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LEVEL 6 - 40 Credits

Workbook title: Competency Based

Workbook 5 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPF 6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Workbook	Area of Professional Practice	Word count
Task 1	Understanding the Police Officer Role	2500
Task 2	Communication Skills – social media	2500
Task 3	Leadership and Team Working	2500
Task 4	Coaching, Mentoring, Assessment	2500
	Bibliography	
	Total	10000

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.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay I will critically evaluate the role of the College of Police in professionalising policing in the UK and discuss an incident that illustrates how I am working to fulfil the role of a modern professional police officer in my final year of probation. To reflect upon the incident I will use the Gibbs Reflective Cycle (1988) and I will include the five elements; description, feelings, evaluation and conclusion. During this essay I will reflect on my final year and describe how my role as a police officer has changed. Throughout the essay I will consider the strategic Policing Strategy requirement, Policing Vision 2025, the workforce transformation 2018 and the College of Policing's 5 Year Strategy.

The College of Policing was established in 2012 as the professional body for those working in policing in England and Wales its aim was to give, 'a voice to professional policing on standards, skills and capabilities and use evidence-based knowledge in everything they developed.' The objective was to professionalise the police in the UK by, supporting professional development and, 'setting standards for key areas of policing and helping forces and individuals provide consistency and better service for the public.'

The Strategic Policing Requirement (SPR) was issued in July 2012 by the Home Secretary; its aim was to professionalise policing in the UK. It had a focus on areas of policing that the government had responsibility for and highlights, 'the national threats that the police must prepare for and the appropriate national policing capabilities that are required to counter those threats. The SPR respected the operational independence of the police service and advised what,' in strategic terms, it needed to achieve, but not how it should achieve it. 'The SRS was reviewed closely by the Home Secretary and in my opinion the elements that he added were relevant and necessary. They were; Strategic Terrorism, Serious and Organised Crime, Cyber Security incidents, Public Disorder, Civil Emergencies and Child Sexual Abuse. (Home Office, 2012)

In 2020, in order to professionalise policing in the UK, College of Policing produced a 5 Year Strategy which set out a plan which included a commitment to "support forces to address under-representation of black and minority ethnic communities within policing, drawing together evidence of what works in positive action and community-based approaches to recruitment". The plan outlined five key outcomes and Standards in policing will be raised and standards of professional practice will be evidence based, published and accessible to the public.

1. Standards in policing will be raised and standards of professional practice will be evidence based, published and accessible to the public
2. The evidence-based practice developed will be used to challenge and improve the way policing is delivered
3. There will be a framework for professional development in policing
4. Collaboration between policing and other agencies will result in joint research, evidence, standards and practice
5. People working in policing will have confidence that the decisions they and their colleagues make are guided by sound ethical principles

A review of the UK College of Policing was set up in March 2022 to improve leadership, standards and professionalism throughout the force and three basic priorities were established they were: promote professionalism, improve leadership and promote consistency. However, following this review Chief Inspector David Spencer from the Metropolitan Police Service (MPS) wrote a paper which was reported in 'Police Professional (September 9th 2022,) David Spencer believed that it was evident from its own 'Fundamental Review', that the College of Policing has become synonymous to many within policing with a reduction in standards alongside a perceived lack of real-world relevance to the prevention of crime and disorder.' He also believed that the college's role in setting standards should be transferred to HMICFRS (His Majesty's Inspectorate of Constabulary and Fire Services) and a national police leadership academy established, "for the effective training and development of policing leaders across the country". He argued logically that having two separate, organisations setting and inspecting against potentially unconnected standards is, 'wholly unsustainable and risks causing considerable inefficiencies within policing and confusion for both the public and police officers themselves.'

In 2020 College of Policing also created an ongoing Continuing Development Course (CPD) in order to professionalise policing in the UK and enable individuals to fulfil the role of modern police officer. They advised that CPD in policing should –

- ☐ Be a collective responsibility, with the individual, forces and the College of Policing working together to support the individual's development
- ☐ Balance the needs and aspirations of the individual with the requirements of the organisation and the service as a whole
- ☐ Support the individual to remain professionally competent in their role through a continuing process that recognises and builds upon existing competence.
- ☐ Be recorded to show the effect that it is having on the individual's professional practice
- ☐ Provide a benefit to the public through contributing towards improving the quality of service provided by policing

Throughout my 3 year probationary period, I have continually worked towards fulfilling the role of a modern police officer. I have evidenced my abilities and growth in three separate occupational competency portfolios (OCP). Each OCP is made up of 15 different portfolios, covering a wide range of skills and topics. I completed each element of the OCP to demonstrate my competency at each level, before progressing to the next year of policing/probation.

