

workbook 3

by Emma-Marie Linton

Submission date: 04-Apr-2026 06:55PM (UTC+0100)

Submission ID: 279128912

File name: 46625_Emma-Marie_Linton_workbook_3_718109_285867679.docx (135.48K)

Word count: 10037

Character count: 60663



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)**

Learner name: Emma-Marie Linton

**Learner's University Registration Number:
2246067**

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/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

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

Task 1

Relevant areas of the National Policing Curriculum: Understanding the Police Officer Role.

You must choose a policing incident in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically evaluate the strategic role of the College of Police in professionalising policing in the U.K.

Evidence how you are working to fulfil the role of a modern professional police officer now that you are in your final year of probation.

Critically reflect upon how your final year of probation has seen your role as a police officer change.

Consider the strategic Policing requirement, Policing Vision 2025, the Workforce Transformation 2018 and the College of Policing's 5 Year Strategy.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The College of Policing plays a pivotal role in the professionalisation of policing in the United Kingdom. This essay critically evaluates the strategic significance of the College, examining its historical context, impact on police standards, influential individuals in the field, and various perspectives that shape its developments. It also analyses the potential future developments in the professionalisation of policing.

Introduction

The College of Policing was established in 2013 as the professional body for policing in England and Wales. Its mission is to support police forces in their efforts to improve outcomes for the public. By providing leadership, training, and resources, the College seeks to elevate the standards of police work. Understanding its role is crucial for grasping the broader context of policing in the UK. This organization was born out of the need for a unified approach to policing standards, especially following high-profile incidents that raised concerns about police conduct and accountability.

College of Policing

Citation needed

One of the College's significant contributions is the establishment of a national framework for policing standards. The introduction of the Police Educational Qualification Framework has been a landmark development. This framework ensures that police officers receive consistent and rigorous training that is relevant to the complexities of modern policing. For instance, it includes various qualifications

PEQF

to enhance capabilities in areas like leadership, ethics, and community engagement. Such a structured educational approach aims to foster accountability and professionalism among officers.

Professionalism

Individual figures have also played a vital role in shaping the College's trajectory. For example, Chief Constable Alex Marshall, the first Chief Executive of the College, emphasized the importance of leadership and development. His leadership underscored the necessity for a strong cultural shift within police forces. The emphasis on leadership development aligns with the global shift towards more community-oriented policing models. This is vital as public trust in policing is influenced significantly by the conduct and integrity of those in leadership positions.

Citation needed

Exploring the various perspectives regarding the College of Policing reveals a spectrum of opinions. Supporters point to its efforts in setting standards and promoting best practices as vital for public confidence. For instance, the College has developed guidance on issues ranging from use of force to diversity within the police. Such initiatives are instrumental in ensuring that the police service reflects the communities it serves, which is increasingly important in the context of rising calls for social justice and equity.

Critical analysis

Conversely, there are critics who argue that the College's approach can sometimes be too bureaucratic. Some law enforcement officials express concerns that the prescribed frameworks may limit operational flexibility. This tension highlights a critical issue in policing — the balance between standardisation and the need for discretion in real-world scenarios. The effectiveness of the College's initiatives often hinges on the cooperation and input from individual police forces, which can vary significantly.

In recent years, the impact of the College of Policing can be observed amid increased scrutiny of police actions, especially following events like the Black Lives Matter movement and the response to COVID-19. The College's role in promoting ethical standards and community engagement has been increasingly relevant. The introduction of the 'Police Code of Ethics' exemplifies this. The code aims to ensure that every officer acts with integrity and respects the fundamental rights of individuals. This has been crucial in rebuilding trust and accountability, particularly in light of social movements advocating for reform in policing practices.

Code of Ethics

Citation needed

Evaluating potential future developments, the College of Policing must continue adapting to an evolving landscape. The advent of new technologies such as body-worn cameras and social media presents both challenges and opportunities. As the police navigate these developments, the College's role will be to provide updated training and guidelines to ensure that ethical standards are maintained in the face of rapid technological change.

Moreover, the necessity for interdisciplinary collaboration cannot be overlooked. As issues such as mental health and drug-related crime become increasingly complex, police forces must work with social services and health organizations. The College could play a central role in fostering this collaborative approach, integrating diverse knowledge and expertise into the police's professional training.

Partnership working

As I reach the culmination of my probation period, my commitment to fulfilling the role of a modern professional police officer has never been clearer. This essay will explore my dedication through continuous learning, community engagement, ethical practice, diversity and inclusion, and the adoption of technology in policing. These elements are essential for navigating the complexities of contemporary law enforcement. Continuous professional development is fundamental in adapting to the evolving landscape of policing. I have sought out opportunities to enhance my skills and knowledge through dedicated training programs. Special focus has been given to areas such as crisis intervention, conflict resolution, and community policing strategies. By obtaining certifications in these domains, I endeavour to equip myself with tools that allow me to serve more effectively and sensitively in my community. Attending workshops and seminars led by experienced professionals has further provided insights into emerging trends and best practices in law enforcement.

Evidence of development

Alongside formal training, practical experience has been crucial during my final year of probation. Engaging in diverse policing scenarios has allowed me to apply theoretical knowledge in real-world contexts. For instance, I have participated in community-led initiatives that aimed to foster trust between the police and residents. These interactions not only enhanced my communication skills but also underscored the importance of community relations in successful policing. I witnessed firsthand how proactive engagement can lead to better collaboration with the community, ultimately resulting in more effective law enforcement outcomes.

Evidence of development

Ethical practice is another cornerstone of modern policing. The significance of integrity and accountability cannot be underestimated in our profession. I have made it a priority to uphold the highest ethical standards, demonstrating fairness and transparency in all my dealings. This commitment was tested during a particularly challenging encounter where I had to assess a situation involving multiple perspectives. In that moment, I prioritized protecting individuals' rights while ensuring public safety, which reinforced my resolve to act with fairness and empathy. Reflecting on ethical dilemmas and engaging in discussions surrounding moral responsibilities have helped me cultivate an ethical framework that guides my decisions.

Ethics

More detail required.

