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BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

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

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the BSc programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

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

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook was provided by university staff as part of your initial training day and further help and advice is available on Moodle.

Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism.
- not identify individuals including witnesses, victims or offenders by name.
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Student Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is very important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Student Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given).*
- *You should use this document (electronically on Moodle) - insert your text / answer within each section of this workbook.*
- *You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them despite you being able to upload them.*

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	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 refer to an incident where I played a significant role with an individual who had been involved in an incident whilst on an evening out with their extended family. The information received by the police prior to attendance was that the individual had been involved in an altercation and now a female was on the floor injured. Upon arrival at scene, I spoke with those involved to understand more about what had happened. The individual was expressing to me that I was being racist towards him as he believed that I was treating him differently to others. I informed him that this was not the case, and it was crucial that I remained calm and professional when dealing with him, as well as his family members. I ensured him that all enquiries would be looked in to establish what had occurred. During this essay, critical evaluation will be made of the strategic role of the College of Policing in professional policing in the UK and how during my final year of probation, my role as a police officer has changed. To do this, Gibbs' Reflective Cycle will be utilised.

Gibbs' reflective cycle (1988) allows for the examination of experiences and allows for an individual to learn and plan from things that went well or did not go well during those experiences (The University of Edinburgh, 2020). The cycle can be used for repeated experiences, as well as a standalone experience (University of Cumbria, 2020). It is broken down into six stages: description, feelings, evaluation, analysis, conclusion and an action plan. This cycle in this essay will be used to critically reflect the single experience of being accused as racist as described above.

In 2019, McCann and Grant state that the skills and capabilities of those employed as police officers requires enhancing due to several factors such as technological advances, financial constraints and increasing demand. The Policing Vision 2025 (NPCC, 2016) states that “the communities we serve are increasingly diverse and complex, necessitating a more sophisticated response” (pp. 2) and that the service must adapt to the modern policing environment. This initiative is built upon the 2011-2016 vision, allowing for continual improvement in the service.

The mention of diversity in this vision highlights how important that officers are culturally aware of those within the specific community they serve and to how those within that community respond to certain vocabulary or actions by officers. This is something I have increasingly become aware of during my final year of probation due to an increase in having to deal with hate-related incidents. As the individual was accusing me of being racist, this surprised me, and I became somewhat defensive as I had never experienced that before. I had heard of this happening to colleagues but had never experienced this myself. Up until this incident, I felt that I was culturally aware of issues within the communities I serve, however upon reflection, this is something I need to continually be aware of and always take time to discuss these matters with the community to better understand them. I learnt from this situation that individuals respond differently to how we speak with them and that the language we use could cause offence to different people. Moving forward, this is something I will be more aware of.

2016 saw the introduction of the policing education qualifications framework (PEQF) and of the degree apprenticeship entry route where the new recruits first joined the police service in September 2018 (College of Policing, 2019). The professionalisation of policing developed through the introduction of the Police Constable Degree Apprenticeship and the Degree-Holder Entry Programme, as well as the introduction of a new educational model for the Special Constabulary (College of Policing, 2019). The formation of the College of Policing in 2012 allowed for the extension and formalisation of educational partnerships at a national level (Tong and Hallenberg, 2018).

The introduction of mandatory academia to policing forces officers to improve their grammatical skills, which aids with the increasing amount of documentation required to be filled out during their day-to-day roll. Within the Policing Vision 2025, it states that the service provided by forces needs to be “delivered by a professional workforce, equipped with the skills and capabilities necessary for policing in the 21st century” (NPCC, pp. 8, 2016). One of the key aspects of the vision is as follows: “By 2025, policing will be a more representative workforce that will align the right skills, powers and experience to meet challenging requirements” (NPCC, pp. 8, 2016). This highlights that the Council will work alongside the College of Policing in implementing the educational programmes for officers and academic accreditation within police training. This framework is now standardised nationally, with forces working with Higher Education institutions to implement the PEQF. By implementing the PEQF nationally, this holds all officers across England and Wales to the same standard and all are provided with the same knowledge and training programmes. A study by Mababzi et al. (2018) found that standardised training resulted in the same level of efficiency in staff, no matter when they joined the facility. This shows how standardised training is implemented by other industries such as medicine. This is a programme which I have undertaken through the PCDA and feel that it has developed my writing skills to be more coherent and concise. I have found undertaking a degree whilst working a full-time job challenging, alongside trying to have downtime outside of the work umbrella.