The information gathered within my OCP highlighted my strengths and areas for improvement which has guided my ongoing learning journey. Throughout the past two years I have been supported by my area training officer. This support has included three monthly reviews throughout the academic year, which has given me the opportunity to discuss my development, identify skills that may need improvement as well as any talents or interests that I want to develop further.

My strengths by the end of the first year were focused around interviewing suspects and file preparation. This was due to the fact that I initially struggled with the process. I made it one of my personal goals and I volunteered to conduct interviews at every opportunity, in order to improve in this area. During the second year I highlighted communication on the radio as one of my goals. In order to improve in this area I made my colleagues aware that I would take the lead with all radio communication at calls. Within a matter of weeks I noticed a change in my confidence levels and ability.

My third year has seen my role as a police officer change significantly. Early on in the year, with the support of my ATO and information gathered within my OCP I recognised the need to gain more independence and confidence in my decision making. Working alongside a team with a significant number of years' experience between them, has at times, made it extremely difficult to gain experience in decision making. However, with the addition of four new officers to the team, there have been increased opportunities to take on a leadership role at calls. It has been during these times that I have been able to make decisions independently or alongside other less experienced officers, when dealing with a wide range of different operational situations. I feel that have gained confidence in all areas of policing, from communication to conflict management and I now feel competent to attend calls alone and to manage conflict at all levels confidently.

My increased confidence in my abilities was evident earlier on this year as I signed up for and attended a taser training course. I would not have felt ready for this during the first two years. The course was extremely challenging but I felt it allowed me to really appreciate how far I have progressed. I was provided with feedback from the course from an inspector who advised me to explore the firearms route once out of my probation period. He gave positive feedback regarding my shot accuracy as well as my ability to stay calm under pressure and make quick decisions whilst adapting to a rapidly changing environment.

An incident whereby I have utilised all of the skills acquired over the past three years relates to a call that I attended to reports of a male threatening members of the public with a knife. The call was initially passed requesting taser trained officers with PPE. I was in company of a relatively new female officer who was not carrying a taser. I attached myself to the call and alerted the call handler that I was in possession of taser. I joined a new talk group on the radio and awaited the direction of the force incident manager (FIM) who oversees all of the live critical incidents from the control room. Further information was received from the caller, stating that the suspect had approached a pregnant woman and held a knife to her stomach. At this point the FIM called a full authority on the incident, requesting the firearms units to attend. He asked me to attend at the area for observation purposes, at this time advising me not to approach the subject unless there was an immediate risk of harm to the wider public. Authority was given for me to discharge taser if I perceived there to be a threat to myself or others. Prior to attending the incident I felt confident in my ability to manage an unpredictable situation such as this. My only initial concern was for my colleague who had not had any form of taser awareness training. As we made our way to the location I advised her to stay to the side or behind me if taser were to be drawn, and also if taser is to be discharged to wait for my direction to cuff the suspect, not to move in too soon. On arrival we were approached at the bottom of the hill by a female who pointed to a male, with his top off, wearing grey shorts, and standing at the top of the street. The female stated that she did not know the male and that he had pointed a large kitchen knife towards her outside of the shops. I passed the information over the air and conducted a visual survey of the area. There were lots of people in the street including children playing in a park nearby. I was advised again to only move forward if I deemed there to be a substantial risk to the public. Taking into account the fact that this appeared to be a random threat made by a person not known to the victim and the amount of people currently in the street I considered the threat to the wider public to be extremely high. I made the prompt decision to approach the male with my taser drawn and held in a covert position behind my back; I positioned myself at the optimum distance for effective taser discharge. I verbally identified myself as an officer carrying taser, and told the male to place both hands where I could see them and face the wall. He immediately complied and shouted that he had put the knife in the bin. I indicated to my colleague to move in to search the male whilst I stayed in position. The search of the male was negative for the knife. I re holstered my taser and moved in to assist my colleague in the arrest and handcuffing of the male. At this point he began to resist and a physical altercation took place. I used conflict management tactics that I had learnt on my officer safety training/refresher and confidently used force in order to gain compliance. I utilised my body worn camera throughout and ensured that all policies and procedures following the incident in relation to use of force were adhered to.

