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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:

This essay will evaluate the strategic role of the College of Policing in professionalising policing in the United Kingdom. This paper will also present and consider the College of Policing's Five-Year Strategy, the Workforce Transformation 2018, and the Policing Vision 2025 along with the strategic Policing requirement.

The College of Policing is an independent professional body that was established in 2012 for all police officers and staff within the police force (Bryant, 2021). They are known as being the main replacement to the now obsolete National Policing Improvement Agency in which they took on several of their roles and responsibilities (Gooch & Williams, 2015). Since being established they have played a crucial role in professionalising policing in the United Kingdom, through their development and delivery of world-class training and by setting standards that are deemed professional. They have also been available to offer advice and direction on best practices to each force, helping the policing community to become more effective and efficient (College of Policing, 2023).

They have also worked to ensure that police officers and staff are equipped to handle the demands of modern policing, with the ability to respond correctly to various circumstances whilst making sure that the safeguarding of the public is at the heart of their decision making. In order to maintain a set of standards throughout the police force, the Code of Ethics was created in 2014, which helped to ensure that officers and staff always do the right thing and

assisted them in their decision making (Home Office, 2014). Through its research and development initiatives, the College has worked to identify and resolve issues of concern in policing, whilst ensuring that policing stays effective and relevant.

The introduction of the Code of Ethics has assisted in improving the training and support given to staff as it allows them to have a standardised approach to the education they receive by identifying, developing, and promoting best practice within policing. This helps to ensure that the same mistakes are not repeated and allows for an effective manner of dealing with any difficulties that may occur (HowNow, 2021). When evaluating the College of Policing's strategic role, it is obvious that it has delivered an important service to policing in the United Kingdom, helping to ensure that it remains effective and efficient whilst increasing professionalism within the ranks.

As part of their role in helping to professionalise policing in the United Kingdom, the College of Policing developed a Five-Year Strategy in 2014, which acknowledged the ever-changing demands placed on policing and the required input needed by them to support officers in increasing their knowledge and skills foundation through continued learning and continual improvement so that they can be classified as a world-class professional body.

The College of Policing also emphasised their responsibility for ensuring the standards set in policing are based on the best available evidence whilst continually trying to raise the standards of professionalism in policing through the education received and setting a framework for professional development. They have worked collaboratively with relevant professional bodies and other organisations to share best practice and combine learning whilst creating standards based on this shared understanding to set the national policing curriculum which helps to prevent crime, protect the public and secure public trust (College of Policing, 2014).

Not only did the College of Policing develop the Five-Year Strategy they also worked in consultation with The Association of Police and Crime Commissioners and National Police Chiefs' Council in 2016 to establish the ‘Policing Vision 2025’. This was done so that they could outline their vision for what policing would look like in 2025 and to help influence the decisions they make and the future transformation of the police force.

As part of the transformation they had envisaged, they identified that the police service needed to adapt to the modern pressures that are applied to police officers and staff and to inevitably improve policing for the communities that are served by acknowledging the vital importance of the connection between the police and the community they serve.

As the police force was heavily reliant on the quality of its people, as part of the adjustments required for the vision to come to fruition it was recognised that the workforce needed to be professional and equipped with the relevant capabilities, experience, and skills for policing in the modern times. It was documented within this that consideration of this would be needed for the future workforce model so that education and professional development frameworks can be established to deliver the vision (Association of Police and Crime Commissioners and National Police Chiefs' Council, 2016).

In line with the 'Policing Vision 2025', a plan was laid out under the Workforce Transformation of 2018 to support the vision and bring it to fruition by achieving the overall goal of modernising and professionalising the police force. The first measure recognised as necessary as part of this was changing recruiting and hiring methods with the goal of establishing a more

varied, inclusive, and effective police force that would enhance diversity amongst the other ranks of the police.

As part of the process of modernising and professionalising the police force, it was decided that further improvements would be required as part of a new training programme, which they said was already in place as part of the new entrance pathways into policing. They also underlined the need for further professional development and career possibilities for existing officers (Dokumen.tips, 2018).

A review of the police force was conducted in connection with the 'Policing Vision 2025', and it was discovered that serving police officers were working at a degree level, so changes were required to provide a new updated policing curriculum that would deliver consistent training and accreditation across the entire United Kingdom. As a result, the Policing Education Qualifications Framework was launched in February 2016, with the goal of delivering on the expectations outlined in the Policing Vision 2025 by creating three entrance paths into policing which commenced in some forces in 2018.