Professionalisation of the police service comes in response to crises in public confidence in the service due to high profile incidents. For example, the Police and Criminal Evidence Act 1984 and the accompanying Codes of Practice seek to balance the powers held by the police and the rights of the public (Home Office, 2013). The Macpherson Report, published in 1999, was published following the investigation into the murder of Stephen Lawrence by the Metropolitan Police (Home Office, 1999). This enquiry was heavily critical of the force’s attendance at scene, as well as the subsequent investigation conducted. The report concluded

that “the investigation was marred by a combination of professional incompetence, institutional racism and a failure of leadership by senior officers” (Macpherson, pp. 365, 1999). This enquiry resulted in numerous recommendations in relation to the police dealing with victims of crime, their families, and police investigation, especially when those incidents involve race. The report was clear that change was required to improve policing and the behaviour of officers within the service.

The College of Policing has also played a critical role in professionalising the police service as a result of creating the Code of Ethics in 2014. Although professionalisation can be viewed as the addition of academia to training within forces across England and Wales, the standards of behaviour and ethical behaviour of officers working within the service needed to be improved. This was evident in the Macpherson Report where it was found that the Metropolitan Police Service was ‘institutionally racist’ (Meade and Nickolls, 2023). The Code of Ethics works alongside the Standards of Professional Behaviour to ensure that officers are acting in a professional manner at all times – both on and off duty (College of Policing, 2014). For example, the standards include ‘Honesty and Integrity’, ‘Equality and Diversity’, ‘Conduct’ and ‘Challenging and reporting improper behaviour’ (College of Policing, 2014). These particular standards aim to improve the behaviour of officers in line with the recommendations made in the Macpherson Inquiry to try and stamp out the institutional racism within forces and professionalise the service through the behaviour of its officers. I always aim to treat people with respect and equality in order to also earn the respect of the members of the public I interact with – this was at the forefront of my thinking when dealing with the individual and they then stated that I was being racist towards them.

The Strategic Policing Requirement was last published by the Home Office in 2023 and allows the Home Secretary to “set direction against the biggest threats to public safety” (Home Office, pp. 2, 2023) and to ensure that police can deliver a robust response nationally. This requirement, alongside the College of Policing and the National Police Chiefs’ Council, work hand in hand to standardise the level of training, and principles used by police forces nationally. Within the initial training I received, I was taught to be fair and to be respectful to all I come into contact with – both colleagues and members of the public. We were taught how to deal with hate-related incidents and to understand how these incidents impact the victims. I felt that the training provided me with the knowledge regarding legislation but also how these incidents impact the victims. I learnt that victims of hate-related incidents feel targeted and afraid to go out within the community if they have experienced this on multiple occasions.

Following a review in 2021, the College of Policing reformed the Code of Ethics following a public consultation to now be the 2024 Code of Ethics (non-statutory) and the 2023 Code of Practice for Ethical Policing (statutory) (College of Policing, 2024). The College of Policing states that the new code of ethics supports all of those within policing – not just officers. It also builds on the pre-existing standards of professional behaviour, making it easier policing professionals to understand and are clear in their expectations (College of Policing, 2024). The Corporate Strategy 2022-2026 was implemented by the College, “through five strategic ambitions, they [we] set out how the College will support policing to secure the confidence of the [our] communities, as well as the officers, staff and volunteers who serve them” (College of Policing, 2023). These include ‘building trust and a fair culture’, ‘supporting career-long professional development and well-being’ and ‘transforming police leadership’. Westmarland and Rowe (2016) discussed how following the introduction of the Code of Ethics, officers were still reluctant to report poor or criminal behaviour by colleagues to their force due to what they refer to as the ‘blue code’. They question how a ‘new code’ can overturn a long-established culture and belief of ‘whistleblowing’ being frowned upon (Westmarland and Rowe, 2016).