www.southampton.ac.uk stated that a modern day police officer 'serves to maintain law and order in local areas by protecting members of the public and their property, preventing crime, reducing the fear of crime and improving the quality of life for all citizens'

A Transformation Framework (2018) was developed and published by the College of Policing. The aim of the Work force Transformation was to make plans to implement the 2025 vision for the police service, to manage the changes and develop an appropriate organisational response to the changing demands placed upon policing, 'matching these demands to organisational responsibilities and capabilities.' The Framework aimed to, 'set out a standard approach and provide a basis for a consistent standard to underpin peer review and peer support for forces seeking assistance in improving performance.' Organisational development was also incorporated into the HMICFRS inspections, and in support of this the College worked with NPCC and forces to set the standards for what good organisational leadership looked like and they published, 'The Guiding Principles for Organisational Leadership' which is now incorporated into the inspection programme.

The Policing Vision 2025 set out the plan for policing over the next ten years and acknowledged how the organisation should continue to adapt to the modern policing environment. It outlined how it would form decisions around transformation and how the police would use their resources to help to, 'keep people safe and provide an effective, accessible and value for money service,' that could be trusted. It stated that the Vision 'must inspire officers, staff and volunteers, as much as police and crime commissioners and chief constables and of course the public as a whole.' It acknowledged that, 'the communities that the police serve are increasingly diverse and complex, necessitating a more sophisticated response to the challenges we face now and in the future.' The aim was that the Vision would not just be about making savings or incremental reform, the aim was to make transformative change across the whole of policing with, 'improving policing for the public,' at the heart of the Vision.

In conclusion I have reflected upon an incident in which I played a leading role with an offender. I have discussed what I believe I have done well and what I have done in order to improve my skills. I have reflected on my final year and described how my role as a police officer has changed and I have described how I'm working to fulfil the role of a modern professional police officer in my final year of probation. I have critically evaluated the role of the College of Police in professionalising policing in the UK and considered the views of Chief Inspector David Spencer who argued that that having College of Police and HMICFRS setting and inspecting against different standards was unsustainable and risked causing 'inefficiencies within policing and confusion for both the public and police officers themselves.' During the essay I have considered the strategic Policing Strategy requirement, Policing Vision 2025, the workforce transformation 2018 and the College of Policing 5 Year Strategy. Throughout my 3 year probationary period, I have continually worked towards fulfilling the role of a modern professional police officer. As I come to the end of this probationary period I am proud to be a respected professional police officer with, 'strong moral character, the ability to think on my feet, and a level head to help me to resolve conflict.' goodwin.edu/enews/law-enforcement-skills

Words 2540

TASK 2

**Relevant areas of the National Policing Curriculum:
Communication Skills, social media, Communication Strategy**

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

Critically evaluate your experience of the use of social media as a means of informing and engaging with the community and promoting policy initiatives.

Consider the force policy on using social media for professional information and engagement purposes.

What social media platforms are used by policing?

What are the benefits and risks of using social media?

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will critically evaluate my experience in the use of social media within policing as a means of informing and engaging with the community and promoting policy initiatives. I will consider force policy on using social media for professional information and engagement purposes and I will also discuss what social media platforms are used within policing, as well as the benefits and risks of utilising social media as a policing tool.

Within this essay I will discuss a policing incident, involving a missing child, whereby I played a significant role. I will detail my use of social media in supporting my investigation during the golden hour and I will reflect upon what happened. I will reflect on the incident using Gibbs Reflective Cycle (Gibbs, 1988). This reflection model was developed by Professor Graham Gibbs in 1988, it is made up of five separate elements allowing individuals to fully reflect on an incident or situation that they were involved in. Self-reflection allows a person to identify the areas that they performed well in, as well as highlighting areas for improvement. The reflective cycle is made up of five elements: description, feelings, evaluation, conclusion, and action. Reflecting in this way will encourage me to learn based on my experiences.

Policing within the United Kingdom is underpinned by the principles established over 200 years ago by the founder of the Met police, Sir Robert Peel. A core element developed within the '9 Peelian principles', which still stands today, is the notion of 'policing by consent'. The co-operation and support of the public is essential for policing in this way to be effective. Gov.uk described it as, 'a philosophy of policing,

unique in history and throughout the world because it derived not from fear but almost exclusively from public co-operation with the police.'