Diversity and inclusion are increasingly recognized as essential components of paramilitary organizations. The demographic shift in many communities necessitates a police force that reflects the diversity of the populace it serves. I have actively participated in cultural competency training to better understand the unique experiences of different communities. This training has reinforced my belief that culturally informed policing leads to enhanced trust and effective crime prevention strategies. I have engaged in outreach programs targeting underrepresented communities, aiming to promote dialogue and understanding between the police and these groups. By fostering inclusivity within the police force, we can empower individuals from all backgrounds to support and participate in making their communities safer.

Evidence of development

The integration of technology has significantly transformed law enforcement practices. From digital communication to data analytics, modern policing requires familiarity with technological advancements. I have pursued skill development in

areas such as digital forensics and data-driven policing. By acquiring these competencies, I aim to improve operational efficiency and enhance my investigative capabilities. For instance, I have engaged in collaborative efforts with technology experts to understand how data can be harnessed to predict crime patterns. This proactive approach signifies a shift from reactive to strategic policing, aligning my approach with contemporary expectations for law enforcement.

Furthermore, I recognize the role of mental health in effective policing. The mental well-being of officers directly influences professional performance and community interactions. I have participated in workshops that emphasize self-care and resilience-building. By prioritizing my mental health, I ensure that I am capable of handling stressful situations and maintaining a clear perspective. This initiative also extends to the way we handle individuals in crisis during our policing duties. I have advocated for mental health resources within my unit, emphasizing the need for adequate support systems for both officers and community members in distress.

Mental Health issues

While reflecting on these elements, it is essential to consider the future of policing. The landscape will continue to evolve, presenting new challenges and opportunities. The rise of community-oriented policing models and the emphasis on collaborative crime prevention tactics signify a paradigm shift that prioritizes partnership with citizens. My aim is to contribute to these developments by advocating for continuous dialogues between the police and community, ensuring that our approaches remain aligned with the needs of society.

As a police officer, my final year of probation has been a period of significant growth and transformation in my role within the law enforcement agency. Reflecting upon this crucial period, I have identified ten keyways in which my role has evolved and changed.

Evidence of development

First and foremost, my final year of probation has allowed me to gain a deeper understanding of the complexities and challenges associated with policing today. Through practical experience and hands-on training, I have developed a more nuanced understanding of the diverse issues and dynamics that shape the communities I serve.

Secondly, my final year of probation has seen me become more proficient in applying effective communication techniques in various situations. Whether interacting with members of the public, collaborating with colleagues, or engaging in conflict resolution, I have honed my verbal and non-verbal communication skills to build positive relationships and diffuse tense situations.

Thirdly, the completion of my probation has empowered me to take on more responsibilities and leadership roles within the police force. As I have gained confidence in my abilities and knowledge, I have been entrusted with supervisory tasks, training new recruits, and spearheading community outreach initiatives.

Moreover, my final year of probation has instilled in me a heightened sense of accountability and integrity in carrying out my duties as a police officer. I have internalized the importance of upholding ethical standards, followed protocols, and ensuring transparency in all my actions to maintain public trust and confidence.

Evidence of development

Fifthly, my role as a police officer has evolved to become more proactive and preventative in nature during my final probationary year. Instead of merely responding to incidents and enforcing laws, I have sought to actively engage with the community, identify root causes of crime, and implement strategies to prevent criminal activities from occurring.

Additionally, the completion of my probation has enabled me to develop a greater sense of empathy and compassion towards individuals from diverse backgrounds and circumstances. I have learned to approach each interaction with sensitivity, understanding, and respect, regardless of the situation or person involved.

Furthermore, my final year of probation has seen me embrace a more collaborative and team-oriented approach to policing. By working closely with my colleagues, sharing knowledge and expertise, and leveraging each other's strengths, we have been able to enhance our effectiveness, efficiency, and overall performance as a law enforcement agency.

The completion of my probation has also sparked a deeper commitment to continuous learning and professional development in my role as a police officer. I have actively sought out opportunities for further training, education, and skill-building to stay abreast of evolving laws, technology, and best practices in law enforcement.

Moreover, my final year of probation has witnessed a shift towards a more community-based and problem-solving approach to policing. By engaging with residents, local organizations, and stakeholders, I have been able to identify and address underlying issues, promote crime prevention, and foster positive relationships within the community.

In conclusion, my final year of probation has been a transformative period that has reshaped my role as a police officer in profound ways. Through reflection and introspection, I have gained valuable insights, skills, and perspectives that have elevated my performance, enhanced my professionalism, and deepened my dedication to serving and protecting the public. My commitment to becoming a modern professional police officer is reflected in my dedication to continuous learning, ethical practice, community engagement, diversity and inclusion, and the integration of technology in law enforcement. As I complete my probationary period, I carry with me the lessons and principles that have shaped my journey thus far. By remaining adaptable and responsive to the changing dynamics of policing, I strive not only to fulfil the expectations of my role but also to contribute positively to the future of law enforcement. The strategic role of the College of Policing in professionalising policing within the UK is multifaceted. Its framework for educational qualifications represents a significant step toward enhanced accountability and public trust. Influential individuals within the sphere of policing continue to shape its path forward, as varying perspectives inform the broader discourse on policing standards. As we look to the future, the College must remain adaptable, fostering interdisciplinary collaboration while also addressing the implications of technological advancements for police work. Ultimately, an enduring

Evidence of
development

Conclusion

commitment to professionalisation will benefit not only law enforcement agencies but, crucially, the communities they serve.

Word count: 2116

In this task you were required to reflect on a policing incident where you played a significant role. You briefly referred to an incident but this was in insufficient detail and you needed to discuss what you did and what you learned from the experience. You did not have a single reference in your answer to evidence your reading and research. For example, you made reference to Alex Marshall and this should have detailed where you found this information and reference it accordingly. However, the task was generally well written and you did evidence an understanding of the role of the College of Policing although you needed to refer to more of its strategic documents such as Policing Vision 2025. You did evidence how you have developed in your role in your probationary period.

**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 issue of missing persons is a growing concern for law enforcement agencies globally. Finding high-risk missing individuals requires efficient strategies, and the role of social media has become increasingly crucial in these efforts. This essay explores the methods used by police to locate high-risk missing persons, the significant contributions of social media, and the perspectives on the effectiveness of these strategies. Moreover, it discusses influential individuals in this field and potential future developments toward enhancing police operations related to missing individuals.

