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Y Drindod Dewi Sant
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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:

Reiner (2010) asserts that there was no smooth transition from a police force whose main and possibly singular goal which was to uphold the order that the capitalist class required to one that was more modern and professional, noting that the evolution of police professionalism has been influenced by the intricate relationships that exist between the police, the public, and the government. The attempts of a past "unprofessional" police force to curb the increasing levels of unrest and criminality were causing a deterioration in the relationship between the police and society as a whole. A deteriorating social consensus, a decreased regard for authority, and a rise in inequality as a result of shifting economic conditions all served to support this. Friction between the police and minority populations began to escalate as the public's recognition of the police as an official state entity declined (Reiner, 1992).

The professional method by which the service creates and supports a workforce capability that is sufficiently broad and flexible to deliver the skills and abilities required for 21st-century policing is known as "workforce transformation." It all comes down to creating a workforce that is sensitive to change, contemporary, and flexible (National Police Chiefs' Council [NPCC], 2018). Numerous efforts were taken as part of this transition to create a police force that was more adaptive and agile. Improvements to recruitment, compensation, and performance systems were detailed in the policies. Employees abilities and experience were valued, education was given more weight, and recruits were required

to hold a graduate degree, among other things. The policies also enhanced and supported digital capabilities and enhanced managerial and leadership capacity (House of Commons Home Affairs Committee, 2018). In order to facilitate this, the College of Policing has advocated for the development of employees' knowledge and expertise, especially through the implementation of evidence-based policing, the establishment of a knowledge-based service, and the emergence of a structure for police educational qualifications that will eventually make policing a graduate-level profession. A focus on new national standards and an ethical code has also supported this (Martin, 2021).

A 2014 code of ethics for policing that combined professional behaviour standards with the Nolan Principles was one of the first projects undertaken by the College of Policing (Marsh, 2024). The Nolan (1995) principles of public life which listed necessary principles that are required in all aspects of public life in those who serve the public in any capacity; selflessness, integrity, and accountability to name a few. These Nolan Principles were included and expanded upon, also to include the Peelian principles of policing, in the first police code of ethics published by the College of Policing in 2014 (College of Policing, 2014a). The values and conduct expectations we have for police personnel are outlined in the police code of ethics. It is applicable to everyone who works in law enforcement, including volunteers, staff members, warranted officers, and those employed under contract by police departments. Members of other well-established professions are guaranteed to acquire and retain the skills and information required to carry out their roles. It is typical for such occupations to have a defined structure of ongoing professional growth, certifications for certain roles, and a professional behaviour code. But historically, policing hasn't embraced every aspect of a vocation. The Code of Ethics represents a first step towards complete professional standing for law enforcement and police, akin to what is observed in those fields (Marshall, 2014). The initial code of ethics was made public soon after the Leveson investigation brought to light police officers' dubious interactions with some members the media, signifying a need for a centralised body to regulate the professionalism of police officers in the UK (Home Office and Department for Culture, Media and Sport UK, 2016).

In the front lines of both the criminal justice system and the prevention and detection of crime, constables are indispensable. Constables collaborate daily with stakeholders, the community, and other law enforcement officials to uphold law and order, assuage public fear of crime, reassure residents, and foster trust in order to enhance the standard of living for all. This position has the legal authority to support the upkeep of law and order. It also has the duty to make independent decisions in compliance with Code of Ethics, using professional judgement when necessary to fulfil the role's requirements and adhering to established legal frameworks and policy guidelines. In order to defend the law and provide the best results in a variety of scenarios and occurrences, constables must fulfil and continue to uphold the highest level of professionalism expected of their position by acting in a lawful, impartial, proportionate, and justified manner in all circumstances (College of Policing, 2019). I have had to ensure that all of the actions I have undertaken both in response to incidents and within my own personal life outside of work are in line with the police code of ethics. This has not been particularly challenging as high levels of consistency are seen to be necessary between an individual's aims and professional behaviour on the one hand, and their conduct outside of the workplace on the other (Counts, 2020).