College.police.uk stated that, 'without the co-operation of the public, policing in developed democracies would become essentially unworkable. In simple terms, the police service would cease to function without the active support of the communities it serves. Community engagement has become a priority for many forces as the impact of positive public interactions, helping to improve public perceptions, is becoming more evident. College.police.uk defined community engagement as,' the process of enabling citizens and communities to participate in policing at their chosen level.'

When the public view the police in a positive light, the police and the service provided is thought to be more legitimate. This has a direct impact on the level of confidence and trust the public holds. Increased trust and confidence is more likely to promote a reduction in crime and initiates the process of fostering social responsibility within communities.

A core factor that ensures successful engagement with local communities and the police is communication. In previous years, face to face communication was considered to be the most favoured form of contact with police by the public. Larger scale distribution of information was made possible via media channels such as local newspapers, television and radio, in order to reach a broad audience. In more recent years, with the advances in technology, and the shift in media use, especially with the younger generation, social media has taken the front position.

Ben Lutkevich -03.12.2021 Tech target 2022 - described Social Media as, 'a collective term for websites and applications that focus on communication, community based input, interaction, content sharing and collaboration.'

Police forces in the United Kingdom have been using social media platforms such as face book and twitter since 2008. This form of communication offers a fast direct means of communication between the police and the public. It enables forces to reach out to a large number of people with reasonably little effort and financial investment. This provides routes for more direct engagement with individual persons, or communities, businesses and partner organisations. These opportunities allow forces to highlight and explain the varied work that is being undertaken across the force area on a daily basis. It enables the distribution of advice and information, requests for help in relation to missing persons and appeals to help and tackle crime.

As well as the many benefits to using social media as a communicative tool within policing, it brings with it a number of risks. Not only to officers and staff as individuals but also to the integrity of the force as a whole. South Wales police and crime commissioner stated within its' code of conduct, ' Team members represent the police and crime commissioner both in and out of working hours, therefore conduct at all times should be reflective of the values and vision of the office.' Police officers and staff must be mindful of viewing and using social media and its content and, 'ensure that at all times they do not take part in any activity that could undermine the visions and values of the police and crime commissioner'.

Many cases have been documented whereby officers and staff fail to understand the dangers of social media both to themselves, their families and the police service. What was once a private domain of communication is now very much public. Criminals and their associates could potentially seek to use the internet and social media to find out personal information about an officer, which could lead to them embarrassing, harassing, discrediting corrupting or blackmailing them for their own gain.

This is the reason that officers are advised not to disclose the fact that they are police officers on their personal media sites and to be mindful of the content that they share. They should also consider whether the content could be perceived to be offensive or discriminatory to any possible viewer. Officers must also be aware that posts intended for a private audience have the potential to be redistributed to the wider public by an un-trusted source.

South Wales Police currently make use of face book, twitter, instagram, tik tok, youtube and LinkedIn. The police's primary corporate accounts are managed by the communications and media department, and are used for all force level campaigns, initiatives, and daily general public engagement. Police social media officers, working within force corporate communication teams have become the first port of call for many during emergencies such as floods or terror attacks. They are able to alert the public at the earliest opportunity, the speed at which information becomes available to the public will definitely help to save lives.

Support and guidance in relation to use of social media is accessible to all officers and staff via the internal online systems. The social media policy was reviewed in full in July 2022, it stated that, 'all accounts affiliated with South Wales Police must be approved by the digital content team.' Officers and staff are actively encouraged to make use of the force's social media channels. Access to face book, Instagram, Youtube and LinkedIn is limited to the communications and media team and public service centre, but they welcome contributions and suggestions from officers and staff and will post content on their behalf where appropriate. The force's approach to twitter differs from this and officers are encouraged to make use of the platform to engage with local communities.

Officers and staff who use social media in the workplace must not make derogatory comments about South Wales Police regarding its' policies, procedures, personnel and operations. Officers must avoid any unauthorised disclosure of personal information that may breach the data protection Act 1998, which could potentially compromise any operations, intelligence, and investigation or pose any unnecessary risk to persons involved or named within the content.