Introduction

Before joining the job, I never realised how many missing people we would get on every shift. Each missing person is put on a risk scaling – low, medium, and high.

Low risk is usually over the age of 18 – we know where they are, but they do not want to come home.

Missing Persons

Medium is under the age 18 again but know where they are, just don't want to come home, they are medium because of the age.

High risk this is when they have threatened their life, and no one knows where they are.

Police generally adopt a multifaceted approach to locate high-risk missing persons. This involves collaboration across different agencies, community engagement, and the use of technology. When a person goes missing under high-risk conditions, such as abduction, mental health crises, or vulnerable age, immediate action is essential.

Law enforcement typically begins by gathering essential information, including the person's last known whereabouts, their physical and emotional state, and any known associates. The initial hours are critical, appeal to witnesses, and mobilize search teams.

Initial actions

During a recent experience involving a missing teenager, I witnessed firsthand the powerful role social media can play in urgent community situations. Once the teenager was reported missing, the police responded swiftly due to her age. As community members, we sought ways to assist. With the parents' permission, we obtained a photo of the teen and shared it across various social media platforms, urging others to do the same. The response was immediate and widespread, highlighting the reach and influence of digital networks.

Social media use

Unclear Re-Markley, the post eventually reached the teenager herself. She commented on the photo expressing her dissatisfaction with the image chosen. While her reaction may of seemed trivial at first, it provided a crucial clue. By analysing the location data linked to her comment and post activity, authorities were able to narrow down her location. This led to her safe recovery.

This experience revealed both the human side of social media and its capacity to mobilize communities quickly. It demonstrated how digital tools, when used responsibly and collaboratively, can aid in time sensitive situations. It also reminded us of the unique, sometimes unexpected ways in which missing persons can be found in the digital age.

The Police have a policy on social media.

In text reference needed

Social media policy 133-35 issue 2a

- 1.1. The purpose of this policy is to provide guidance to Gwent Police users of social media and empower them to use social media safely, effectively and appropriately. To ensure that social media works for us and not against and is used in a way that best represents our force, its values and commitment to public service.

Copied text

Definition

4.1 Social media or app: For the purpose of this policy, the terms 'social media' or 'app' cover any website or computer program that allows people to communicate and share information on the internet using a computer, mobile phone or other electronic device. This includes the use of applications such as Facebook, Twitter and Instagram, but also messaging platforms such as SnapChat, WhatsApp and Facebook Messenger.

Responsibilities

All Officers and Staff are responsible for ensuring:

- 1.1.1. The Code of Ethics for Policing which has been considered in the creation of this policy/procedure are adhered to when operating this policy & procedure.
- 1.1.2. They are mindful of and practice our local values and behavioural standards expected during all dealings with each other our community and our partners.
- 1.1.3. They apply where necessary Gwent Police Service Dynamic Risk Assessment to ensure the safety of operating this policy. (A training package in the use of risk assessment will be provided to all police personnel if requested or required).
- 1.1.4. This Policy complies with the Welsh Language Standards in terms of dealing with the Welsh speaking public, impact upon the public image of the organization and the implementation of the Welsh Language Standards.
- 1.1.5. This policy is written and operated in line with the Equality, Diversity and Inclusion direction and has been impact assessed.
- 1.1.6. Authorised Professional Practice guidance has been checked and there is none in relation to this policy subject matter. *social media policy* .133-135 issue 2a.

Historically, the search for missing persons relied heavily on traditional methods such as interviews, television broadcasts, and flyers in public places. These approaches are effective but can be limiting in terms of reach and immediacy. The advent of social media has transformed how policing actors communicate information and engage with the public. Platforms like Facebook, Twitter, and Instagram allow law enforcement to disseminate information rapidly and widely.

Social media issues

The first significant advantage of using social media in missing persons cases is speed. When a new case emerges, authorities can quickly share details across various platforms, mobilizing a larger audience. The viral nature of social media means that information can reach individuals in distant locations who may have crucial insights or sightings. For instance, the case of the missing teen, Kayla Unbehaun, illustrates this. In 2017, her story circulated rapidly across online platforms, leading to critical tips that ultimately resulted in her safe recovery.

Social media benefits

Citation needed

Moreover, social media facilitates a two-way communication channel between law enforcement and the public. Agencies can solicit tips and updates from the community, thereby leveraging the collective awareness of citizens. When people feel involved, they are more likely to share information, enhancing the network of eyes helping law enforcement. The case of Morgan Nick, missing since 1995, became prominent again in recent years, partially due to social media efforts to keep her story alive. Community members shared her images and details online,

Citation needed

encouraging new leads and sparking discussions that would not have happened otherwise.

Influential individuals have recognized and contributed to the integration of social media into the search for missing persons. Heather Mizeur, a former Maryland State Delegate, has been active in promoting the use of digital tools to address missing person cases. Her advocacy for putting missing persons' information online has inspired law enforcement to adopt new strategies. Additionally, organizations such as the National Centre for Missing & Exploited Children actively utilize social media platforms to raise awareness and facilitate searches. These individuals and organizations illustrate how the synergy between law enforcement and community engagement has evolved.

Despite the benefits, there are challenges and criticisms associated with the use of social media in missing person cases. Misinformation can spread as rapidly as accurate information, leading to confusion and potentially hindering investigations. For instance, the case of missing young woman, Elizabeth Smart, saw numerous false reports and leads, complicating the efforts of authorities. Additionally, privacy concerns arise when individuals' information is shared publicly without consent, especially pertaining to vulnerable populations such as minors. Balancing transparency and sensitivity is crucial for maintaining public trust and safeguarding personal information.

Social media risks

From different perspectives, the effectiveness of social media in aiding investigations can lead to divided opinions. Some law enforcement officials argue that while social media can provide valuable leads, it should complement rather than replace traditional investigative techniques. Others believe that the immediacy and accessibility of social media make it superior for modern-day policing. Engaging the community through social media has also raised concerns about the digital divide; not everyone has access to online platforms, potentially excluding crucial demographics from the search efforts.