As I moved into my third and final year of probation working within my chosen police force, I have seen my overall confidence increase, as well as my confidence in dealing with incidents I am dispatched to, benefiting from the tutorship period provided in the first year of this career as well as the ongoing guidance received during the mentorship phase where I have continued to be supported by more experienced colleagues and supervisors over approximately 18 months. Whilst being enrolled in the Police Constable Degree Apprenticeship (PCDA) scheme, I have seen the role I play as a police constable change and develop. The PCDA entry route into policing is a three-year programme consisting of a mixture of academic, classroom based learning covering legislation and policing theory alongside practical learning taking place in a working environment in partnership with a local university and culminating in a degree in professional policing practice (Joining The Police, 2020). The PCDA programme was developed to recognise that, because to technological innovation, continuous changes to legislation (including the addition of new statutory laws and the modification of existing ones) (UK Parliament, 2024), amongst a variety of other variables, policing as a career is more diverse and intricate than it has been in past years. Its foundation is a recently revised curriculum for policing recruits. After an examination of the police curriculum, it was discovered that the work that police constables were undertaking, and the knowledge required was that to a degree level. The College of policing hopes that by offering uniform national education and accreditation requirements for criminal justice positions within the police service, this project would assure members of the public about the calibre of training that police personnel get (Strong, 2019).

In 2016, The National Police Chiefs Council (NPCC) assisted in the development of a '2025 vision for policing' that outlines the direction of policing for the ensuing decade and will influence choices on the allocation of police forces' resources to maintain public safety. a vision in which policing agencies utilise digital technology significantly more effectively, collaborate with other authorities to prevent crime, and produce efficient services that give the public the most value for their money (National Police Chiefs' Council [NPCC], 2016). A more nuanced approach to the difficulties that police deal with both currently and in the future is required because the people that the police serve are becoming more varied and intricate. In order to effectively serve the public, the leaders of the policing services recognise that they must keep striving to evolve to the changing needs of the current policing environment. These challenges include child sexual exploitation, domestic abuse, cybercrime, and new threats from serious and organised crime (Association of Police and Crime Commissioners and National Police Chiefs' Council [NPCC], 2016). During my final year of probation, I have attended training courses in relation to the challenges raised by the '2025 vision' and have subsequently had increased awareness when attending incidents which have this focus. An example of this would be attending crime incidents which involve the exploitation of children surrounding 'county lines' and drug dealing activities. Whilst working in conjunction with partner agencies such as social services and youth justice teams, safeguarding can be put in place in order to safeguard and mitigate potential future offending and criminal exploitation of vulnerable children. I have played a part in this by submitting relevant referrals to these partner agencies and also identifying criminal exploitation whilst responding to incidents and reports from members of the public. Similarly, with incidents of domestic abuse, safeguarding can be put in place

the same way, through referrals to partner agencies including domestic violence charities and local authority services. Police first responders play a crucial role in the response to domestic violence which involves a multitude of agencies including social services and domestic abuse charities. Police being in a unique position to ask victim-survivors about the events and actions they have personally experienced. When responding to domestic calls, first response officers should be able to identify criminal acts so that perpetrators may be prosecuted, as well as notice warning indicators of abuse and stop crimes from happening. The onus of applying safeguarding being placed solely on police officers in the first instance (Davies and Barlow, 2024). Whilst in previous years of my career I have been able to rely on other officers for assistance in decision making surrounding safeguarding concerns arising from domestic violence incidents and child safeguarding concerns, in this year and as my experience has grown I have had to make decisions on my own, occasionally being the sole-responder to incidents and reports, having to identify these incidents with no additional assistance.

Crimes of all kinds have decreased recently, and the public's trust in law enforcement has mostly been steady. But just like any other public service, the police have a difficult time keeping up with the fast-changing times. Demands for police are always changing, but public resources are finite (College of Policing, 2014b). This implies that the College's efforts to promote and assist professionalism in UK law enforcement are more crucial than ever. The five year strategy by the College of Policing (2014b) maintains the points made by the NPCC in the policing vision of that one of the main goals of today's police is to protect the public from crimes like child sexual exploitation and domestic abuse. In order to be successful in today's world, police officers must contend with novel dangers like cybercrime and growing public expectations that they will safeguard individuals both online and in the communities in which they live.

Responding to situations in which a person is having a mental health crisis is another one of a police officer's duties. Concerns have been voiced by police forces over the time and resources needed to react to calls regarding mental illness (Rethink, 2023). His Majesty's Inspectorate of Constabulary and Fire & Rescue Services [HMICFRS] (2018) also raised concerns about how the police are expected to pick up the pieces after far too many parts of the larger mental health system fail to work correctly. This is becoming a national catastrophe that is disappointing people with mental health issues and burdening police personnel and staff to an unbearable degree. People with mental health issues require professional assistance. People who are in crisis require medical attention in a hospital environment. Police officers are frequently overworked and frequently overloaded, making it difficult for them to respond correctly when someone has a mental health issue. This is because they lack the necessary abilities to help such individuals. Due to the attention this issue has received, within the last 12 months, police forces have trialled and adopted the 'right care right person' agreement (Home Office, 2024). Its goal is to ensure that, as is presently the case in most regions, the appropriate agency responds to calls linked to health rather than the police acting as the first responder of choice. It has been demonstrated to enhance results, lower demand for all services, and guarantee that the appropriate care is provided by the appropriate service (Metropolitan Police, 2023).