During my neighbourhood attachment I assisted in providing the public with updates relating to the Covid-19 Pandemic. Information was provided via twitter offering reassurance and advice to the public who were understandably concerned. We used twitter to give updates in relation to the ever-changing lockdown rules and provided information regarding regular patrols that were being conducted in the local area to help tackle and deter persistent Covid breaches. The posts received mainly positive feedback thanking officers for their duties and appreciation to those continuing to put themselves at risk, working on the front line throughout the pandemic. During a time when face to face contact between officers and the public

was becoming increasingly difficult, I feel that social media played an essential role in maintaining open lines of communication.

There has previously been some optimism that social media may provide opportunity for open dialogue and debate between the public and police. Large scale analyses of social media content revealed that police communication on social media is one way. Wright, 2006; Avery and Graham, 2013; Ellison and Hardey 2014 stated that research has indicated that social media is primarily used, 'by constabularies to make requests for assistance, to circulate police relevant crime and incident information and to give crime prevention tips rather than to facilitate interaction, debate and collaborative problem solving.' These observations fall in line with research undertaken with the public.

However, it is interesting to note that the research indicated that one way communication on social media by the police, although not the desired open dialogue some members of the public would prefer, still favours positive outcomes. NPCC.police.uk provided some examples to evidence this.

- Durham constabulary issued cctv on social media of a man they wanted to speak to regarding a burglary whereby two range rovers were stolen. Within a day of the appeal being posted on social media the offender was identified by a member of the public and arrested.
- A body of a male was recovered from the sea in Scarborough, and North Yorks police were unable to identify him. Following a Face book appeal, the male was identified 24 hours later.
- Dyfyd Powys Police service issued an appeal for information about a man wanted for murder, a member of the public saw the appeal, recognised the man on a beach and reported him. He was arrested, charged and subsequently jailed.

The speedy identification of all of those persons mentioned above was aided by the widespread distribution of information and images via social media.

During my time as an officer on a response team within South Wales Police I have utilised social media to support many of my slow-time investigations. However, the incident I am going to discuss relates to an emergency response call that I was caused to attend whereby an 8 year old male had been playing in the local area and not returned home. Due to the age of the child and the fact that he also had learning difficulties and ADHD, the Inspector in the control room called for an 'OP New York' response. This alerted all available officers, as well as those in neighbouring areas to attend the incident. On initial attendance at the address the mother of the child provided me with information relating to the last sighting of her son and described the clothing that he was wearing that day. This was passed to the public service centre (PSC) immediately via my radio, to be circulated as an observation request to all officers on the talk group. Mum also provided me with an up to date photograph of her son which I sent to the PSC along with a request for it to be circulated on social media. Ten minutes after my arrival Mum stated that she had forgotten about the cctv doorbell which may have caught footage of her son leaving earlier on in the day. The camera had captured her son outside of her house a few hours prior to our attendance. The footage was extremely clear and showed her son standing near

the house with an older male who was approximately 17 years old, who she did not recognise. I passed this information over the air, along with a description of the male. My Sergeant advised me to capture still images of the male on my work phone and to send them to PSC immediately for circulation.

Within 10 minutes of the images and information being posted on Facebook, a name and address was provided for the older male as well as a possible sighting of both him and the missing child. They were in McDonalds, which was a 5 minutes walk from the child's home.

Officers attended and located the youth and the missing child along with a large group of youngsters who were known to the missing child. The child was safe and well, he had gone willingly to MacDonald's with his friends. He told us that he didn't tell his parents in case they said no!

It was established that the older male also had learning difficulties and he had been invited to join the group by the others. After speaking with this male's mother it became clear that his cognitive levels were much younger than his actual age and he was not usually allowed out without an adult to support him. That day he had asked to walk to his dad's house and she had decided to allow him to go to try and help him to gain independence. When he did not arrive at Dad's Mum began to look for him and had been hopeful that she would find him before needing police intervention.

One of the risks of social media use from a professional standpoint soon became apparent after the incident. The pictures circulated of the male and information passed by South Wales Police had caused some concern in the community in relation to the older male and his intentions and reasons for spending time with a group of younger children. There is now an option on Facebook which enables the media teams to turn off comments which is authorised in exceptional circumstances. This option was utilised after the incident to avoid any further speculation, and in order to provide reassurance to the community, upon gaining consent from both sets of parents, a new post was uploaded stating that both the child and the male were found safe and well and returned home to their families.