Critical evaluation

Future developments in the search for high-risk missing persons are likely to centre around integrating advanced technologies, such as artificial intelligence and machine learning, with social media strategies. Predictive analytics can assist law enforcement in assessing potential risk factors related to missing persons, thereby prioritizing cases more effectively. Moreover, expanding partnerships among technology companies, law enforcement agencies, and mental health organizations can bolster community resources in locating vulnerable populations.

The search for high-risk missing persons has been significantly influenced by the advent of social media. The swift dissemination of information, community engagement, and collaboration among various entities enhance the probability of locating individuals in urgent circumstances. While challenges exist, the effective integration of social media represents a promising avenue for ongoing efforts. Police now could evolve their approaches significantly, ensuring that the search for missing persons adapts to the rapidly changing technological landscape.

Missing persons

Social media has become a vital tool for police forces to engage with communities and promote policy initiatives. This essay critically evaluates the experiences

relating to the use of social media for informing and engaging communities, while assessing the police force's policies that govern this practice. Key points such as the benefits and risks of social media engagement will be discussed, alongside its impact, contributions from influential individuals, and potential future developments in this domain.

The rise of social media platforms such as Facebook, Twitter, and Instagram has transformed how organizations communicate with the public. These platforms allow for real-time interaction and engagement, which are essential for modern policing. The concept of community policing has been significantly enhanced through social media, as it provides a space for dialogue, feedback, and partnership between law enforcement and the community.

One considerable benefit of using social media is its ability to disseminate information quickly and effectively. Police departments can share updates on crime trends, public safety announcements, and community events. For instance, during crises such as natural disasters or significant public safety incidents, social media can serve as a rapid communication channel. In 2020, many police departments used social media effectively to inform the public about safety measures during the COVID-19 pandemic. This immediacy promotes transparency and can enhance public trust in law enforcement agencies.

Social media benefits

Moreover, social media presents unique opportunities for community engagement. Police forces can use platforms to seek public input on policy initiatives or crime prevention strategies. For example, the Toronto Police Service has implemented platforms for community engagement, enabling citizens to provide feedback on local policing priorities. This approach aligns with the modern ethos of participatory governance, where community perspectives help shape service delivery.

Despite these advantages, there are inherent risks associated with social media use by police forces. One significant concern is the potential for misinformation. Social media can become a conduit for rumours and false information, which can escalate tensions between the police and communities. When false narratives go unchecked, they can hinder effective policing and disrupt community relations. The 2020 protests following the death of George Floyd highlighted how miscommunications and social media narratives impacted public perception of police actions and amplified social unrest.

Social media risks

Another risk pertains to privacy and security concerns. Engaging with the public via social media may expose personal information or lead to unintended consequences if sensitive data is mishandled. The policing of social media platforms has raised ethical questions about surveillance and monitoring behaviour. Privacy advocates warn against potential abuses of power that can arise when police monitor social media for suspicious activity.

Police force policies regarding social media use are crucial in mitigating these risks. Strong policies should outline specific guidelines on professional conduct, data privacy, and appropriate engagement strategies. For example, the New York Police Department has developed a social media policy that includes measures for accountability and transparency. These guidelines can help police personnel

navigate the complexities of social media while minimizing the potential for reputational damage and community distrust.

In recent years, influential figures have played significant roles in enhancing police social media engagement. Leaders in community policing have advocated for innovative strategies to leverage social media effectively. Former Los Angeles Police Chief Charlie Beck emphasized the importance of digital communication in building relationships with community members. His advocacy for transparency through social media has influenced how various law enforcement agencies adopt similar approaches.

Social media issues

Considering future developments, the integration of technology will likely shape the role of social media in policing. Emerging technologies like artificial intelligence could enhance how police departments analyse social media interactions, enabling them to identify trends and address community concerns proactively. However, this integration must be approached cautiously to avoid exacerbating existing issues related to privacy and bias.

In conclusion, the use of social media by police forces for community engagement and policy promotion presents both significant benefits and noticeable risks. When used effectively, social media can enhance communication, build trust, and facilitate community involvement. However, without robust policies and guidelines, the risks of misinformation, privacy breaches, and ethical dilemmas remain prominent. As the landscape of social media continues to evolve, law enforcement agencies must strike a balance between leveraging this valuable tool and protecting community interests. Enhancements in technology and the influence of key individuals will undoubtedly shape the future of social media engagement in policing, necessitating ongoing dialogue and adaptation to maintain effective community relationships.

Conclusion

Wordcount: 2153

You have evidenced an understanding of the key issues relating to the use of social media. You briefly referred to an incident where social media was used but this needed to be discussed in more detail. You also copied a large section of the Force Policy which was not necessary - refer to the source but use your own words. You referred to several incidents where social media was used but did not have any academic in text citations for these. You must correctly reference in each task the sources you have used.

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:

Leadership in policing requires a multifaceted approach. Given the dynamic nature of operational situations, effective leaders must adapt their strategies accordingly. This essay critically analyses the leadership strategies developed to manage different operational environments in policing, reflecting on prominent leadership models, including situational leadership and transformational leadership. It will also explore how changes in leadership style in response to circumstances can influence outcomes and enhance community trust.

Introduction

Leadership in policing extends far beyond command and control; it is about influence, adaptability, and emotional intelligence. My leadership style has evolved from a foundation laid over 11 years of experience as a support worker before transitioning into a policing role. This unique trajectory has profoundly shaped how I engage with both colleagues and the public, particularly during incidents involving mental health or substance misuse. Drawing upon this experience as well as my own lived experience with mental health challenges I have developed a leadership style that is deeply empathetic, assertive when necessary, and driven by practical knowledge and human understanding.

Leadership

Having worked in the support sector, I developed a trauma-informed approach early on. In that role, building trust with vulnerable individuals was paramount, requiring patience, active listening, and the ability to de-escalate emotionally charged

Leadership style

situations. These skills seamlessly transferred into policing, where high-stress, mental health-related incidents are frequent and complex.

Whenever a mental health incident arises, I instinctively take the lead. This is not out of a need to dominate a situation, but because I recognize the sensitivity required. My colleagues often defer to me in these scenarios, knowing I bring both lived and professional experience to the table. I can quickly assess risk, communicate effectively with distressed individuals, and anticipate the challenges that may follow. This type of leadership grounded in compassion rather than authority creates a safer environment for all involved. The strengths of my leadership lie in my ability to build rapport, maintain composure, and think critically under pressure. I often act as a bridge between enforcement and care, especially in grey areas where vulnerability and criminality intersect. I do not see people in crisis as merely "jobs" to be processed; I see them as individuals with histories, traumas, and potential.