2036 words

**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:

The term 'Social media' refers to online platforms and digital apps that enable community-based input, communication, engagement, content sharing, and collaboration. Individuals use social media to interact and communicate with family, friends, and various other communities. Businesses commonly utilise social media applications to market and promote their products, as well as to keep track of customer complaints (Lutkevich and Wigmore, 2021). In order to better understand their service users and meet their demands, modern organisations must interact with them. By doing this, they will be able to better serve their service users' needs and increase their efficacy. Organisations are commonly utilising social media as one kind of communication channel to promote these strategies (Tourani, 2022). Policing organisations are no different in this aspect and can utilize social media to better serve their communities and meet demands of their service users. Social media has been hailed as a means of encouraging transparency, openness, and community engagement in policing organisations. There has been hope that social media will change public institutions' communication tactics and encourage citizen engagement (Bullock, 2017).

In 2008, UK law enforcement agencies started experimenting with social media. With varied degrees of official backing, individual officers were frequently the ones to commence its usage (Crump, 2011). Since then, there has been a significant increase in the police department's usage of social media, particularly Facebook and Twitter. All English and Welsh police forces have launched individual Twitter profiles and Facebook pages. Around 2050 individual officers also have profiles which are used for the purpose of their policing role (The Police Foundation, 2014). One of the primary goals of these individual officer

profiles is to increase engagement with the public. Sergeant Ed Rogerson of North Yorkshire Police, for instance, talks about his experiences as a community policing officer on Twitter. He utilises Twitter to promote himself, having been encouraged to do so by the public's numerous comments throughout his PC tenure that the visibility of police officers was very low in their local area (Laville, 2012). Social media gives the police a new avenue for public outreach. In the UKs 'policing by consent' system, the involvement and engagement of police with the communities which they serve is essential to fostering confidence and trust among the public, increasing transparency. The use of social media gives the police the ability to interact with the public more effectively, forge connections, and acquire information and intelligence surrounding crime and issues within communities at a high rate of efficacy. In order to capitalise on this potential, it is becoming more and more critical for policing organisations to comprehend and apply all of the resources at their disposal. A major benefit that is frequently touted by organisations including the police is that the use of social networking sites is essentially free for the police to use. These accounts would almost instantly provide police with the capacity to communicate directly with an extensive audience as communications from one police profile may be shared with numerous individuals. This is assuming that there is indeed very little expense associated with creating and maintaining accounts on social media websites (Denef *et al.*, 2012).

In juxtaposition to the benefits of the police use of social media, a number of challenges are also presented. Adopting and utilising new information technologies is frequently challenging for organisations, and the use of social media applications is not an exception. The organization's public image, potential for legal issues, and privacy issues are amongst examples of problems that are external to the organisation. Organisational resources, accountability, authority, beliefs, and financial matters are examples of internal challenges (Kuikka and Äkkinen, 2011). Inappropriate use of social media may have disastrous effects on companies, especially law enforcement agencies, ranging from data breaches to blatant impersonation. Organisations that use social media platforms may be more susceptible to various cyberattacks. One such possibility is the impersonation of police profiles, which may result in the disclosure of confidential or sensitive data by both police personnel as well as members of the public. This could have a very negative impact on the organization's reputation due to the possibility of fake messages being published by the impersonating account (Terranova Security, 2023). The public's interests are seriously threatened by the disseminating of false information on social media. All forms of media frequently deal with rumours, misinformation, disinformation, and malicious information. But with digital media, particularly on social media sites, it is worse. Controlling unwanted information is a terrible chore because of its ease of use and access, the speed at which it spreads, and the difficulty of eradicating incorrect information. In addition to these difficulties, social media has played a significant role in disseminating pertinent and helpful information (T and Mathew, 2022). Misinformation in this context is also detrimental to effective policing, false information given to police via social media channels can affect the efficacy of the investigation of crimes and can lead to the waste of police resources. Police officers' personal lives are impacted by the dissemination of false information about policing, in addition to the reputation of police forces and their capacity to investigate crimes. The dissemination of false material on social media has resulted in threats to police and public, the leak of officer's personal data, and fictitious arrests of police personnel, amongst other things (Huey, 2022). According to a research by Ralph *et al.* (2022), social