To conclude, the professionalisation has improved the standards of policing nationwide and has standardised training and the levels of behaviour held by officers within England and Wales. The College of Policing has played a key strategic role in the professionalisation of the

police service through the introduction of the Code of Ethics and standards of professionalisation; as well as the introduction of the PEQF. This essay references a number of academic sources as well as the Home Office and College of Policing. These sources have conducted research prior to publication of their work and discuss how professionalisation improves services. My role during my third year of probation has evolved as I have gained experience however it is evident I still have much to learn and experience new situations daily. I must continue to develop professional relationships with those within the community by being culturally and emotionally aware. I often refer to my initial training notes when stuck with problems or legislation in order to attempt to solve the problem and be more independent. However, I am not complacent in the fact that I am still developing as an officer and learning constantly from those around me.

Word Count - 1887

**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:

Within this essay, critical evaluation will be made of my individual experience of using social media within my role as a response police officer, to inform and engage with the community and to promote policing initiatives. To do this, I will be using the Gibbs' Reflective Cycle to examine my experiences and to learn from them when dealing with future incidents. I will be referring to an incident where I played a significant role with a victim and reflecting on what happened. The incident involved a spate of high-value vehicle thefts with numerous victims however it was recognised that the same individuals were involved as the suspects. It was clear from viewing CCTV footage of the incidents that the suspects were involved in organised vehicle crime due to the sophistication of their operation. Social media was used during this investigation to raise awareness of vehicle security but to also inform the wider ongoing public about ongoing investigations, with the aim of engaging with concerned members of the community. Within this essay, Kolb's Cycle of Reflective Practice will be utilised to critically evaluate and reflect on my experience in using social media.

Kolb's cycle is based on four stages and is cyclical to allow for the cycle to be used multiple times. The four stages are – concrete experience, reflective observation, abstract conceptualism and active experimentation (University of Hull, 2024). The cycle requires the individual to have that experience, before performing reflective practice and then analysing and explaining it. At the end of the cycle, the individual is then expected to put that learning into practice which will then subsequently new experiences will be had, and the cycle restarts (University of Hull, 2024).

Khan et al (2014) conducted a study to investigate the risks and benefits of social media use by public agencies. Within this study, a survey was conducted of 289 government sector employees from six South Korean government research institutes. The research concluded that “the effect of the benefits on users’ satisfaction was stronger than the risks” (Khan et al, pp. 606, 2014). This study was published in a peer-reviewed journal by authors who are employed in higher-education in South Korea. The article has also been cross-referenced on 105 occasions, and the entire journal being used 358,473 times in the previous calendar year. This information indicates that the information contained within the study is relevant to large amounts of research worldwide, as well as being reliable and reviewed by academic peers of the authors. It was outlined in previous research conducted by Curtis et al (2010) that social media provides various opportunities for public interaction and provides information about public opinion, emotion and behaviours (Chun and Reyes, 2012).

Bertot et al (2012) stated that through social media interaction, there are challenges relating to data management, security, accessibility and social inclusion. This is especially pertinent in policing in terms of data management and security, as hacking of accounts and breaches in data protection would be disastrous for the force concerned. The police have additional constraints put on them by the Data Protection Act 2018 as they hold ‘personal data’; however exemptions are in place regarding the retention of this data when it is used for the “prevention or detection of crime, or the apprehension or prosecution of offenders” (Wood, et al., pp, 94, 2023). These incidents can have disastrous implications for a force both financially and in reputation. When creating a post for social media, I first sought guidance from those working within the media and communications department to see if it is suitable to be published publicly. Posts must abide with the General Data Protection Regulations and Data Protection legislation to avoid forces being subject to any law suites in relation to breaches of legislation. To remain in conjunction with Human Rights and the right to privacy, I had to be cautious in relation to members of the public caught in any CCTV cameras who were not subject to the investigation. To do this, I would blur out the faces of individuals not involved.