The Police Constable Degree Apprenticeship, Degree Holder Entry Programme, and Pre-Join Degree in Professional Policing were the option pathways created as part of this. While each of these paths is distinct and has various requirements and criteria to fulfil, they all contribute to the same goal: making the police force more professional and the officers better trained in policing (College of Policing, 2020). This was necessary owing to the increased demands imposed on the police force, as well as changes in the types of crimes recorded over time, which became more sophisticated (Nugmanova et al., 2020).

This is consistent with the entrance path I took on the Police Constable Degree Apprenticeship, a three-year curriculum that I am currently nearing the conclusion of and will finish my last year of probation shortly. During this period, I have watched my evolution from a person with no policing background and an expectation of the role being to solve crime and make arrests to a police officer taking every opportunity presented to develop into a professional and efficient officer. This was accomplished through examining my objectives and values, as well as expanding on my present skills and qualities to get to where I want to be (Indeed, 2022).

Working as a police officer in the last year of my degree curriculum and final year as a probationer has been a very fulfilling experience which has provided a significant contribution to my growth and development. It has provided me with a chance to critically reflect on my work and its influence on the community. This has resulted in me constantly assessing what I do going forward and reflecting on previous experiences and the actions I have taken to allow me to improve as an officer each day (North Wales Police, 2020).

As a result of this, I have gained more expertise and confidence in my work, allowing me to assume more responsibility and deal with more challenging issues. I feel that having a better understanding of what the role of an officer entails has also aided in the development of my relationships with my colleagues and a greater understanding of the significance of cooperation in a team environment for the police to achieve success. As part of this evolution, my work has shifted from being an officer who just responded to incidents to taking a more proactive approach to policing by searching for opportunities to prevent and disrupt criminal activity.

In my role as a modern professional police officer, I have worked to build trust in the community by maintaining an open and transparent relationship with the community and by

making myself visible and accessible. I have done this not only in my daily role as a response officer, but also on attachments with our Neighbourhood Patrol Team, which is community participation driven (Brogden & Nijhar, 2013).

I have also had the opportunity to learn about other sectors in the police by going on various attachments with the Hub, Public Protection Unit and our Criminal Investigations Department. This allowed me to gain a better understanding of how the criminal justice system works, as well as how investigations are conducted to a high standard. As part of this I was able to observe detectives and more senior and experienced officers in action, as well as assisting them in the investigation myself. During these attachments I was further educated on the importance of evidence gathering and preservation, as well as the details of the legal system and how this evidence may be presented in court in more complex cases. Overall, these allowed me to work collaboratively with other organisations to create positive outcomes for victims and their families (Gorenak & Gorenak, 2009).

Furthermore, I have actively pursued additional learning and training opportunities by completing additional courses such as my response driver training, taser course, and methods of entry, all while ensuring I am up-to-date on mandatory training and fully aware of the latest best practice methods in various areas of policing whilst continually sharing experiences with other officers and learning from them to allow me to be the best police officer I can be.

As part of this additional learning and my strong belief that certain types of incidents necessitate a more professional and tailored response, I requested additional training during my probationary period to become a Sexual Offences Liaison Officer, who act as a first responder to allegations of serious sexual offences by approaching victims in a delicate and compassionate manner to help instil confidence in them from the start (College of Policing, 2023).

As a police officer, I have been involved in many situations where I had to maintain my professionalism, but one instance in particular that I was involved in was a report made to police regarding an allegation of sexual assault. I believe this to be a crucial incident for officers to be able to maintain their professionalism throughout due to the sensitive nature of the offence and the devastation and effect this may cause to the victim. Furthermore, without presenting in this way it might contribute to victims disengaging from the criminal justice system process because they may believe they were not adequately supported (GOV.UK, 2021).

By attending this incident and incorporating the additional training and feedback that I received, I was able to implement this straight away to provide support and encouragement to the victim to enable them to speak openly about the incident in order for me to gather and preserve as much evidence as possible and identify any other details that may assist in the investigation which is vital as a first responder to any incident (Webster et al., 2020).

As a result of the connection and trust I had built with the victim, she opened up and revealed important information that aided us in our investigation. Without acting professionally, and taking a more cautious approach, whilst highlighting any discrepancies the victim may have made during this upsetting time, I believe it may have clouded the investigation and provided my own personal opinions, ultimately leading to the victim disengaging with the criminal justice system, as the police are frequently the victim's first encounter in this overall process (Dellinger Page, 2008).