media was the primary method used by the police to disseminate information on how to stay safe and compliant with the law at the start of the 2020 COVID pandemic. But shortly after, they said that their audience was becoming divided and conflicted about these kinds of communications, which may undermine public faith in the police. As a result, they shifted their social media attention from discussing the epidemic to other facets of their work. The way that police organisations interact and communicate with the public has changed as a result of the rise of social media. Online surveillance technologies are being used by certain forces to monitor and follow web-based interactions. Presently on the market, monitoring technologies are made to follow online discussions, spot new problems, and keep an eye on the online communities that have the greatest influence over law enforcement. While internet and social media platforms are easily accessible, using them comes with a number of hazards. Adhering to safe usage regulations can help control and reduce these potential risks, police forces across the UK have developed their own policies and procedures to govern their use of social media (College of Policing, 2013). The social media policy of my local force offers comprehensive guidelines surrounding the use of both organisational social media accounts including the 'South Wales Police' Facebook page and also guidelines governing the use of employees own, private accounts and pages outside of their working role – these guidelines governing private accounts such as the prohibition of sharing or posing inappropriate language or material is done in an effort to reduce the possibility that the content may damage the force's reputation and negatively affect public trust and confidence, both of which go counter to the standards of behaviour specified in the Standards of Professional behaviour (College of Policing, 2024)& (South Wales Police, 2018).

During my career, I have utilised my forces social media accounts in a variety of ways. One way I have found this tool to be particularly useful is for appeals for information surrounding missing persons. Making use of social media I managed to publish a photograph of the missing individual on Facebook and Twitter, along with some basic personal information like their name and age, a brief description of the circumstances surrounding their disappearance, and a request for any information on their whereabouts. Along with instructions on how to provide the police any pertinent information, the public was also given a police reference number. missing individual Publicity pleas from inside the investigative agency may frequently be beneficial to cases. Broad and immediate community involvement, together with the distribution of a picture to encourage a sighting, may advance a case and provide much-needed consolation to the relatives and loved ones of a missing person (Metropolitan Police, 2023). The decision to publish media appeals online must not be taken lightly as the Metropolitan Police (2023) also support that Any media appeal for a person who has been reported missing can have a big impact. Social media appeals may be shared, re-posted, and have an instant audience. However, there is less control over the content. The enduring impact of appeals' internet history may make it difficult to eradicate. Repeated requests for recurrent episodes may draw attention to and amplify vulnerability, cause empathy fatigue, and elicit unfavourable public commentary. In my case however, a risk assessment was undertaken after a number of days that the missing person had reportedly not been sighted by any person. After my social media appeal, we received information that quickly led to the missing person being found. This social media engagement was also well received by the missing persons friends and family who were originally concerned about the welfare of the individual, being able to re-share the missing

person information which was contained in the police post to their own friends and family who may not already have been aware of the missing persons status. By sharing the post, the friends and family members were able to capture an even wider audience by also including those who may not be aware or 'following' the police profile. This would then have another potential impact of growing the number of 'followers' for future information appeals placed on the media site. Aswell as the useful information received through the social media appeal, I also became aware of a number of comments made on the post which were not useful and a smaller number of which were insensitive. Whilst the useful information received eventually led to successfully locating the missing person, the information received which was not accurate took a significant number of police resources to investigate and then rule out. The more insensitive comments also took time to remove from the post in order to reduce any potential harm they could do to the family, missing person themselves and the police organisations reputation again, taking the time of police resources. I have utilised social media in a very similar way for the purposes of appealing for information for locating suspects of crimes who are 'wanted'. The benefits and risks of using social media for this purpose are almost identical to those of them found in missing person investigations and as such, publishing an image of a wanted person on social media is taken on a case by case basis, normally when the risk of the wanted person remaining in the public outweighs the potential risks such as the suspects privacy issues. The pressure put on the wanted suspect to turn themselves in to the police is one of the bigger advantages of using social media for this purpose. Sometimes, just putting their photograph on social media together with an explanation of why they are wanted is enough to get them to do so. This is what occurred in my instance, I had published an image of a suspect wanted for a serious and indictable offence and a few days later they turned themselves into a police station. The explanation they gave is that they did not know that they were wanted by police until a friend informed them of the post on police social media. There have been other instances I have managed where the wanted person had evaded police for a number of weeks and it was only after a social media post was made, informing the public that this individual was wanted, that information was given to us informing us of his current whereabouts. Police officers were then able to visit this address and arrest a suspect who posed a very real risk to the wider public.