South Wales Police utilise several social media accounts to broaden engagement with the public that it serves. The force states that it has a “presence on a number of digital platforms, aiming to inform/educate and change the behaviour of people” in the community as well as to “inform those interested/affected by local policing” (South Wales Police, pp. 4, 2024). This allows for the force to engage with a wider audience, and target different generations within the community through videos, ‘reels’ and image compilations. South Wales Police as well as other forces across the United Kingdom use numerous social media platforms such as ‘Facebook’, ‘X’, ‘Instagram’, ‘TikTok’, and ‘YouTube’ (South Wales Police, 2024). In January 2022, there were 4.62 billion users of social media worldwide (Kepios, 2022) however in 2024, this has passed 5 billion users which is equivalent to 62.3% of the world’s population (Kemp, 2024). By looking at these statistics, it is implied that the quickest way of informing a large population about ongoing events is through the use of social media as more people have an online presence. South Wales Police (SWP) alongside approximately 80% of other Police Forces within the UK utilise ‘ORLO’ to assist with social media management (ORLO, 2024) – allowing forces to ‘communicate with citizens, handle demand effectively, and to manage any crisis

effortlessly' (ORLO, 2024). During this incident, I was not able to post the images myself as I do not have access to the force social media accounts. This is due to me not needing regular access and I am able to request posts to be made via the communication teams. The communication teams are very knowledgeable around the use of social media and what the force utilises it for – for example, missing people or wanted person appeals, appeals with CCTV and still images.

The Communications and Media Department within the force diversify the content posted on these platforms to improve engagement. For example, the force states that the 'X' accounts used are primarily used for 'warning and informing' purposes, with more engaging content posted on Facebook (South Wales Police, 2024). The force has a strict social media policy which must be adhered to by all employed by them. It outlines the forces' "approach to the use of digital and social media channels for public information and/ or engagement purposes" (South Wales Police, pp. 2, 2024). Regular reminders are given to employees via the internal intranet, regarding their use of social media when off duty and how the Code of Ethics and Standards of Professional Behaviour must be always adhered to. By having a strict social media policy, it allows the force to defend its officers in confidence when posts are made and interacted with by the public. It also gives employees confidence when using social media as the policy is clear and thorough in what is expected of them when they use social media in a professional capacity. The force policy outlines that employees are actively encouraged to engage and contribute towards the social media channels (South Wales Police, 2024). Clear breaches of this policy are investigated and as highlighted by the Independent Office of Police Conduct (IOPC) in 2018, will be investigated thoroughly and officers sanctioned accordingly. An example of an investigation within the SWP area in 2018 found an officer had a case to answer for gross misconduct in relation to offensive Facebook posts brought to the force's attention via a member of the public (IOPC, 2021). This highlights the importance of the social media policy and its implementation by senior officers within the force, to protect and more importantly inform its employees about the dangers of using social media.

On the 27th January 2023,, Nicola Bulley was reported as a missing person after disappearing whilst walking her dog in the Lancashire area; her body was subsequently located in a river on the 19th February 2024. During this incident, there was large spread social media coverage, including by the BBC. The family of Bulley criticised parts of the press for "absolutely appalling conduct" (BBC, 2024). Lancashire Police accused users of social media site 'TIKTOK' of speculation and stated that they had been "inundated with false information, accusations and rumours" in relation to Nicola's disappearance (BBC, 2024). In 2024, an independent review was conducted by the College of Policing regarding the investigation and looked at a number of details. This includes the force's decision to release private information about Nicola and her suffering with menopause. Although the review finds that the wording was approved by the family, the College concluded that "any media statement requested or constructed by the police, wholly or in part, remains the ultimate responsibility of the force" (College of Policing, pp. 92, 2024). It also concludes that the decision to release such sensitive personal information is to be made at the most senior rank, and when all ethical perspectives and alternative options considered (College of Policing, 2024). The force released this data in conjunction with the family, in the hope of ending speculation of Nicola's

partner being involved in her disappearance and to clarify why they responded to an incident at the family home earlier in the month; however the response to this was highly negative with commentators stating that by releasing this information, the force was thinking about how they can maintain their reputation (Zoe Billingham – Chairwoman of an NHS mental health trust) and that releasing this information would have caused more speculation and theories being created (Sarah Vine – newspaper columnist) (College of Policing, 2024).