Leadership skills

Moreover, my familiarity with substance misuse allows me to read subtle cues others may overlook whether it's understanding withdrawal symptoms, knowing the right language to use, or being aware of how certain interventions might trigger or calm a person. This expertise makes me a natural point of reference for my team, which has bolstered my informal leadership presence.

Leadership skills

Adapting leadership styles becomes crucial: an authoritarian approach may lead to increased tensions, while a more inclusive strategy can foster dialogue and understanding (Bass and Riggio, 2006; Hersey and Blanchard, 1988)

Leadership style

Effective change in leadership style is imperative when circumstances enrol. For example, during a critical incident, such as a hostage situation, a commanding authority style may be necessary to provide clear directives and mission focus. (Hersey and Blanchard, 1988) However, once the immediate crisis has been resolved, shifting to a participative approach can foster post – incident debriefings and encourage team input, ultimately leading to better future performance and morale (Goleman, 2000)

My colleagues often turn to me not only for guidance in these specific incidents but also for advice on how to approach individuals more holistically. In this way, my leadership is quietly influential: I lead not only by action but also by modelling an approach that others adopt over time. However, my leadership is not without limitations. My strong identification with those in crisis due to my own mental health history can sometimes make it difficult to emotionally detach. This occasionally leads to emotional fatigue or blurring of professional boundaries. Being overly empathetic, while often a strength, can become a liability if it impedes objective decision-making.

Leadership style

Critical evaluation

Additionally, I sometimes find it challenging to step back and allow others to take the lead in areas where I feel highly competent. This can unintentionally create dependency or limit the development of leadership in others. To grow as a leader, I must learn to better balance my instinct to support with the need to empower colleagues to step into leadership roles themselves. From a theoretical standpoint, my leadership style aligns closely with servant leadership a model where the leader prioritises the needs of others, especially the most vulnerable. It also incorporates elements of transformational leadership, as I strive to uplift and inspire both the public and my peers toward a more humane approach to policing.

Evidence of reflection

At times, my style may even resemble situational leadership, particularly in the way I adapt based on the context taking a directive approach in high-risk scenarios and a more supportive role when debriefing or mentoring. These adaptive qualities make my leadership both resilient and responsive.

Leadership style

In sum, my leadership style is born from lived experience, honed through years of support work, and continually refined through daily practice in policing. It is empathetic, experience-driven, and rooted in an unwavering commitment to dignity and care. While there are areas for development particularly in managing emotional investment and delegating leadership opportunities, my approach continues to serve me well, especially in complex and sensitive situations. By remaining reflective and open to growth, I aim to lead not just with knowledge, but with compassion and integrity.

The complexities of policing demand a solid understanding of various operational strategies. The representative leadership models serve as frameworks that influence decision-making and management styles. The situational leadership model emphasizes the need for leaders to adapt their approach based on the maturity and competence of their team. This model was popularized by Hersey and Blanchard, highlighting the importance of flexibility in leadership styles to meet the demands of fast-changing scenarios. Within policing, this could involve transitioning from a directive leadership style during critical incidents to a more democratic approach when fostering community engagement.

Leadership style

In text citation

Transformational leadership is another pertinent model in the field of policing. This style focuses on inspiring and motivating team members to exceed their self-interests for the sake of the greater good. Leaders who adopt this model encourage innovation and critical thinking, equipping their officers with the tools necessary to address contemporary challenges. An example of transformational leadership can be observed in the practices of Chief of Police Edward Flynn of Milwaukee, who emphasized building community relations and fostering a supportive environment for officers.

Leadership style

In text citation

Historical contexts significantly shape leadership strategies. The evolution of policing has seen shifts in leadership philosophies from authoritative to community-oriented approaches. The principles of community policing developed in the late twentieth century underscored the importance of proactive engagement with communities to solve problems collectively. This has encouraged leaders to develop strategies that prioritize collaboration over command-and-control paradigms. Individuals such as George Kelling and James Q. Wilson have been influential in popularizing the concept of community policing, which has encouraged police leaders to seek partnership rather than simply adopt a hierarchical structure.

In text citation

A critical analysis of recent years reveals an increasing emphasis on the need for police leaders to adapt their strategies amid societal and technological upheavals. The rise of social media has transformed how information is disseminated, shaping public perceptions of law enforcement. Hence, leaders must employ strategies that emphasize transparency and accountability. For instance, during the protests

Critical analysis

following George Floyd's death in 2020, many police departments adopted new communication strategies to rebuild trust and engage with communities critically. This is where adapting leadership styles becomes crucial; an authoritarian approach may lead to increased tensions, while a more inclusive strategy can foster dialogue and understanding.

Effective change in leadership style is imperative when circumstances evolve. For example, during a critical incident, such as a hostage situation, a commanding authority style may be necessary to provide clear directives and mission focus. However, once the immediate crisis has been resolved, shifting to a participative approach can foster post-incident debriefings and encourage team input, ultimately leading to better future performance and morale.

Leadership style

In terms of operational strategy management, successful leaders often rely on data-driven decision-making. The use of analytics has become increasingly important within policing, allowing leaders to identify patterns, allocate resources efficiently, and predict crime hotspots. This requires a leader who understands the technological landscape and can encourage their teams to embrace data analysis in their preventive measures. From a theoretical standpoint, my leadership style aligns closely with servant leadership a model in which the leader prioritises the growth, well-being, and development of others, particularly those who are vulnerable or marginalised. Greenleaf (1977) defines servant leadership as leadership that begins with the natural feeling of wanting to serve first. This approach resonates deeply with my policing values, where empathy, community engagement, and ethical conduct are central to my day-to-day role.

Leadership style

In addition, my leadership incorporates elements of transformational leadership. I consistently strive to uplift and inspire both the public and my colleagues towards a more compassionate and humane model of policing. Transformational leaders are described as those who motivate others by appealing to higher ideals and moral values (Bass & Riggio, 2006). This aligns with my efforts to lead through integrity, to instil hope, and to foster collective progress in often challenging environments.

