included in a tweet by a police service this massively increased the chance of the missing person being found. It would encourage users to keep the photo readily available and look out for the specific person.

As with all aspects of community engagement, there are both benefits and risks to social media usage. The South Wales Police twitter page currently has 164,000 followers (X, 2024) which alone shows the potential for community engagement; especially when you consider that South Wales Police also have numerous local twitter pages. As (William, A et al. p1-151. 2015) states, police services that communicate with the community through forms of social media will be able to better address the immediate concerns that members of the public have, such as crime, social disorder and fear of crime. Social media also creates many avenues for members of the public to report ongoing crime. The benefit of this is that members of the public are able to submit crime reports anonymously due to many social media users having usernames instead of their real names. A survey by (Accenture, 2012), found that sixty-nine percent of people who responded stated that they would interact with police more if they were able to do so anonymously. With this data, we can see that this increases the likelihood of police receiving more information about ongoing issues than they otherwise would have; this also builds on information and intelligence.

Social media usage also allows police services to refute malicious rumours of ongoing incidents by sharing facts and details to the public, which is a major issue. This in turn will help to reassure the public and build trust within the wider community. (Crump, J. p1-27. 2012). One example of this was the summer riots of 2011. Police services across England and Wales were able to use social media to provide information to the public; to address claims of riots occurring in areas in which they were not whilst also giving the community some much needed reassurance. (The Police Federation. P1-12. 2014). Looking at my case of the missing teenagers, the level of trust within the community was very notable as I received a lot of useful information regarding the whereabouts of the missing people that ultimately led to them being found, but there were also numerous reports made by people claiming to have seen them that were proven false. False information received meant that the time taken to find these people was increased, leading me to spend my time looking at pieces of information that proved to be unhelpful in the search.

One critical incident I was involved in was the riots of Ely in 2023. Social media played a huge part in this case, from the initial disorder to the investigation that followed. I was on the frontline of the incident and was met by more than 100 people who were rioting or recording and photographing the scene. The reason there were so many members of the public involved in this was due to the incident being shared and live streamed across multiple social media platforms. South Wales Police combatted this by using their own platforms to inform people of the ongoing disorder in an attempt to reduce the number of people who were arriving at the scene. There is no way of quantifying how these social media posts affected the final number of participants, but we do know that thousands of people would have seen the posts due to the number of followers these pages have. Without social media, it is almost impossible to share news stories to that amount of people in such a short amount of time. This incident being publicised on social media had a detrimental impact on the situation and escalated things further, putting myself and my fellow officers at greater risk. The fact that these situations can be broadcast in the click of a button means that more people are likely to flock to an incident to observe it for themselves. This incident multiple people were sharing information as citizen journalists, however, not

all of it was accurate, leading to more people joining the riot and heightening the anger felt by those taking part (BBC, 2023).

Social media also allows the police to build their intelligence and information within the service. South Wales Police often play host to some of the biggest events in England and Wales, from football matches to music concerts and often, we have a team of officers who try and obtain as much information and intelligence as possible regarding any potential issues we may face. This allows officers to shape decisions on officer deployment and change the way in which co-ordinators handle their resources, (HMIC. p1-22. 2012). The information and intelligence received increases tenfold when you include social media, purely due to the vast amount of people social media can reach. The fact that people can engage from the comfort of their living room without having to speak to an operator makes the use of social media reporting that much easier and appealing. This allows the police service to prepare for any potential incidents they receive intelligence for which they wouldn't have knowledge of, if it was not for social media, (The Police Federation. P1-12. 2014). I have experience this first hand on numerous occasions working with the public order team. Whilst on duty with the public order team, we were continuously changing positions and locations based on a dynamic risk assessment by the gold commander. Whenever we received a new piece of intelligence, we would adapt our planning guide and attend the location of a possible fight or public order incident.

As shown, social media has had an incomprehensible effect on the police service and the day-to-day workings of police officers. It is clear that social media has many benefits. It allows police services to engage with communities and their residents on a mass scale, sharing information on ongoing incidents and keeping people up to date on recent events. It also allows police services to build high levels of information and intelligence that allows the service to tailor their policing styles to each community and put officers exactly where they need to be. It also allows members of the community to report ongoing crimes safely and anonymously if they wish to do so, allowing police services to act proactively instead of reacting to incidents that have already escalated. It allows the police service to manage major incidents and

protect members of the public as well as officers who are already in attendance, giving live updates on any developments.