1986 Words

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:

The achievement of an objective under the guidance of others is the definition of leadership. A leader is someone who effectively organises their team members to accomplish certain goals, and they should be able to do this every day, every year, and under a range of conditions (Prentice, 2004).

Leadership styles are defined as the methods by which leaders use their behaviour to guide, inspire, and affect their followers. In order to achieve certain goals while taking into consideration the expectations of stakeholders and the safety and well-being of their team, leaders must choose a leadership style. Many forums have examined different leadership philosophies in an effort to determine which is best for inspiring and persuading others to achieve objectives. Building followers' trust is a key component of an effective leadership style (CFI Team, 2023). To improve leadership abilities and develop into a more successful leader, it's critical to understand your own style of leadership. Being self-aware can assist in determining leadership merits and qualities that need improvement. Team dynamics can be effectively influenced when the leader is aware of their style of leadership and can determine which style will function best for their group. To drive success, the strategy may have to be modified to fit the demands of a certain person or endeavour to learn more about a distinct type. Understanding different leadership philosophies could help you handle disagreement more skilfully. You'll be more aware of the ways in which your

leadership style could influence that dispute, or you'll be able to better match your conflict resolution tactics with your style (Coursera, 2024).

Different leadership styles exist. Autocratic, democratic, laissez-faire, transformational, transactional, and situational are a few of the most often examined (Cherry, 2023). After examining the multitude of differing leadership styles, I have found that my leadership style is most aligned with the 'democratic' style. Whilst a leader uses a democratic leadership style, team members' opinions are considered while making choices. With this consultative and collaborative leadership style, every team member has the chance to influence the course of current tasks and initiatives. But ultimately, the decision-making rests with the leader. Democratic leadership is widely seen as a very effective leadership style because to its capacity to grant voice and importance to other team members (CFI Team, 2023). Including other team members in problem-solving and decision-making will keep them engaged and inspired. Democratic leaders provide authority to their followers while providing constant encouragement and attention to the difficult projects. This kind of leadership frequently have the vision to recognise what people need and make sure they receive it. They create long-lasting, prosperous organisations in the process. Under democratic leadership, member satisfaction is higher. They have faith and confidence in their people. A majority opinion is considered final when choices need to be made and difficulties develop. Relevant and diverse individuals debate the topic. Nonetheless, the lengthy decision-making process is a barrier to democratic leadership, even though involvement in the process increases productivity (Sharma and Singh, 2013). Democratic leadership approaches do seek viewpoints, perspectives, and experiences, and they can elicit unpleasant feelings among subordinates. It brings out various kinds of team members, and if the ideas of one team are consistently carried out, the other team could feel undervalued and that their thoughts are not taken seriously. It can cause procrastination, and groups that depend upon this style of leadership may find themselves delaying making choices and waiting for staff members to bring forward better ideas more frequently. Democratic leadership has the potential to instil an overall feeling of uncertainty within a group that occasionally needs to make snap choices by adding a persistent element of ambiguity. Leaders who decide without consulting the team run the risk of making employees question if leadership will continue to consult them about future tasks. This may happen when leadership doesn't take the time to seek input on each team's suggestions or when the team loses trust due to unclear options to choose from (Yang and Zhu, 2022).

The College of Policing (2023) lays out differing leadership standards at five different organisational stages. These guidelines provide an expectation for the performance, attitudes, behaviours, and leadership knowledge and comprehension that are required of police officers working at various levels ranging from those expected of individual constables to supervisors and managers holding senior ranks. The rules delineate the parameters of successful leadership for police officers and staff as they fulfil their official responsibilities. As I am not yet a supervisor, in my role as police constable, I am expected to meet the stage one standards for leadership foundations. The stage one criteria provide the baseline for national leadership performance for foundation level leaders, including police officers and staff. They are intended for constables and employees with comparable degrees of authority. Whilst I am not a supervisor, as I entered my third year within my role, newer members of my team have turned to me for guidance and in the absence of our usual team leader responsibility for managing incidents has landed on me and I have found myself

having to meet the requirements of stage two of the leadership standards on a number of occasions.