In conclusion, I am pleased with the progress I have achieved and the improvements I have made in my role. My experience has been useful in assisting me to become a more effective and successful police officer, as well as in helping me to develop both professionally and personally, which I feel advances the police force's objective of professionalisation. This also helps to highlight how an officer remaining professional throughout is an essential part of their role when dealing with victims of crime as it can help a victim to feel comfortable disclosing personal and sensitive information and inevitably leading to greater evidence being gathered.

In relation to the overall reform, I believe it has had a good impact in many areas, including increasing diversity in police ranks and more effective use of technology to improve policing quality. However, it has been criticised for not being as effective as it could have been, particularly in terms of the recruitment and training that comes with the new entrance paths.

Word Count: 2,200

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:

This essay will look to assess and critically evaluate the usage of social media for informing and engaging with the community and promoting policy initiatives. This essay will also introduce and consider the force policy on using social media for professional information and engagement purposes.

The term "social media" applies to various kinds of internet-based communication, whether through the use of a specific website or an online application to establish conversations with people or a specific audience. This then enables the user to engage with others by sharing material or working together with others to develop or promote something such as a new product or service. From a policing standpoint, a social media platform may aid in encouraging input and allowing the targeted audience to share their thoughts and experiences while allowing the police to react (TechTarget, 2021).

According to a study carried out by Ofcom, 83 percent of adults are currently online, with another 55 percent using a social media site in some capacity (Ofcom, 2014). As social media has become a part of everyday life, police forces have had to adapt and seek out new ways to engage and interact with the public, which has resulted in them now having conversations and interactions with the public on various social media platforms to aid in crime reduction and detection.

The use of social media for a policing purpose is a relatively new concept which offers a unique opportunity to the police force, which has shown to be an effective tool for connecting with the community and promoting initiatives through informing and engaging with the public. Overall, my experience with social media in my role as a police officer has been beneficial.

The benefits of police usage of social media include the ability to obtain intelligence from information gathered and developed online. Furthermore, it enables the police force to be open and accountable for what they do, as well as to provide a sufficient rationale for it or the extent to which things happen and the information they transmit. Additionally, it enables them to connect with the community in meaningful ways that they would not have been able to achieve without the usage of social media.

Whilst there are benefits to the use of social media there are also challenges associated with using social media in a policing capacity which may have a detrimental impact on the reputation of the force by how it is used, along with further risks to the personal data being disclosed without authority to do so and organisational information relating to the force being revealed (Ministry of Defence Police, 2013).

As part of the South Wales Police and Crime Plan for 2021 to 2025 a study was conducted which identified that 42% of people would prefer different ways to engage with the police force for non-emergencies (Association of Police and Crime Commissioners, 2020).

One aim of 'The Policing Vision 2025' surrounds use of social media and the internet in policing, stating that it is hoped that by 2025, the introduction and improvement of digital policing will make it more consistent for the public to make digital contact as well as improving the use of digital intelligence and evidence (Association of Police and Crime Commissioners and National Police Chiefs' Council, 2016).

There are now several social media platforms in place that are used within policing to interact with the community such as Facebook, Twitter, YouTube, and Blogs which is short for web logs. Each one of these platforms interacts and conveys information in a different way which is beneficial when wanting to reach different audiences (National Policing Improvement Agency, 2010).

Prior research was conducted with a sample group of 818 participants to investigate the use of social media in policing, as well as the characteristics of the persons who used these online services. The results of this study indicated that 6.9 percent of participants reached the police Twitter account, while only 5.4 percent accessed the police Facebook page; nonetheless, one in every five of these persons accessed the main police force website. While reviewing the study's findings, it was discovered that the younger generation saw the benefit in online participation, whilst the older generation saw very little value in social media engagement (Ruddell & Jones, 2013).

The police force has implemented a policy on the use of social media for professional information and involvement. This policy is intended to ensure that the police force can successfully engage with the public through social media while also providing timely and accurate information. The guidelines on the safe use of social media for the police force were produced by the Association of Chief Police Officers (ACPO) which confirmed that, while communications can take place online officers and staff should still use this responsibly and do so with the same standards of attitude and conduct as they would offline.

Furthermore, they emphasised that there are risks associated with online engagement and that officers and staff should be aware of these before participating in it, which included a breach of trust or confidence, unauthorised disclosure of personal data and information, discrediting the police service, and potentially revealing material and tactics relating to operations. It was

also mentioned as part of this, that the policy attempts to safeguard privacy by ensuring that personal information is not posted online and that necessary safety precautions are taken when using social media. (ACPO, 2013).