To conclude, this incident was a positive use of social media as more victims were able to come forward and the suspects ended up being identified through forensic evidence. Following this use of social media, I am more likely to use it again to try and gain assistance from members of the public with identifying any suspects or witnesses involved in an investigation as a line of enquiry to provide the best service possible to victims. As technology develops, it is clear that policing relies on numerous social media sites, such as 'Facebook' and 'X' to engage with and inform the community about ongoing investigations, as well as other aspects of policing. Forces are also creating more 'engaging' content on social media sites such as 'TIKTOK' to engage with younger members of the community and inform them about the police service and the many different departments within the service. However, if policies are not adhered to, prejudice may be given to ongoing investigations and misinformation spread within the community. South Wales Police has a very strict social media policy which staff must adhere to both on and off duty, as well as strictly managing who has access to the force's social media channels, to limit the likelihood of any breaches of data protection.

Word Count – 1806

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 critically evaluate my flexibility in leadership style and critically analyse leadership strategies I have developed to manage a range of different operational situations. During this essay, reference shall also be made to an incident I attended which was a single-vehicle road traffic collision whilst on the way in to work. During this incident, I engaged with members of the public who had also come across the incident, as well as those specifically in the crashed vehicle. I also engaged with on-duty emergency service personnel from the police, ambulance service and fire service. I played a significant role as I was the first emergency service personnel on scene – although not on duty – and my main focus was providing first aid to all passengers and prioritising those with the most serious injuries. I also needed to create a sterile working area for the safety of all those involved. Within this essay, I will refer to how my leadership style changed during the incident and why this happened, evidencing my ability to be flexible in my leadership style. Reflection will be carried out utilising Rolfe et al.'s 2001 reflective model.

In 2001, Rolfe et al. created a framework which focused on three questions – what, so what, and now what (University of Hull, 2024). If all of these questions are answered, it allows the user to “outline an experience, relate the experience to wider knowledge and identify implications for your practice” (University of Hull, 2024). This model is popularly used by nurses and those within the emergency services. It allows the user after the experience to question what could have been done better and if so how would this be done. It also questions the individual about what they learnt in relation to the incident and what was good and bad about the experience.

An effective leader has a shared vision with their team members, allowing for shared goals, and supporting their team to achieve them (Perry, 2022). McKinsey and Company state that “leadership is a set of mindsets and behaviours that aligns people in a collective direction” as well as helping them “adjust to changing environments (2024). Leadership styles are the ways in which a leader behaves when working with their teams. Different individuals within that team may respond to a different style of leadership, and this may change depending on the situation that team member finds themselves in. There are multiple types of leadership such as ‘transactional’, ‘transformational’, ‘democratic’, ‘autocratic’, and ‘laissez-faire’ (Boogaard, 2024).

Transactional leadership is described as functioning through structure and focusing on short term goals and includes consequences or corrective action for failure (Bova, 2023). In 1981, Bass described the transactional leadership theory as mostly being used by managers with a reward and punishment system (Management Study Guide, 2024). This leadership style is beneficial due to clear explanations being given by the leader and has measurable results; however a rewards system may be counterproductive if the rewards themselves are not fair.

Transformational leadership on the other hand focus on long term goals and the leader motivating and inspiring their team to stay committed to the project. This style of leadership aims to highly motivate team members and allows for positive change within the team; however this can only be achieved if all team members are on board and can be very time consuming. A study by Deng, et al. (2022) found that this style of leadership largely impacted outcomes and has strong links with individual, team, and organisational outcomes.