Whilst carrying out the duties of my normal role of police constable, I have been required to attend and deal with a variety of incidents and calls for service, often single crewed and on my own. It is whilst dealing with these such incidents that I have followed and strived to meet the stage one standards for leadership. An example of such an incident would be when I attended a call from a victim who was reporting a domestic violence related assault from their partner. Even before arriving at the victims home address, I began to create a working strategy on how to appropriately deal with the incident effectively. The working strategy was based on the experience I have gained during the tutorship and mentorship phase of my career as well as considering the potential outcomes of each of my actions, keeping in mind various policing policies and standards which include the police code of ethics or 'ethical principles'. These 'ethical policing principles' are a set of standards that need to be applied in all aspects of police officers' roles in order to carry out their duties morally and ethically. Every police officer frequently has to make critical choices. These actions are taken because it is our responsibility to enforce the law and safeguard both individuals and the communities which we serve. Because our choices impact other people, frequently during trying moments in their life, they can give rise to complicated ethical dilemmas. Making decisions is not always easy, and often the optimal course of action is not immediately clear after judgements have been made (College of Policing, 2024). By ensuring that my decisions are in line with the police ethical principles, I not only ensure that the decisions and actions I take are ethical but also ensure that I am adhering to a number of the requirements of stage one and two of the leadership standards which include upholding the code of ethics, standards of professional behaviour and exhibiting impartiality, respect, honesty, and responsibility while carrying out my duties (College of Policing, 2023). Through my successful interaction with the victim through the course of responding to this occurrence, I have further upheld the stage one principles by establishing and preserving public confidence and trust. Despite the fact that my democratic leadership style often calls for the management of a team, it may still be applied in situations when I am responding to and handling incidents and calls for assistance while working single crewed. I must make the final decision on what to do and identify any further actions required because I'm the officer on scene and for reports of volume crime I will likely be the officer in charge of the investigating case until conclusion. I frequently consult with other officers while making decisions, whether they be fellow officers who attend the scene with me or supervisory officers with whom I speak to discuss various alternatives and possible courses of action. In this instance, I relied on inputs from both other police officers on my team and my supervisor. This allowed me to collect all information available to me and make an informed decision based on the facts of the incident and police policies including the code of ethics.

Although I believe that during my career, I have always had a democratic leadership style, I have found that I have had to modify some aspects of it to fit the needs of the situations I have found myself in. This is particularly evident when handling a variety of incidents, and it is even more evident when I take on the role of a supervisor when assisting officers who have less experience than I have. The foundation of good leadership is flexibility. The responsibility of a leader is to inspire others to act in the organization's best interests. They must be adaptable in order to be effective in this, and adaptability is the essential quality

that allows leaders to perform well in a variety of circumstances. Understanding the fundamentals of effectiveness is essential to maximising productivity and effectiveness. To accomplish their goals, leaders must encourage others to act in a certain way. This is the essence of leadership—influencing others. Leaders must be flexible in order to influence people. It also necessitates using different strategies and tactics based on the circumstances (Vaari, 2015). I noticed particularly that I adapted my leadership strategy when I attended a major incident which involved multiple emergency services including the fire and ambulance service as well as a number of police resources from my team. As the first police officer on the scene, I assumed initial command in accordance with the Joint Emergency Services Interoperability Principles (JESIP) (2024) and the South Wales Police (2017) major incident plan. I communicated with the commanders of the fire and ambulance services and forwarded pertinent information to the control room. Normally, I would just have to adhere to stage one leadership rules, but in this instance, I also had to follow stage two, which included managing a small team of officers and efficiently coordinating with partner agencies. I adapted my leadership strategies to communicate with the respective ground commanders from the different emergency services, ensuring that the police response met the needs of the other services. The police incident manager in the control room continued to provide information and guidance, but ultimately, I had the last say when making decisions on the ground. In contrast to my response when responding to most instances alone and making my own decisions during this incident, I was ultimately in charge of the actions of the numerous police officers who were present at the location of the incident. The primary distinction between this incident and the others I attended in terms of my leadership style was the volume of information I was getting from team members and the broader information I was getting from the police control room and other emergency service commanders. I also had to make a greater number of quick judgements. In this situation, as in the majority of policing incidents, I think the democratic leadership style serves me well and is a useful tool for decision-making. It enables me to make well-informed decisions based on the incident's facts as well as the opinions and experiences of other officers on my team.