There are also many negatives that come with social media usage within the police service. Inappropriate behaviour online can negatively affect how the public view the service as a whole. One major issue with police officers and social media comes in the form of inappropriate behaviour. Social media allows you to say anything you wish which, in theory could be seen by an infinite number of social media users. An investigation by (HMIC. p1-41. 2012) showed some very alarming statistics in relation to this. HMIC examined a number of social media accounts that were owned by identifying police officers and cited that there were a total of 357 instances of inappropriate behaviour discovered. They broke these down into four different categories: negativity towards work, political opinions, offensive language and direct comments on police principles. All of these instances were reported to the relevant police services for them to deal with as they saw fit. I have not seen any instances from officers that I work with, but I understand that these types of comments and behaviour can only negatively affect the police service and show an extreme level of unprofessionalism.

I have personally experienced the positives of social media usage from using it to help me find missing people to using it in my public order situations to combat escalating situations. Used effectively, social media can provide police with the tools to fully combat crime and disorder within communities however, training is needed and policies adhered to, to keep social media usage professional. This is especially prevalent since social media is ever changing and how people engage with different platforms can fluctuate and change (Hogan, B. et al. p309-315. 2010), to ensure the service is using the platforms to their full potential, they need to stay updated on how the platforms have changed and how people use them.

Word Count: 2129

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:

South Wales Police use a hierarchy system for leadership within the police service; however, no matter what role you have, every officer will have their own leadership style and situations in which they must take the lead. (College of Policing, 2023) list the standards that an officer must have when in a leadership role which are split between five organisational levels; this is from leadership foundations up to executive leaders. There are numerous standards spread across the five levels, but one constant standard is that officers must adhere to the Code of Ethics (College of Policing, 2014). The code of ethics incorporates the standards of professional behaviour and policing principles in order to ensure every officer has the same level of professional conduct. There is no single definition for a good leader in the police however, commonly used leadership styles include authoritative, transactional and transformational (Fritsvold, E. 2023). This article states that an authoritative style is very strict with the leader exerting full control over people and situations. A transactional style is similar to that of the authoritative leader but is more rewards-

based to motivate colleagues. The transformational style focuses more on the colleagues themselves which aims to inspire and motivate. During the incident I am going to discuss, I believe I showed traits of all three of these leadership styles throughout different stages of the incident. These styles are valid for use in policing for a number of reasons. It allows the hierarchy system to stay in place and for superiors to have control over how their officers behave and deal with incidents. Also at the lower level of the system, it helps to promote wellbeing within a team with a rewards based system to boost morale.

During my time at South Wales Police, I have had many situations where I have had to adopt a leadership position. One incident that I attended was a major road traffic collision whereby a vehicle had driven off the side of a twenty-foot cliff, landing in a shallow river. I was the first officer on scene which meant that I had to co-ordinate the entire situation. There was a seemingly endless list of variables that I needed to consider, starting with informing other officers on the location of the accident. Following on from this, I needed to quickly devise a plan with the main focus being on safeguarding the four occupants of the vehicle. The first decision that I had to make was how to safely get to the base of this cliff face, as we had no idea at this point what level of injuries the occupants had. I decided to utilise members of the public who were starting to gather and requested that one of them get a ladder for me that luckily, one of them had in their van. At this point, I was able to go down to the crash site and better evaluate the situation in order to continue my personal dynamic risk assessment.

Analysing the start of this incident, I utilised a more authoritative style of leadership that was mainly due to being first on the scene. I co-ordinated the surrounding people and took control of the situation, whilst keeping a dynamic risk assessment ongoing in my head. I used this style to tell other officers where they would be required and to make a concrete plan of action before we had a multitude of other officers and services on the scene. At the start of this incident, I did not have a level of flexibility with my plan. This is due to having a lack of information and limited resources available to me at the time.

Following on from this I positioned myself by the crashed vehicle and before making any more decisions, I conducted a welfare check on the occupants of the vehicle. There were four occupants who were all injured however none appeared to have very serious injuries at first inspection. At this stage, I continued to change my plan and decided that before we attempted to move any of the passengers, we first needed to conduct a thorough risk assessment focusing on the condition of the car, severity of the injuries and how we would be able to move them. At this stage more colleagues arrived on the scene which allowed me to delegate roles and conduct my plan. I told colleagues to contact other emergency services, control the gathering crowd and to put a roadblock in place. Having colleagues to assist me allowed me to properly speak to the occupants and gather the information I needed to adapt my plan.