In my role as a police officer, I have had several interactions involving the use of social media to contact and engage with the community. The reason for this is that the internet and media outlets have become an important element of the criminal investigation process as the police are sometimes reliant on the public contributing information in order to solve a crime (Innes, 1999).

One of the incidents that required me to utilise social media as a means of communication to gather information involved an incident whereby two males were initially engaged in a verbal argument outside a busy nightclub. This incident subsequently turned into a physical confrontation in which the defendant assaulted the victim by hitting them to the face, causing the victim to suffer life-changing injuries. Whilst this was a physical injury, dealing with the aftermath of an assault can also have a significant influence on an individual's mental health. These sorts of injuries can have an impact not only on the person, but also on their family and those people close to them. (National Accident Helpline, 2019).

The police were not informed at the time of this incident, and both parties were separated with the defendant fleeing the location and the victim left to travel to hospital. Following that, the victim contacted police to report this matter but was unable to identify the defendant and provided very little evidence in relation to this.

As police officers, we are taught that while making judgements and assessing incidents, the National Decision Making (NDM) model should be utilised. Whilst applying the NDM to the decision-making process, the first consideration in relation to every incident relates to gathering information and intelligence (College of Policing, 2013). According to the Blackstone's Handbook for Policing Students, information is something that can be obtained from the public about a specific incident (Bryant, 2021), whereas intelligence is a graded form of information that can be obtained from a variety of sources, including the general public, covert surveillance operations, and even social media posts.

In relation to this incident, due to the severity of the victim's injury and lack of evidence secured and preserved at the time of the event, I was required to consider alternative ways to gather information and intelligence in an attempt to identify the offender.

As part of this process, I conducted Closed-Circuit Television (CCTV) enquiries, which captured the assault taking place but did not produce an acceptable image, with the quality of footage being one of the main issues in relation to CCTV evidence (Seckiner et al., 2018). Therefore, I was unable to use this for Retrospective Facial Recognition (RFR) as the recognition system can only work if it can firstly detect a face in an image so that it can then extract any features in order to recognise those characteristics in other images to identify the same or similar person (Kortli et al., 2020).

As CCTV enquiries had thus far proved negative in being able to identify the offender, I then conducted a social media search on the nightclub's Facebook page and discovered that a third-party company was operating a photo booth within the nightclub at the time of the incident. I then contacted the nightclub management, who worked with this company to determine whether the defendant shown on CCTV had a photo taken inside the photo booth. They then

reviewed their data and located an image of the defendant, which was suitable for RFR, but no matches were returned once it was uploaded. RFR works as part of a two-step process for facial recognition with the first part being to gather images or videos which captured the persons face, and the second part comparing those images against ones held on the database to identify a potential person (Essex Police, 2023).

Due to the serious nature of the incident and significant injuries suffered, I conferred with my Sergeant and the Media Communications Officer about issuing a media appeal, which was authorised, and an image of the offender was distributed on social media channels such as Facebook to engage the public and obtain any information they may have relating to this offence. An image or video evidence can be released into the media if they serve a policing purpose, and it is considered necessary and proportionate to the needs of the investigation (College of Policing, 2022).

This media release was successful as members of the public contacted the police to provide details of the defendant which led to the defendant being arrested, charged, and subsequently found guilty of the offence. By conducting this investigation in an evidence-led manner, the whole case had a sound foundation, as it is critical that policing is approached based on facts rather than guesswork (Spooner et al., 2022).

On reflection of this incident, I believe I handled the incident quite effectively, especially given the limited proof of the attack and information about the suspect I received at the start of the investigation. If a similar incident happened in the future, I would continue to match my actions and ideas whilst utilising the NDM model and I would look to conduct the enquiry in the same manner.

To summarise, I believe the use of social media in a police force environment is essential as it positively contributes towards the interaction between the force and the community it serves. This participation, in turn, can contribute to the gathering of information and intelligence that can aid in the discovery of crime and the support of investigations such as identifying individuals of interest and assisting in the whereabouts of missing persons. While there are drawbacks to using social media, forces should continue to utilise it to reach a wider audience and potentially increase public confidence and improve their perceptions of policing whilst promoting policy initiatives. This should be used with caution and oversight due to the potential risks involved.