Autocratic leadership is a style “where one person makes all the decisions and has little input from group members” (Practical Psychology). Elements of this leadership style – if used correctly – can ensure the safety of those working in the team and be assertive should that style of leadership be necessary. For example, if a sergeant was joining a team of fairly young officers, this style of leadership may be beneficial to establish a chain of command and oversight (Cherry, 2023).

Laissez-faire leadership is a hands-off approach and the complete opposite of micromanagement according to Boogaard (2024). Leaders provide their team with all of the equipment and tools they need to complete a task but then leave them to make their own decisions and problem solve without the supervisor watching exactly what they are doing. This style of leadership is beneficial for those with high levels of experience as it shows that their supervisor trusts their decision making however could cause confusion amongst those who are inexperienced (Boogaard, 2024).

All of these styles of leadership are used by those in leadership positions within policing and can be applicable during any incident an officer attends depending on its circumstances. With the varying levels of experience currently working on

response teams, situational leadership may be utilised often by supervisors as they can adapt their leadership style based on the specific incident and the maturity of their team. This is a strong leadership style within policing as it requires the individual to be flexible and respond to changing circumstances, however it requires high levels of adaptability by the supervisor.

At the beginning of this incident, I was the only individual who worked for an emergency service present. I used an autocratic style of leadership to provide direct instructions to members of the public in order for them to work on individual tasks – this included calling 999 to ensure that the ambulance, police and fire service were on their way, as well as telling two people to stop traffic from either direction as there was debris all over the road. I did this to also protect the privacy and dignity of those who had been involved in the collision and to create a sterile and working environment. I found this style of leadership to be effective as I did not know the members of the public present and their skill set. By delegating and setting simple tasks, I knew I could focus on providing first aid to one of the passengers in the car who was suffering from a substantial head injury. This style of leadership is discussed as being highly effective by Rosing, et al. (2022) during the 'action' phase of an incident due to the fast paced and developing situation in an emergency environment. Delegation of tasks allowed me to be able to provide all of my attention to the injured individual and I believed this to be the most effective way to use those around me to assist and not do everything myself. Upon reflection, this was an extremely effective leadership strategy as it quickly brought the incident to the attention of the emergency services and created a sterile area around the vehicle.

As the incident developed, two other colleagues who were also on their way to work have stopped at the scene to assist. I provided them with key information about what I had seen and what had been done so far. As my colleagues arrived, this allowed me to adopt a more situational style of leadership as I knew both colleagues and their abilities quite well. This allowed me to be autocratic in the direction I gave to both of them but also trusted that they would adapt to the situation and progress other enquiries which I may not have thought of. For example, one of my colleagues started to conduct house to house and CCTV enquiries to try and establish the circumstances leading up to the collision, especially due to there only being one car involved and it being a 30mph speed limit where the collision occurred. I told my other colleague to remain with me as I knew they had experience with dealing with first aid on an individual with a head injury. Although I took charge of the scene, I understood where my knowledge was not as strong as my colleague's and allowed them to take charge of the individual requiring care. In future incidents, I would do the same if I felt that my knowledge on a specific area was not as strong as a colleague however I will continue to learn and develop my knowledge to improve.

The seriousness of the injuries sustained by one of the casualties became more apparent when me and my colleague removed them from the vehicle following instruction from the paramedics who had arrived on scene. I provided a handover to the paramedics with all the information I had from the time I arrived at scene, encouraging collaboration between myself and them to provide the best treatment to the individual. In this situation, this leadership strategy was vital as due to the seriousness of the collision, I was already aware that it would be a joint-emergency service response, causing significant disruption to the community, and it being on a

major road into a city. Effective communication also worked in conjunction with collaborating with other emergency services to avoid misunderstanding and confusion. All services were working towards one goal – trying to safely extract the individuals still trapped within the vehicle and to save their lives – which required effective communication (York, 2024).