I mostly continued my use of the authoritative style during this period as a way to keep control of the situation. This allowed me to be fully aware of where my fellow officers were and what they were doing that gave me the ability to conduct further checks. I feel this was necessary at the time to make sure that one person was giving out information to the control room, reducing the risk of confusion or mixed messages (Jayles, B. et al. p1-11. 2020) and increasing the likelihood that the occupants would receive the appropriate treatment as fast as practicable. This also incorporated the start of my transformational style, as I was using fellow colleagues to help me, and with the information I was giving them, allowed us to have a shared vision and build the level of teamwork needed for an incident of this scale. "Efficacy was most strongly linked with integrity, work ethic, communication, and care for personnel" (Schafer, J. p644-663. 2010).

At this stage of the incident, I had to liaise with other emergency services who had just arrived on the scene. An emergency can be defined as, "a sudden serious and dangerous event or situation that needs immediate action to deal with it." (Oxford Advanced Learners Dictionary, 2024). This particular situation was declared a major incident due to the sheer scale of destruction and persons involved. According to an article by (Cabinet Office. P1-30. 2012) one or more category one responders must be deployed in order for the situation to classify as a major emergency. They also

state that plans for dealing with these situations can be specific to the individual emergency services but that certain cases may require a multi-agency plan. For this incident, I was able to co-ordinate with both the fire and ambulance service in order to create a multiagency plan to safeguard the occupants of the vehicle. This meant that I had to take a step back and allow the fire service to cut into the car, giving them the room to extract them from the vehicle. Upon evaluating my leadership style, I performed well under pressure and delegated tasks allowing for a collective outcome. Using other colleagues and emergency services to work towards a common goal ensured that the occupants of the vehicle were receiving the best treatment.

Now that I am in my third year of my probation period, I have become one of the most experienced officers on certain shifts. As a result of this, I am often trusted to pair up with newer students and I was also a mentor for a new special officer that joined our team. Whilst training new starters, I primarily use a transformational or transactional approach to my leadership style. When new starters arrive in the station, I know from personal experience that many aspects of the job may be overwhelming and although they have received training from the College of Policing, there will be gaps in knowledge that need to be addressed. When I started to mentor the special constable, my first few shifts required an authoritative leadership style. When attending incidents, I would start by informing the special constable how I would normally approach an incident like the one reported and the actions that would need to be taken on arrival at the scene. I would then delegate jobs to them so that we both knew exactly what we would be doing when we arrived, which allowed everything to go smoothly and I was comfortable in the knowledge that no necessary elements to complete the call would be missed; this safeguarded everyone involved.

After a few shifts with the special constable, I adapted my leadership style to suit a more transactional style whereby I would allow the special constable to approach incidents and take the lead with myself taking a secondary role. This allowed me to evaluate the level of their capability which opened the door to constructive feedback. When the constable performed well, I would inform them of this with the same principle applying if they missed something important; I would make sure that this

task was completed and inform them as such. When the special constable completed a task to a high standard, I would introduce a rewards-based approach in an attempt to boost morale and their confidence. This approach worked incredibly well, and it affirmed to them that they were performing to a high level, which encouraged them to push themselves to learn more and learn new skills. Following on from this, I again adapted my leadership to suit a transformational style which as noted above, focuses on a people-centred approach. Knowing that the special constable was competent, I was able to work with them and focus less on the training element of our working relationship. This style of policing "...aims to inspire, empower and motivate one's team." (Fritsvold, E. 2023). I was able to work with them for a collective goal when attending incidents, which also allowed us to communicate with one another and allowed them to come to me with any issues or questions they may have. It is important to have a good working relationship with your colleagues as you are all working towards a collective goal and you also spend countless hours with each other whilst in work. If you were to have a poor relationship, this would impact your professionalism and ability to perform well together.