Word Count: 1,878

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:

This essay will look to assess and critically evaluate my flexibility in leadership style within policing. This essay will also present and discuss different leadership models often employed in policing, as well as analyse leadership strategies I have developed to manage different operational situations.

The incident I will be discussing relates to a report received of a residential creeper burglary, which is a type of burglary in which the perpetrator enters a premises through an opening without using force with the intent of taking valuable items while remaining quiet and stealthy in order to avoid being noticed by the homeowner (Farner, 2009).

As part of this call, I was paired with another officer who had recently concluded his tutorship and had very little experience dealing with incidents of this nature. As a result, I decided that the first step should be to develop a leadership perspective on how we might best collaborate to address this serious call, as different leadership styles are important not only for good policing outcomes, but also for the officer as it may also aid with workplace relationships (Yarlagadda et al., 2017).

As a police officer, I have used and developed a number of leadership styles to effectively manage a range of operational situations. Working with different officers on a daily basis has taught me that a collaborative team-based approach is essential because it allows both persons to work together to solve an issue while recognising the other person's abilities and

contributions (Laal & Ghodsi, 2012). Furthermore, adopting a different leadership style depending on who I am teamed with is usually required.

Leadership may be defined as the ability to inspire and guide others to reach a shared goal, as well as the ability to influence and motivate others to collaborate in order to achieve this goal. Setting a clear vision, providing advice, and motivating others to achieve a goal are all examples of leadership. This is a vital skill in policing as it helps officers to concentrate their efforts and energy on a single goal (Kippenberger, 2002).

Due to my colleague's level of experience, I decided that the best approach to take at this time was to adopt an active role model leadership approach. This involved setting an example for the other officer by firstly leading by example by following the gold standard model of policing demonstrating high standards of police conduct which would inevitably inspire and motivate him to learn more and do more through this approach (Vidyasagar & Hatti, 2018).

Prior to arriving at the scene, I began by swiftly reacting to the incident and phoning the victim to verify they were okay and to gather any more information they could offer. The victim verified they were safe behind a locked door and could only confirm hearing a male conversing downstairs. Because it was such a horrible incident, I took this time to reassure the victim that we were almost there, hoping that this would bring some consolation knowing that they would soon be safe (Lord & Cowan, 2011).

When we arrived at the house, we were greeted by the homeowners, who confirmed that the suspect had fled with their car as part of the burglary. Due to the ever-changing circumstances, I quickly asked questions about the car and whether they had seen the suspect, to which they responded with specifics and stated they had not, but they did have CCTV that would have captured the incident. As a result, I utilised my police radio to notify the control room, asking them to check local cameras and dispatch additional officers to search the surrounding area.

As part of this, a large number of officers were dispatched into the surrounding area to undertake a search while waiting for more information. After viewing the CCTV, I delivered another report over the police radio, confirming the description of the offender and stating that there were three individuals engaged in this incident. Due to the changing circumstances, I had to quickly adjust my leadership style to a more participative leadership style, which is founded on the notion of shared leadership and allows each officer to contribute their own thoughts and opinions in the decision-making process which is why it is often referred to as a democratic leadership. This was done so that I could encourage collaboration in such a fast-paced setting, allowing each officer to add their own perspective to the decision-making process (Northouse, 2010).

While speaking with the victims, they confirmed that the car had very little fuel in it and that the suspects would not have been able to travel far. I sent this information over the police radio and requested that officers could attend nearby fuel stations. While the other officers were conducting an area search for these individuals, I felt it would be appropriate to undertake the golden hour enquiries. This refers to the time immediately after a crime has been committed being vital to collecting and preserving any accessible evidence, whether that is by finding witnesses by visiting house to house or by gathering any physical evidence and preserving the scene of the incident. This is an important element of the investigation

because it prevents evidence from being lost or contaminated, and potentially delivering justice to the victims (Villiers, 2009).

As part of these enquiries, I entrusted to the officer with whom I was accompanied the task of obtaining a comprehensive statement from the victim in order to establish the entire circumstances, however, at this point, the officer requested if he could speak to me privately about this. During the conversation, he stated that he had left his laptop at the station and that his work phone did not have the functionality to help him write a statement, which he did not feel comfortable with owing to his dyslexia which impairs his ability to read and write (Hultquist, 2008).