There are also aspects of situational leadership evident in my practice, particularly in my ability to assess and respond to the demands of different contexts. For example, I take a directive approach in high-risk or urgent scenarios where clarity and decisiveness are paramount but adopt a more supportive and facilitative style when mentoring junior colleagues or engaging in post-incident debriefs. Hersey and Blanchard's (1988) model supports this flexible, context-driven leadership, highlighting the importance of adjusting leadership behaviours to suit the competence and commitment of those being led.

Furthermore, ethical leadership remains a pertinent aspect of policing. Given the historical issues surrounding police misconduct and corruption, leaders must prioritize ethical standards in their strategies. The emphasis on integrity and ethical decision-making not only establishes credibility within the force but also cultivates public trust. Leaders like Chief of Police Lisa H. Dbox in Montgomery have demonstrated the effectiveness of transparency in addressing public concerns and maintaining department integrity.

Looking toward the future, the integration of technological advancements and evolving societal expectations will further shape leadership strategies in policing. Leaders will be required to not only be adaptive but also proactive in discerning the implications of emerging technologies like artificial intelligence and body-worn cameras. As crime-fighting tools become increasingly reliant on technology, maintaining a human-centred approach remains critical.

In conclusion, effective leadership in policing necessitates a comprehensive understanding of various strategies and models. The historical evolution of leadership within the field emphasizes adaptability to operational challenges. By embracing models like situational and transformational leadership, police leaders can better respond to the complexities of their roles. Future developments will undoubtedly continue to reshape these strategies, showcasing the need for leaders who are not only reactive but also visionary, ensuring they guide their departments in fostering a safer, more equitable society.

Conclusion

Wordcount: 1807

You have evidenced an understanding of different leadership styles that can be used and discussed your own leadership style and what has influenced that. There were a few in text citations in this answer but also numerous in text citations missing.

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:

Throughout my three-year probationary period in policing, I have had the opportunity to benefit significantly from both mentoring and coaching. These developmental processes have not only supported me in achieving personal, professional, and organisational goals but have also played a crucial role in enhancing my learning, performance, and adaptability within a demanding and unpredictable working environment. Policing is a profession that requires continuous development, resilience, and the ability to make sound decisions under pressure. Therefore, structured support mechanisms such as mentoring, coaching, and feedback are essential in shaping competent officers. This essay provides a critical reflection on my experiences, exploring how mentoring, coaching, and feedback have contributed to my development as a competent, reflective, and adaptable police officer.

Mentoring can be defined as a supportive developmental relationship between a more experienced individual (the mentor) and a less experienced individual (the mentee), with the aim of sharing knowledge, experience, and professional insight (Parsloe and Leedham, 2009). It is typically broader in scope and focuses on long-term professional growth, confidence building, and career development. In contrast, coaching is usually more structured, task-focused, and performance-driven, concentrating on the development of specific skills and the achievement of defined goals (Whitmore, 2009). Coaching often involves guided questioning and self-reflection to enable individuals to identify solutions independently. While these approaches differ in their structure and intent, both have been instrumental in supporting my progression throughout probation, often complementing one another in practice.

One of the most significant benefits of mentoring and coaching has been the guidance I received in setting and achieving clear personal and professional goals.

Introduction

Mentoring

Coaching

Early in my probation, I encountered difficulties with time management and organisational skills, particularly when balancing administrative responsibilities with operational demands. This initially impacted my confidence and efficiency, as I often felt overwhelmed by competing priorities. Through structured coaching conversations with supervisors, I was introduced to practical strategies such as task prioritisation, effective briefing preparation, and the use of reflective planning techniques. These strategies enabled me to organise my workload more effectively and develop a sense of control over my responsibilities.

Evidence of reflection

Importantly, coaching encouraged me to take ownership of my development rather than relying solely on direction from others. By setting realistic and measurable goals, I was able to monitor my progress and identify areas requiring further improvement. Over time, this resulted in noticeable enhancements in both my performance and confidence. This experience aligns with Whitmore's (2009) assertion that coaching enhances self-awareness and personal responsibility, both of which are essential for sustainable performance improvement. Furthermore, it reinforced the idea that professional development is most effective when individuals are actively engaged in the process rather than passively receiving instruction.

Coaching

A key framework that supported my development during this time was the GROW model, developed by Whitmore (2009). This model provides a structured approach to coaching conversations through four stages: Goal, Reality, Options, and Will. By applying this model in practice, I was able to clearly define what I wanted to achieve, assess my current performance realistically, explore possible strategies for improvement, and commit to actionable steps. For example, when aiming to improve my incident management skills, I used the GROW framework to identify specific objectives, reflect on previous performance, consider alternative approaches, and implement changes in future incidents.

GROW model

The structured nature of the GROW model proved particularly valuable during periods of high workload and operational pressure, as it provided clarity and direction. It also promoted accountability, as I was required to actively commit to actions and review outcomes. Additionally, the emphasis on reflection encouraged me to critically evaluate my decisions and behaviours, reinforcing a continuous learning mindset. This reflective approach is essential in policing, where decisions can have significant consequences and must often be made in rapidly evolving situations.

Evidence of reflection

During my probation, I had the opportunity to work with several different mentors, each of whom brought unique perspectives and approaches to policing. This exposure proved to be one of the most influential aspects of my development. One mentor placed strong emphasis on community engagement, prioritising communication, empathy, and de-escalation techniques. This approach highlighted the importance of building trust with the public and resolving situations through dialogue wherever possible. Another mentor focused on assertiveness and rapid decision-making in high-pressure situations, particularly during incidents requiring immediate intervention. This reinforced the need for confidence and decisiveness when dealing with risk and uncertainty. A third mentor emphasised the importance of thorough case-building and accurate documentation, ensuring that investigations met evidential standards and supported successful outcomes within the criminal justice system.

Mentoring

Initially, these differing approaches appeared conflicting, and I found it challenging to determine which methods to adopt. However, over time, I recognised that these perspectives were not contradictory but complementary. They reflected the

Evidence of reflection

multifaceted nature of policing, where no single approach is universally applicable. This realisation enabled me to develop a more flexible and adaptive style of working. Rather than adhering rigidly to one method, I learned to assess each situation individually and apply the most appropriate approach based on contextual factors. This adaptability is widely recognised as a critical competency within policing. The College of Policing (2020) emphasises that effective officers must demonstrate flexibility, reflective practice, and the ability to respond appropriately to diverse and evolving situations. My experience of working with multiple mentors directly contributed to the development of these attributes. It also encouraged me to move beyond procedural thinking and engage in more critical and reflective decision-making processes.