Analysing my leadership whilst training the special constable showed me that changing and adapting my style proved the best way of handling any given situation in front of us. The severity of the certain situations meant that my style of leadership had to be fluid as being in more serious situations with less experienced members of staff means that you have to be more authoritative as everyone automatically looks to the more experienced officers to lead them and make decisions. As discussed earlier, it is imperative that all officers adhere to the Code of Ethics whilst working and showing leadership skills. There is no particular leadership style, or model, that suits every officer in South Wales Police. It is important that officers are fluid in their leadership approach to gain control of any given situation and to fully safeguard service users. I have demonstrated strong leadership skills during my time at South Wales Police and will continue to adapt my leadership style to suit the circumstances. During the RTC incident, I proved that I could change my leadership style in the moment and take control of an incident that I was first at scene to. Whilst training new starters I proved that I could use many different styles of leadership

depending on the level of competence and severity of the situation we were in. Having a dynamic risk assessment ongoing at all times will allow me to adapt my leadership style in any given situation.

Word Count: 1917

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:

Adapting to the role of a Police Constable has been a major learning curve for myself and over the last three years, I have had a tremendous amount of mentoring and coaching from various sources. The mentoring I have received has changed throughout the three years, as the more competent I became in the response role, the more complex situations I had to deal with and ask advice for. I have also worked with numerous departments which I would have been unable to do without training from more experienced members of the force. This has allowed me to complete both personal and organisational goals. I will critically reflect on all of the above points as well as how much I have developed over the last three years, as I am now a completely different Police Officer to when I first started, as well as a different person.

Mentoring can be defined as, “the practice of helping and advising a less experienced person over a period of time, especially as part of a formal programme in a company.” (Oxford Advanced Learner’s Dictionary. 2024). In regards to policing, the College of Policing state, “Mentoring is a relationship where a more

experienced or knowledgeable person offers support, advice and guidance to help a less experienced person develop and progress” (College of Policing, 2024).

During my time at South Wales Police I have learnt on the advice and mentoring that has been provided to me by my superiors and colleagues. Different types of advice that I have received have helped to shape me into the Police Officer that I am today as I have seen both gold standard examples and sub-par examples of work.

Going back to the start of my three years in probation, coming out of training school I was very new and adapting to work as a response officer was very overwhelming. Perhaps the most vital mentoring model used by South Wales Police is that of tutorship which aids in the transition from classroom to the real world. I had an initial three-month period with my designated tutor and during my tutorship I would take on as much responsibility as I could and would ask for feedback after every call I attended in an attempt to better myself. My tutorship was a surreal experience because although I had received six months of training prior to going on shift, putting what I had learned into practice was difficult as members of the public are unpredictable. I benefited greatly from having an experienced tutor at my side throughout my tutorship as I used them for guidance throughout, even towards the end of my tutorship I would confirm whether I was doing something correctly or what I could improve on. A survey conducted by (Tyler, M. et al. p518-530. 2011) spoke with a number of existing tutors in the police and the consensus was that police tutors are necessary for new students and that it helps to put new starters on the right path for a successful career. Another study stated, “Both mentors and mentees perceived they were learning within the mentoring relationship” (Jones, J. p228-247. 2018). This is invaluable to the learning and development of all officers, tutors and students alike as they are able to continuously improve their performance and ultimately become better officers.

After my initial three-month tutorship, I was signed off to be an independent officer which again, changed my perspective on policing. I was now dealing with police incidents alone and many a time, not fully knowing the exact way to handle things. At this stage of my career, I looked for advice from other senior members of staff who

were on my team. This is a more relaxed model of mentorship which is encouraged by my senior officers within the force. The first time I conducted a suspect interview alone I contacted a member of my team who talked me through the process again so it was fresh in my mind, and I know that if it weren't for the help of the coaching I received from my team, I would have made many more mistakes than I did. They taught me how to organise an interview and keep my files updated, meeting an organisational goal of balancing your workload. Knowledge and coaching from colleagues is invaluable and has benefited me greatly over the course of my three year probation. I have also experienced negative sides to mentoring which in itself has helped me to learn the correct processes I should be taking. There can be officers who will cut corners, as they believe that they know exactly how to handle a situation, but who ultimately fall short on giving service users the gold standard service they deserve. I have analysed certain situations I have attended whereby I have not agreed with a course of action an officer has taken and discussed this with them after the fact. This would allow me to understand why they made certain decisions and to implement or avoid these scenarios in my own work. A high level of coaching will "ensure that Student Officers are given every opportunity to develop and become an efficient and well conducted officer" (North Wales Police, 2020).