This was new to me because I did not know much about this officer because he had just concluded his tutorship, but I was happy that he could share this knowledge with me. For this reason, I now had to adjust to this knowledge and the actions that will be taken in the future, I felt it would be best to take on more of a situational leadership role, which is based on the premise that various situations require different methods. It is based on the foundation that a leader should be flexible and adjust their style based on the individual, which meant that I was no longer tied to a single approach and could now adapt my leadership approach to better meet the needs of the situation and other officer with whom I was accompanied with so that we could both work together to achieve the overall goal of gathering all the evidence (St. Thomas University, 2023).

As part of the adjustment, I collaborated with my colleague to develop a plan of action that involved the roles being reversed, with myself now taking a statement and it being agreed that he would carry out part of the investigation, which included going door to door in the neighbourhood to find any potential witnesses and checking for any additional CCTV in the surrounding area for any form of relevant evidence.

During this time, officers communicated over the radio to confirm that they had been waved down by a person thought to be a friend of the victim who pointed out the stolen car and that they were now approaching this. Not long later, they confirmed that the car had fled from them, crashing into a friend of the victim, causing them to be injured. They also reported that a person suspected of being engaged in the incident was apprehended in the fuel station forecourt and requested further information regarding the suspects for identification purposes.

While communicating this information to the victim to offer an update, they were even more distressed, to the point where they were unable to speak due to their concern for their friend that he was seriously injured. As part of this, I recognised the victim's distress and emotions and used this to adopt a more emotional intelligence leadership style of policing, with the goal of being able to identify the emotions a victim is experiencing and effectively respond to this. As a result of this self-awareness, I addressed the victim and the conversation in a more sympathetic and understanding manner as I recognised that my approach needed to change. This was done while also offering a clear view of the injury sustained, which was an arm and shoulder injury, and the fact that the ambulance service was on its way to reassure them. I believe this aided the situation because the victim began to mirror how I was handling the matter, which was calm and professional, and began to disclose more information about the CCTV and suspects (TSW Training, 2021)

I then worked closely with these officers as they searched the individual under their stop and search powers as they had reasonable grounds to think that this person was in possession of stolen things as a result of the burglary (Gov.uk, 2023). He was subsequently arrested as part of this as he was found to be in possession of numerous items belonging to the victims at the time. While this was ongoing, the other two individuals engaged in the incident were pursued, stopped, and arrested by our Roads Policing Unit, leading to the arrest of everyone involved in the burglary.

This approach emphasised the importance of working as a team, which improved communication between officers and victims while encouraging each member of the team to accept responsibility for their role in the incident. I believe that by doing so, better results were achieved in less time, and that each officer involved in this incident would have had the opportunity to learn by observing how other officer do certain duties (Yale University, 2023).

While I had taken the incident as far as I could before handing it over to our Crime Investigations Department, I still believed that more could be done for the victim. In order to do so, I adopted a transformational leadership approach going forward, with the goal of restoring the victim's confidence in their home and neighbourhood and empowering them to believe they could still remain in the area and that they were stronger than they thought after being able to deal with what they had just experienced, which was accomplished by determining the victims' needs in order to provide the best possible service (Bass & Riggio, 2005). As a result, it was decided that I would contact our Crime Reduction Tactical Advisors, who deal with target hardening advice and recommendations, and that they would contact the victim as soon as possible. Additionally, referrals were submitted for further support which helped to ease the victim's mind to which they stated that this exceeded their expectations.

In conclusion, by being open to new methods and ideas and to altering my leadership style to match the ever-changing environment, I was able to make a change in leadership style/strategy to reflect changing conditions. This included my ability to listen to others, think creatively and flexibly, and be open to try new techniques and approaches to fit the needs of others. I also collaborated with my team to ensure that everyone was on the same page and that the new information and tactics were executed correctly. This enabled us to better respond to the ever-changing situation. Overall, I feel my adaptability in leadership style is a useful asset for the role of a police officer and has been beneficial in many ways.

Further reflecting on my leadership abilities, I have come to realise how much I have matured and improved since being a police officer. I have learnt the value of listening effectively and empathising with others, as well as identifying my own strengths and weaknesses. As part of this, I discovered that I had adopted a laissez-faire leadership style that did not adjust to the environment. This is a more passive leadership style that emphasises on enabling others to make their own judgements without direct involvement in this process by allowing them to explore the options available. However, I believe that this may have been better suited to officers who have the right level of expertise and ability to make the proper judgements without intervention at times (Wong & Giessner, 2016).