1914 words

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:

For those who are new to a job, mentoring and coaching may be very beneficial in helping them learn and grow in that capacity. The coach's duty is to help individuals grow in their knowledge and abilities so that they can perform better on the job and help the organisation accomplish its goals. Although this is a crucial component of the job of all line managers, regardless of rank, coaches may also have a special function outside of the typical framework of line management. The mentor's job is to create a formal connection that will help colleagues grow both personally and professionally and enable them to perform their responsibilities more successfully (Police Superintendents Association, 2018), (Gloucestershire Constabulary, 2011).

Coaching and mentoring in policing environments are very effective strategies with many potential advantages. There are multiple potential benefits for the mentor, the policing organisation, and the trainee involved. Benefits to the trainee may include enhanced self-worth and self-confidence, support during periods of transition and swift growth as an individual. They may also include help in creating fresh methods of thinking and working that are valued by means of increased attention and time. The benefits of mentoring for the mentor include the chance to gain new knowledge and experience, the chance to evaluate performance, abilities, and working methods, networking opportunities, and support from peers. On the other hand, mentoring benefits the policing organisations by promoting learning and the creation of a learning culture within the organisation (Gloucestershire Constabulary, 2011). Police departments across the world have found that a tutorship phase, often known as "Field training" in the USA is an effective training technique that continues to benefit the officers and agencies who use it well. Case law demonstrates how departments with insufficient field training programmes or tutorship

phases see a rise in officer negligent behaviour and subpar police services. Field training improves police officers' general competence and confidence while lowering civil liability occurrences and complaints (Dangerfield, 2021). If police officers are to succeed, there needs to be a suitable connection made between the classroom-based training they get and the daily skills they need to carry out their duties. Coaching and mentoring programmes offer this vital connection. Effective coaches and mentors pick up where the classroom ends (Walker, 2005).

Police misbehaviour, ineptitude, and egregious misconduct have all been connected to inadequate police training, particularly at the coaching and mentoring stage (Reisig and Parks, 2000). Bad police practices, whether they involve misbehaviour or the use of force, may have a significant impact on community involvement and safety. These practices can be impacted by inadequate training as well as an ineffective mentoring and coaching programme (Strom and Wire, 2024). According to research, having faith in the police and considering them as legitimate are linked to procedural justice, which is defined as treating citizens fairly and with respect. In turn, legitimacy is linked to increased compliance with the law and a stronger desire to work with the authorities to prevent and respond to crime. Additionally, there is data that suggests people's overall views towards the police namely their confidence and trust may have an effect on how satisfied they are with particular interactions. Thus, it is crucial that the general public has faith in the police, and this cannot be overstated (Myhill and Beak, 2008).

In my opinion, coaching and mentoring have been extremely beneficial to me personally throughout my career as a police officer. This includes both the tutorship period at the start of my policing career and the continuous mentoring I have gotten from more experienced officers on my policing team. When I first started my job as a police officer, during the initial 6 months, I received all of my training in a classroom. I learned about laws, policing practices, pertinent policing powers, and personal safety. These lessons culminated in exams that assessed my knowledge and provided a solid basis upon which to build my future skills. Whilst this 6-month period strayed from some of the usual methods found during coaching and mentoring, part of this initial training did indeed consist of some degree of coaching and mentoring. The majority of this initial training consisted of the learning of new skills and knowledge surrounding policing procedures where the classroom roles were very much of a 'teacher' and a 'student' however, a significant part of it was used to build upon existing skills such as communication and how to deal with people, skills which I already possessed from my previous careers, this forming a style more related to coaching and mentoring. While coaching tries to shift responsibility for honing and growing knowledge and skills, teaching strives to impart new information and abilities. As the one with the knowledge, the teacher bears the accountability and ownership of the lesson. Coaching promotes two-way communication between the parties and offers the individual receiving coaching a lot more responsibility. The ultimate objective of both techniques is for a person to acquire information, acquire new abilities, or exhibit new behaviours, but there are some significant distinctions between them. In addition to sharing information and lessons learned, a coach also makes modifications and offers comments based on current data. People who are being coached often have some basic knowledge and know how to tackle the particular task. By posing the appropriate questions, the coach assists individuals in "unlocking" that information and selecting how to use it. In contrast, a teacher presents