"A coach or mentor works with an individual or a small group to help them to define and achieve their career and personal objectives, improve performance or resolve work-based performance issues." (College of Policing, 2023). Coaching has helped me to reach certain goals and achievements in my policing career; one notable achievement was to complete my advanced driving course with South Wales Police. I conducted a three-week course with various mentors who coached me through the necessary training to pass written exams and learn how to drive effectively and safely. This more formal model of coaching is often used by South Wales Police to achieve additional qualifications which can aid officers in their roles. This form of training is necessary to ensure all of the elements required to qualify have been safely met by the officers. The training given to me allowed me to achieve personal and professional goal of being blue light trained and being able to do so whilst avoiding unnecessary risks and adhering to policing policy; a vital part of police

driver training (Passmore, J. et al. p785-800. 2012). This has also made myself a safer, better driver in my personal life.

Another goal that I have achieved in my time at South Wales Police is joining the public order team; this is a very taxing role which led me to the forefront of the Ely Riots of 2023 (Matthews, A. et al. 2023). Being in the middle of this major incident proved beyond all reasonable doubt how vital coaching and mentoring is within the police service. I received coaching from all the training staff as well as existing public order officers that allowed me to stay safe and to protect fellow colleagues who were in the incident with myself. The events of the Ely riot were catastrophic, but being a part of such a major incident and being able to safeguard members of the public on a tremendous scale has always been a career goal of mine and I was able to achieve this due to the mentoring I received during my last three years. Finally, another career goal I had was to join an investigations team in order to progress my career, which is something I was able to do at the start of this year. This is a much more complex role that involves building case files, interviewing and court attendances which I would not have been able to do at the beginning of my career. Joining my new team is a direct result of my previous coaching from superiors and colleagues.

The coaching I have received, as well as my own work ethic, is the main reason I have been able to progress in my career as much as I have. On a basic level, learning how to build a case file and how to correctly produce relevant documents has come from listening and learning from more experienced colleagues and using examples from them to better my own performance. Thinking back to the first time I ever produced a case file whilst working on response, my documents were below standard and needed a lot of re-working as well as additional information added to them that I was not aware of at the time. My mentoring has allowed me to learn exactly what is needed to be put into a file and into specific documents; this has increased my ability ten-fold. I am now able to produce files on my own and have started to aid others who are newer to the role of a police constable to pass on the teachings I received. I also use many of the online guides and online training that South Wales Police offer in my spare time, all in an attempt to better myself and progress my own skill level.

I am always looking for feedback no matter what role I am working in and what case I am handling. Recently I attended an incident involving a sexual assault and took a specific statement from the victim. Following on from this I sent an email to the 'officer in case' who was working in the rape investigation team asking for feedback on the statement I took from the victim; this allowed me to take on board any advice that the officer had in order to improve myself for the next time I dealt with a similar situation. Feedback is a very important tool in progressing your career, as without it you may continue to make mistakes that are easily rectified (Jug, R. p244-250. 2019); this is why I try to give constructive feedback to new starters as I was only recently in their position. When giving feedback I will not simply tell them that they have done something incorrect, I will sit down with them and show them exactly where they could improve and give them the advice that has been passed on to me over my last three years on probation. This ensures that all officers are working as a collective and giving a gold standard service to users, no matter the length of service of the individual dealing with the situation.

Throughout my three years in South Wales Police, I have experienced varied forms of coaching and mentoring. All coaching I have received has played some part in my journey of becoming a competent Police Officer, from my initial three-month tutorship to all the additional training and help I have received along the way. A study also showed that, "...mentored police are more committed to their job. Mentoring was also found to predict commitment to job of the police," (Aremu, A. p377-385. 2003). I took everything I learned from my tutorship and put that into my independent patrols, using the patrols to shape the way I deal with different incidents and situations. All coaching that I have received is implemented in every incident I attend, from the local neighbour issues to large-scale events such as the Ely riots in 2023. The feedback I received during the last three years has proved, invaluable to my own development and is something I will continue to seek throughout the rest of my career. The coaching and mentoring I received has also allowed me to achieve many goals in my policing career such as joining the public order unit and completing my advanced driver's course. I will continue to listen to my colleagues and superiors, learn as much as I can and progress my career to the best of my ability.

Word Count: 1952

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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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