This has taught me that there is no one-size-fits-all strategy to leadership and that each scenario necessitates a unique solution which I believe I am capable of achieving as shown during this incident via the range of leadership styles I have evidenced for a number of

operational situations. I am optimistic that as I continue to develop as a leader, I will acquire new and improve on existing skills.

Word count: 2,139

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:

This essay will look to critically reflect upon my three-year probationary period as a police officer. It will also present and evaluate key coaching and mentoring definitions and theories used in policing, whilst analysing how I have benefitted from this and how it has assisted me in achieving my personal, professional, and organisational goals.

My three-year probationary period as a police officer has been both an enjoyable and challenging experience. Over the years, I have learned a lot about the criminal justice system and the work that is put in by police officers to do the right thing for the victims, as well as the complexities of policing. Through all of this I have gained a vast amount of knowledge and experience which has been necessary to becoming a competent member of the police force (Chan et al., 2003).

I have carried this out while also working on my own development to become a more professional officer by studying for a policing degree, which will help me in my career as an officer due to the information learned as part of this degree being relevant to my role which will hopefully help with my future development (University of Portsmouth, 2023).

While this has helped my professional development, it has also helped me grow personally by giving me confidence that I have the knowledge and abilities I need to advance in the career I have chosen and a sense of achievement knowing what I have accomplished. In turn, it has given me the tools and skills necessary to get through challenges in the future, ultimately assisting me in making the best choices for my future (Northeastern University, 2020).

As part of my overall development, I have had the opportunity to work with a wide range of people, from the general public to officers of the same rank and above, as well as police staff

all of whom come from various backgrounds with different levels of experience. I have found that working with a diverse group of individuals, whether internally or externally, has helped me to grow my interpersonal and social skills and consistently expand my understanding of both the community in which I serve and my legal knowledge (College of Policing, 2020). In doing so, I believe I have become a better officer with a greater ability to handle and resolve conflicts in my everyday role as well as enhancing my negotiation skills at various calls whether through showing empathy to individuals, listening to them or through having a positive attitude (Knapp & Daly, 2011).

During this time, I have witnessed first-hand the challenges that police officers confront on a daily basis as they attempt to serve and protect the general public while carrying out their lawful duties. However, while interacting with the public can be difficult and challenging at times, my experience has taught me the importance of treating everyone I encounter, with dignity and respect, as this goes a long way towards them treating you the same way and to maintain the respect and approval of the public to aid in their cooperation of policing by consent (College of Policing, 2023).

The coaching and mentorship roles were extremely valuable to me as a police officer throughout my probationary term. Following the completion of my initial six-month classroom-based training, I was mentored for an additional twelve weeks, allowing me to gain valuable insights from more experienced police officers who have been in the police force longer than I have and have demonstrated good qualities as an officer to be placed in that position. This allowed me to improve my abilities as an officer and achieve objectives required of a new officer (College of Policing, 2023).

Mentoring can be defined as being a professional relationship in which an experienced person, referred to as a mentor, offers advice and guidance to a less experienced individual, referred to as a mentee. As part of this, the mentor assists the mentee in developing skills, knowledge, and understanding in order to achieve goals and advance professionally and gain competence in a work-based environment (Bolton-King, 2022).

This is essential for policing as it allows the more experienced officers to guide, support and encourage new officers to learn the skills and knowledge needed for them to improve and develop in their new role which is vital during their tutorship period. As a result, the mentor usually becomes a role model for the mentee because the mentor is one of the first and most visible officers in the role assisting them in gaining insight into the profession and helping to provide them with a better grasp of what is required of a police officer on a daily basis, which is an important aspect of their development. This role may also benefit the mentor by increasing their motivation for the role and providing them with a sense of accomplishment by seeing their mentee progress in the role (Tyler & McKenzie, 2011).

As part of this process, my mentor was able to continuously review my performance and provide feedback and criticism when required, allowing me to grow into a better officer each and every day (Bhushan & Seow, 2019). Furthermore, the safety net of having a mentor with you whilst learning the role enabled me to strengthen my communication skills, better grasp the law with the confidence of being able to apply it in any situation and increase my problem-solving abilities when dealing with various circumstances. Overall, this proved to be invaluable to me gaining my Independent Patrol Status which is a key milestone in a policing career allowing me to carry out tasks relating to the public without the need for constant supervision or for my work to be reviewed each time (Bryant, 2021).