Alongside leadership styles and strategies, the College of Policing has introduced the leadership standards for policing which is set across five stages to encompass those at foundation level, all the way through to chief officer level. It sets a benchmark for the standards of leadership expected alongside the Code of Ethics, the competency and values framework and national policing priorities (College of Policing, 2013). All officers encompass the foundation level and highlights the importance of working effectively as a team, making effective evidence-based decisions and to use reflection and feedback to develop skills and performance (College of Policing, 2023). Following this incident, I feel that I have followed these standards by working efficiently with others around me at the scene of the incident and making important decisions based on the evidence in front of me and with the information available to me at the time. Upon reflection of this incident, I feel capable of managing the scene of a road traffic collision with the assistance of others and that I am able to prioritise actions over others in order to try and save the lives of those involved. I reflected on this incident after the fact with the sergeant in the roads policing unit who took over as scene commander when he arrived on scene. He provided me feedback in relation to scene management and that my handover to him and other colleagues was detailed and helped them in their role. This has instilled confidence in my abilities and that I do know how to deal with incidents of this nature to a high standard.

To conclude, this experience showed that I am flexible in my leadership style and how this changed throughout this incident. This incident highlights that multiple styles of leadership can be used during one incident. It shows that during high-pressure, fast-moving incidents, adopting an autocratic leadership style can be effective at managing what task each individual is assigned to in order to be most effective when there is a limited number of resources. I was aware that as more senior colleagues from the police, ambulance and fire service arrived on scene, that they would assume command however it was my responsibility up until then to manage those individuals already on scene to the best of my ability. During the incident, I adopted multiple leadership styles – autocratic and situational – however in future I would consider utilising transformational and transactional leadership styles if the situation was different, and the personnel present allowed for this transition.

Word Count - 1929

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:

Within this essay, I will critically reflect upon my three-year probation within the police service. I will reflect upon how I have benefitted from mentoring and coaching from more experienced colleagues and how this has helped me meet personal, professional and organisational goals. I will also reflect upon how this has helped my development and learning in the workplace, leading to the expected performance standard. During this essay, I will also refer to an incident where I helped an officer to write a statement from a member of the public as they were having difficulties with it. I will refer to Gibbs' reflective model to critically reflect upon my three-year probation, my experiences with mentoring and coaching during that time, and how I provide and receive feedback. Consideration will be given to current coaching and mentoring theories used in policing.

Mentoring is defined as "a relationship in which a more experienced colleague shares their greater knowledge to support the development of an inexperienced individual" (Chartered Institute of People Development, 2024). This relationship is longer and continues until the mentor feels that the mentee is competent and safe enough to complete tasks on their own. Coaching, on the other hand "aims to produce optimal performance and improvement at work – it focuses on specific skills and goals" (Chartered Institute of People Development (2024). This process normally lasts for a defined period and is ongoing throughout an individual's career.

During my initial 12-weeks working in operational policing, I experienced mentoring from my tutor who was an experienced officer on the shift at the time and had been formally trained by the force to support officers coming out of initial training. I found that I benefitted from my tutor showing me how they complete paperwork or perform an operational task such as a stop search before trying it myself. I found that this

was because I knew how to do something but felt more comfortable seeing something put into practice first, before trying myself. This has helped me achieve the personal goal of becoming confident when knowing I have the grounds for stop searches as this was something I struggled with initially after coming out of training. Towards the end of my tutorship, my mentor adopted a coaching approach as they would take a step back so they could see how I deal with certain situations. As my probation has progressed, I have been coached by other officers on my shift, as well as my supervisor who is monitoring my long-term performance.

During my probation, I received feedback in both verbal discussions and in written evaluations, especially from my mentor during my initial tutorship. I struggle with verbal discussions around my performance as I always point out the negative aspects of my performance as I am a very conscientious person. To improve this, I have discussions with my supervisor every month to discuss any issues, or what is going well with my workload and with me personally.

Word Count - 493

Essay Plan

1. Introduction
2. Define Mentoring and define coaching
3. My personal experience during tutorship / mentoring phase
4. Move into coaching as probation progresses
5. Use GIBBS model
6. Coaching and mentoring theories within policing

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