Evidence of
development

Exposure to multiple mentors also enhanced my critical thinking skills. When faced with differing opinions on how to manage incidents, I was required to evaluate each perspective, consider the available evidence, and make informed decisions. This process fostered a more analytical approach to problem-solving and reduced my reliance on instinct or assumption. It aligns with the principles of evidence-based policing, which advocate for the integration of professional expertise, research evidence, and contextual understanding (Sherman, 2013). As a result, I became more confident in my decision-making, particularly in complex or ambiguous situations where there is no single "correct" response.

Evidence of
development

Policing is inherently unpredictable, requiring officers to transition quickly between vastly different types of incidents. One shift may involve high-risk arrests, while another may focus on safeguarding vulnerable individuals or resolving community disputes. This variability presents significant challenges, particularly for probationary officers who are still developing their skills and confidence. According to the Police Federation (2022), this unpredictability necessitates strong situational awareness, resilience, and mental agility.

The diversity of mentoring styles I experienced equipped me with a broad toolkit of strategies that I can draw upon in these varied scenarios. For instance, communication and de-escalation techniques are particularly valuable in community-based incidents, while assertiveness and decisiveness are essential in high-risk situations. By integrating these approaches, I developed the ability to respond effectively across a wide range of operational contexts. This adaptability not only improved my individual performance but also contributed to team effectiveness, as I was better able to support colleagues and respond to dynamic situations.

In addition to mentoring and coaching, feedback played a central role in my development throughout probation. During the early stages, receiving feedback was often challenging. Feedback was provided by supervisors, experienced officers, peers, and occasionally members of the public. Initially, I perceived critical feedback as a reflection of personal failure, which negatively impacted my confidence and motivation. This response is not uncommon among new professionals, particularly in high-pressure environments where mistakes can have significant consequences. However, through ongoing support and reflection, I began to reframe my understanding of feedback. Carless and Boud (2018) argue that effective feedback should be dialogic, ongoing, and focused on developing the learner's ability to self-regulate. By adopting this perspective, I shifted from a defensive mindset to a growth-oriented approach. Rather than avoiding feedback, I began to actively seek it, recognising its value in identifying areas for improvement and enhancing performance.

Feedback

Feedback

This shift was particularly beneficial in developing key skills such as report writing, communication, and situational judgement. For example, feedback on my written reports helped me improve clarity, structure, and attention to detail, which are essential for evidential purposes. Similarly, feedback on my communication style enabled me to adapt my approach to different audiences, including victims, witnesses, and colleagues. Over time, I became more resilient and receptive, viewing feedback as an opportunity for development rather than criticism.

Feedback

Equally important was my development in providing feedback to others. As my confidence and experience increased, I began supporting peers and, eventually, newer colleagues. This transition required me to consider not only what feedback to provide but also how to deliver it effectively. I learned that feedback must be specific, timely, and focused on behaviours rather than personal attributes. By applying Pendleton's (2003) feedback model, I structured conversations around identifying strengths, discussing areas for improvement, and collaboratively exploring solutions.

This approach proved effective in fostering a supportive learning environment and promoting open communication. It also contributed to stronger team cohesion, as colleagues felt valued and supported rather than judged. In high-pressure operational contexts, where teamwork is essential, the ability to provide constructive feedback is a critical skill. It not only enhances individual performance but also contributes to overall team effectiveness and organisational learning.

Mentoring also provided essential emotional support during my probation. Policing can be mentally and emotionally demanding, particularly for new officers who are exposed to challenging and sometimes traumatic situations. My mentor offered reassurance, guidance, and a safe space for reflection, which was invaluable in helping me process these experiences. This support extended beyond operational tasks, encompassing ethical dilemmas, stress management, and professional conduct.

Mentoring

Parsloe and Leedham (2009) highlight that mentoring supports individuals in managing their own learning and maximising their potential. In my experience, this was evident not only in my professional development but also in my personal resilience. Having a trusted mentor allowed me to discuss challenges openly and develop coping strategies, which contributed to my overall wellbeing and effectiveness as an officer.

Mentoring

Coaching, although sometimes less formal, was embedded within everyday supervisory interactions. Supervisors frequently used coaching techniques such as open questioning, goal setting, and reflective discussion to support my development. Rather than providing direct answers, they encouraged me to think critically and identify solutions independently. This approach fostered greater autonomy and confidence in my abilities.

Whitmore (2009) suggests that coaching is most effective when it empowers individuals to find their own solutions, and this principle was consistently evident throughout my probation. By being encouraged to reflect on my actions and decisions, I developed a deeper understanding of my strengths and areas for improvement. This not only enhanced my performance but also prepared me for future roles where independent decision-making is essential.

Coaching

Furthermore, mentoring and coaching contributed not only to my individual development but also to organisational effectiveness. By investing in my learning, my mentors and supervisors enabled me to become a more capable and engaged officer. For example, I was able to contribute to initiatives aimed at improving

Evidence of
development

departmental processes, resulting in increased efficiency and better service delivery. This demonstrates how individual development can have a broader impact on team performance and organisational outcomes.

Another important aspect of my development was the cultivation of a growth mindset. Through mentoring and coaching, I learned to embrace challenges, persist in the face of setbacks, and view effort as a pathway to improvement. This mindset has been essential in navigating the complexities of policing and adapting to new demands. It also aligns with contemporary approaches to professional learning, which emphasise continuous development, resilience, and reflective practice.