novel concepts and subjects to pupils who often have little to no prior knowledge of the material being covered. In this sense, a coach is shaping something that already exists, whereas a teacher works with more of a clean slate (City Skills, 2023). I found that the classroom based 'teaching' and 'coaching' methods provided exactly this; a solid foundation of fundamental knowledge surrounding policing concepts and procedures as well as coaching in existing skills such as communication, allowing me to begin to adapt these existing skills in ways that would be more practicable in policing situations that I would experience later on in my career. Adapting these abilities—particularly communication—is regarded as essential by the UK police agencies. According to organisational principles, UK police officers should acquire and apply sophisticated communication skills to establish rapport and encourage people to be candid about any of their possible risks or vulnerabilities. By using these adapted abilities, officers will have a deeper comprehension of key vulnerabilities, particularly in the early phases of investigations and during risk assessments. Even if a lot of officers already possess strong communication abilities, organisational assistance can help them develop further (College of Policing, 2021). These initial six months of training set the foundation that I required to progress into the next stage of my career which was the three-month tutorship phase as part of an operational police response team. During this phase, I was assigned a tutor who I attended a variety of emergency calls and other policing incidents with. The first weeks were spent observing my tutor, conducting observational learning, and attempting to link the knowledge gained in the classroom to real world incidents. The process of learning by first seeing and then imitating the actions of others is known as observational learning. It's a helpful method for developing both professional and personal abilities. It entails imitating other people's actions. Since observational learning occurs indirectly, there is no set procedure for instructing or learning using this approach. Simply put, people pick up knowledge by imitating what they observe in others (Indeed Editorial Team, 2022). During this process, I had to pay close attention to everything my tutor did including how they approached individuals and utilised policing powers and then discuss the actions that were undertaken with each other to further solidify the connections between the foundational knowledge I had learned and their applicability in real-world policing situations. I also had the chance to work with a small number of coaches and tutors, which gave me access to a greater range of viewpoints and approaches to handling situations. This also enabled me to combine the approaches of each tutor to create my own unique approach to handling situations that works best for me. Students who receive instruction from many coaches or tutors rather than just one might benefit from a range of viewpoints and concepts that can help them comprehend the subject matter more thoroughly (Walker, 1993). Additionally, I found that each tutor was more knowledgeable about certain topics such as specialising in sexual offences or traffic policing, which ultimately resulted in a wider breadth of information surrounding methods to effectively deal with incidents such as those involving these topics. Upon moving past these initial weeks based on an operational response team with my tutor, I was expected to begin making decisions myself in consultation with my tutor through 'experimental learning'. A student-focused strategy, active involvement, reflection and teamwork are some of the fundamental characteristics that define experiential learning (Kolb and Kolb, 2005). This strategy fosters critical interpersonal as well as cognitive abilities while providing an effective means of motivating and engaging learners. Incorporating practical experiences, coaches may develop engaging learning environments that set students up for success. By involving students in genuine, practical activities, experiential

learning fosters the development of analytical, problem-solving, and communication skills—all of which are crucial for success in the quickly evolving society of today, which policing agencies navigate on a daily basis (Arturs, 2023). Beginning to make decisions during incidents allowed me to put both the foundation classroom knowledge and the experience I had gained from observing my tutor into practice. During incidents I would either speak to my tutor through the decision I was about to make if it was practicable to do so and they would provide immediate feedback. Whilst in attendance at some incidents which I either had no experience in dealing with or struggled to recall correct procedure, my tutor would prompt me towards the correct decision or for that incident, revert back to demonstrating how they would deal with it instead. This allowed me to continue to learn from their experience as well as building my own confidence in my decision-making ability, confirming the foundation of knowledge I had continued to build. The coaching or mentoring phase does not end in policing as there is always either more experienced officers or those that specialise in an aspect of policing more than myself. Ongoing police officer learning, training, and mentoring is essential and unavoidable for the success and efficacy of a policing organization. To improve productivity, the skills of all employees need to be continually enhanced. Ongoing training does this job effectively by enhancing the performance of the employees in turn resulting in improved performance of the organization (Basariya and Sree, 2019). I am continually learning from my policing colleagues and have begun to coach and mentor other police officers who have joined my team with less experience than myself. The chance to share my experience with newer officers has brought its own benefits to my professional growth. While mentoring newer police officers has helped them in their careers, I gained my own experience as a mentor and have used it to further guide and support them through their career journeys. This has given me a great deal of personal satisfaction to see the advancement and success of these officers. The police competency and values framework also align with my sharing of my experience, as successful policing necessitates collaboration with others, both within my immediate team and throughout the policing organisation. This implies that in order to get favourable results for everyone, police personnel must exert influence and engage in discussion. By cooperating, we can maximise our abilities and assets for the benefit of everybody (College of Policing, 2024b).

1953 words

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