Whilst being mentored has been a significant part of my police career thus far, I have discovered that coaching has also been beneficial to myself and other officers. Coaching is a constant practice of reflective listening, questioning, and providing feedback to an individual in order to assist them in their personal and professional development, with the belief that everyone has the potential to learn and grow with this support. Coaching's major purpose is to assist people in gaining new skills and improving on existing ones so that they can reach their full potential (Parsloe & Leedham, 2009).

This is an important aspect of an officer's professional development since it provides them with the necessary support and guidance to help them excel in their roles. This, in turn, aids in the development of their skills and knowledge, as well as providing them with the tools and support needed to make educated decisions in difficult situations which they are often faced with. Overall, this contributes to police officers being well equipped to serve the members of public with honesty and integrity while being compassionate to their needs (Step Into Leadership, 2023).

As part of this practice other officers and more senior ranked officers have provided feedback on what I have done well during this time and what I can improve on going forward to enhance my knowledge and skills on a continuous basis. This input has also helped to ensure that I am completely compliant and up to date with policing policies and procedures. I feel that taking onboard their feedback and the information provided to me, then analysing it so that I completely understand it, and then putting this feedback into practice is an important component of my development rather than being unwilling to accept feedback (Rollett et al., 2021).

As a positive approach of providing feedback, I have also regularly offered input to other officers, primarily those who are newer in service and rank, to commend them on their work when they do things well and to suggest best practices and advice in areas where they struggle. While this has mostly been directed at newer officers, I have also offered feedback to more senior and experienced officers on how an alternative approach to what they are used to doing may have worked better in some situations. Overall, providing and receiving feedback is an important component of being a successful and collaborative officer which aids with the force’s development. Furthermore, because I have been able to provide this feedback on a regular basis, I have been able to offer further praise to these officers when I have recognised the improvement (Itris, 2023).

I think it is also helpful for me as a police officer to consider the views of the members of the community that I serve as a way of seeking feedback as they have different ideas about what a police officer's role should entail or how it may be improved on what we can do going forward which can prove to be the most valuable feedback (Hattie & Clarke, 2018). As information on how to enhance processes, procedures, and outcomes are gathered from all possible sources, this helps to improve those things. In turn, this helps uphold the policing by consent that is the foundation of policing and contributes to maintaining a professional and respectful relationship with the people we serve (UK Parliament, 2023).

There are also various models and theories that help contribute towards the personal and professional development of an individual. The GROW model, which stands for Goal, Reality, Options, and Way forward, is one of these models. It serves to create a basic

framework for conducting a coaching or mentoring session, with these sessions resulting in clearly specified actions to complete before the next session. (Brown & Grant, 2010).

This model is broken down into a reflective session in which the coach or mentor assists the individual in setting a goal that can be met as part of their review with the agreement of this being achieved by their next session, after which the individual would look to review their current status and situation with feedback from the coach or mentor. Once this is confirmed, they would look to offer a plan of action that they believe are viable options, which will be assessed before being decided upon. The final stage will look at the commitment and determination required by this individual to carry out these acts. Overall, this helps to keep the conversation structured with a clear focus on what is needed to be achieved by the end of it (University of Otago, 2023).

The 3P Model is another coaching and mentoring model. This abbreviation stands for Presage, Process, and Product, and it is a valuable framework for analysing interactions between the one conducting the coaching and the person receiving it. As well as providing the opportunity to identify the factors that may influence this, such as the individual's current circumstances and the desired aims or objectives as part of this coaching framework (Kamarudin et al., 2020).

On reflection of this, the three-year probationary period, as well as the mentoring and coaching provided during this time, has proven to be an invaluable part of the process in assisting me with meeting my personal, professional, and organisational goals by allowing me to seek guidance and advice on how best to approach certain situations from those with more experience, thereby assisting in my development and performance within the police force. My whole experience has improved my ability to interact with the public as well as other officers and members of staff. Furthermore, I have discovered that my decision making has improved during this period, allowing me to respond to more difficult circumstances in a more effective manner, and without this time to develop, I would not have become the officer I am today, contributing to the professionalisation of the workforce and making a positive contribution to the community.

To summarise, without the coaching and mentoring that I received during my three-year probationary period I believe that I would not have improved and been able to perform to the standard I do on a daily basis. This is a much more beneficial way to train individuals due to it having a more personalised approach compared to online learning or group sessions. I believe that while coaching and mentoring helps to develop a relationship between the person delivering it and the one receiving it, this in turn, also helps to increase general team morale and job satisfaction, resulting in a more productive officer and team.

Word Count: 2,051

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