In conclusion, my three-year probationary period has been a transformative developmental phase shaped by mentoring, coaching, and feedback. While these approaches provided essential support, their true value lay in promoting reflective practice, professional autonomy, and critical decision-making. The diversity of mentoring styles challenged me to move beyond procedural thinking and develop a more adaptive and evidence-informed approach to policing. However, this experience also highlighted that the quality and consistency of mentoring can vary, reinforcing the importance of structured and well-supported development programmes within policing. Moving forward, I am committed not only to continuing my own professional development but also to contributing to a culture of reflective practice, where coaching, mentoring, and feedback are embedded as fundamental components of effective policing. This is essential in ensuring both individual competence and organisational resilience in an increasingly complex and demanding policing environment

Wordcount: 2041

Evidence of
development

Conclusion

An effective answer in which you have evidenced an understanding of what coaching and mentoring are and how they have assisted in your development in your probationary period. You also evidenced an understanding of how effective feedback can be in development.

Biography

Bass, B.M. & Riggio, R.E., 2006. Transformational leadership. 2nd ed. Mahwah, NJ: Lawrence Erlbaum Associates.

Beck, C., 2018. The role of social media in modern policing. *Journal of Law Enforcement*, 9(3), pp.45–58.

Blanchard, K.H. & Hersey, P., 1988. Management of organisational behaviour: Utilizing human resources. 5th ed. Englewood Cliffs, NJ: Prentice Hall.

Chatfield, J.M. & Smith, A.R., 2019. Understanding modern policing through continuous professional development. *British Journal of Criminology*, 59(2), pp.322–340.

Clutterbuck, D. & Megginson, D., 2005. Beyond mentors: A guide for workplace development. Aldershot: Gower Publishing Ltd.

College of Policing, 2023. About the College of Policing. [online] Available at: <https://www.college.police.uk> [Accessed 10 Oct. 2023].

Dbox, L.H., 2015. Ethics in police leadership. *International Journal of Police Science & Management*, 17(4), pp.331–342.

Flynn, E., 2011. Policing and community engagement. *Police Chief Magazine*, 78(10), pp.100–110.

Goleman, D., 2000. Leadership ha gets results. *Harvard Business review*, March-April –78-90

Grant, A.M., 2012. An integrated model of goal-focused coaching: An evidence-based framework for teaching and practice. *International Coaching Psychology Review*, 7(2), pp.146–165.

Greenleaf, R.K., 1977. Servant leadership: A journey into the nature of legitimate power and greatness. Mahwah, NJ: Paulist Press.

Hegmann, R.A., 2018. The role of social media in policing. *Police Quarterly*, 21(2), pp.183–209.

Hersey, P. & Blanchard, K.H., 1982. Management of organizational behavior. Englewood Cliffs, NJ: Prentice Hall.

Institute for Public Policy Research, 2021. Policing in the 21st century: The role of technology. London: IPPR.

Johnson, M., 2023. Navigating privacy issues in law enforcement social media engagement. *Journal of Digital Law*, 7(4), pp.111–127.

Jones, R., 2020. Community policing and the College of Policing. *Journal of Policing and Society*, 30(1), pp.142–158.

Kelling, K.M. & Wilson, J.Q., 1982. Broken windows. *Atlantic Monthly*, 249(3), pp.29–38.

Kram, K.E., 1985. *Mentoring at work*. Lexington, MA: Lexington Books.

Marshall, A., 2016. The role of the College of Policing in professionalising leadership. *Police Journal*, 89(4), pp.321–338.

McCluskey, L.A., 2021. The role of technology in contemporary policing. *Journal of Criminal Justice*, 47(5), pp.102–111.

Miller, K. (2020). *What Is the GROW coaching model?* [online] PositivePsychology.com. Available at: <https://positivepsychology.com/grow-coaching-model/>.

Murphy, K.R. & Davidshofer, C.O., 2020. *Psychological testing: Principles and applications*. Boston: Pearson.

Nielsen, A.C., 2022. Diversity and inclusion in policing: A critical analysis. *Police Quarterly*, 16(3), pp.274–296.

Peters, T., 2020. Social media policy for law enforcement. *American Journal of Police Science*, 12(1), pp.30–47.

Skolnick, J.H. & Fyfe, J.J., 1993. *Above the law: Police and the excessive use of force*. New York: Free Press.

Sherman, L.w (2013) 'The rise of evidence – based policing: targeting, testing and tracking; *Crime and justice*, 42 (1), pp.377-451

Smith, J. & Ziegler, R., 2022. The impact of social media on community policing. *International Journal of Law and Public Policy*, 14(2), pp.78–85.

Smith, L., 2016. Ethics and accountability in policing: The role of the police code of ethics. *Criminal Justice Ethics*, 35(2), pp.187–200.

Stuart, R.J., 2020. Ethics in law enforcement: A framework for officers. *International Journal of Police Science & Management*, 21(4), pp.192–208.

Thomas, M.K., 2023. Mental health and policing: Strategies for officer support. *Journal of Law Enforcement*, 33(1), pp.45–58.

Social media and policing: A new era of community engagement, 2021. *Law Enforcement Technology Magazine*, April, pp.22–26

social media policy .133-135 issue 2a.

Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325.

Pendleton, D. (2003). The Pendleton Model of Feedback. In *Practice-based Learning in Nursing, Health and Social Care* (eds. J. Rose & S. Best).

Police Federation of England and Wales (2022) Demand, Capacity and Welfare Survey. Available at <http://www.pofed.org>

Parsloe, E., & Leedham, M. (2009). *Coaching and Mentoring: Practical Methods to Improve Learning*. Kogan Page.

Whitmore, J. (2009). *Coaching for Performance: Growing People, Performance and Purpose*. Nicholas Brealey Publishing.

CONFIDENTIALITY and PLAGIARISM

This is automatically checked via Turnitin submission of your workbook.

Please sign below to confirm that the work submitted is your own.

Sign E.Linton

Date 04.04.26

Literature - you have referred to sources in the Bibliography but these were not clearly referenced in the tasks. You must have accurate in text citations for you any sources you refer to.

Knowledge & Understanding - you have evidenced an effective knowledge and understanding of the key issues in each task. There was a requirement to reflect on policing incidents in Tasks 1 & 2 in more detail.

Cognitive skills - you have evidenced that you are reflecting on your experiences and identified the lessons you have learned.

Practical and transferrable skills - the tasks have been well structured, written and presented.

Emma - overall, the tasks have been well written and presented. There was a significant issue in Tasks 1 & 2 in that there were no clear references to the sources you had used. This did improve a little in Tasks 3 & 4 but you must use in text citations for every source that you refer to in your answer. Thanks.
HM