In this essay I have discussed the pros and cons of the police using social media and in conclusion I agree with Fogg 2012 who stated that, 'with the right guidelines in place and the right safety nets, the pros far outweigh the cons.' Social media is an efficient and direct method of informing and engaging with the community and promoting policy initiatives. I have discussed how the South Wales Police currently makes use of a range of social media technologies which gives them opportunities to draw attention to a range of issues and to request help from the community. Primary corporate accounts are managed by the communications and media department, and are used for all force level campaigns, initiatives, and daily general public engagement. However, use of social media in the force brings with it a number of risks to police officers and staff and to the reputation of the force as an organisation. That is why it is important for clear, robust, guidelines and safety nets to be in place and adhered to by all staff. Support and guidance in relation to the use of social media is available to all officers and staff via the internal online systems

and all staff should be familiar with the social media policy (July 2022.) I agree with Fogg 2012 who believed that, 'the police should continue to promote the force on social media and in the blogosphere and actively encourage people to communicate with Neighbourhood Policing Teams and the force on social networking platforms.'

2587 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?

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will consider leadership models commonly used in policing and will critically evaluate and evidence a policing incident in which I played a significant role with a service user. It will reflect on how I was able to apply a change to my leadership style to reflect changing circumstances. In order to reflect on the incident I will use Gibbs reflective Cycle Model (Gibbs 1988) Gibbs' reflective cycle consists of five stages which are description, feelings, evaluation, conclusions and action.

Mindtools.com defined leadership in its simplest form as, 'influencing other people to follow,' interestingly this suggested that anyone who can influence people to follow them has leadership qualities. Mindtools.com also stated that, 'leadership happens at all levels within organizations and society, not just among those who work in defined leadership positions.' I found this relevant when they College.police.uk stated that, 'everyone in policing has a leadership role. Whether you're taking the lead when responding to an incident, supervising a new recruit, delivering a project or managing a large team or department.' They described how police leadership has been developed into five stages: Stage 1 – everyone as a leader; Stage 2 – first-line leaders; Stage 3 – mid-level leaders. Stage 4 – senior leaders. Stage 5 – chief officers and staff.

I am going to reflect on an incident that I was called to attend whereby I received reports of a female who was sitting on a viaduct wall at a substantial height. There

had been several calls to the police made by members of the public who had spotted her whilst driving by; another call had also been received from her father who had received a text from her stating that she wanted to kill herself.

Imd.org 2022 stated that a leadership style refers to a leader's methods, characteristics and behaviours when directing, motivating and managing their teams. Their leadership style is also the determining factor in how leaders develop their strategy, implement plans and respond to changes.'

At the time of the incident I was in the company of two colleagues who had recently gained independent patrol status following completion of their initial tutorship period. As we made our way to the call it felt natural for me to take the lead, due to the fact that I was a more experienced police officer. En route both colleagues informed me that they had not been to a call of this nature before. I could sense that they were expecting me to take the lead, as they viewed me as the more experienced officer. I was conscious of my responsibilities as a modern police officer and I wanted to ensure that I led and supported my less experienced colleagues by using the leadership skills that I had acquired throughout my own probation period.

During the journey I instructed them to read the updates on their phones and keep me informed. As the female was known to me from previous investigations, I shared information with the team that I had gathered during my previous interactions with her. I explained that I would initially lead the conversation with her, as I had built a rapport with her previously, which I felt may be of some assistance in resolving the incident. We discussed the facts that we knew and I explained the need for a silent approach to certain calls, together we formed an initial plan and agreed that we would adopt the silent approach. I suggested various routes that would lead us to the viaduct location. After consideration my colleagues and I decided that the best course of action would be to gain access from the dual carriageway, rather than the entrance at the far end of the viaduct, because this gave us a faster response time. One of my colleagues pointed out that this approach also had a clearer view, which would assist us on our approach.

As we parked up we could see the female sitting in the edge of the wall. As we began our walk towards the female's location, I reassured my colleagues and reminded them to stay close to me, as discussed in our plan, in case we needed to intervene physically. I also reminded them not to make any unnecessary sudden movements or noises as this might scare the female, causing her to unintentionally lose her balance. I directed them to continue to provide me with updates over the air whilst I attempted to talk to her; I instructed them to request assistance from further units, a negotiator and the fire service, if at any time they felt that this was needed.

The female she was sitting calmly on the wall of the viaduct with both legs up. She was initially very dismissive of our attendance stating that she did not need any help and that she was just looking at the view. Firstly, I kept my distance, remained calm, and spoke softly avoiding asking too many questions. Gradually she began to engage in conversation with me, stating that she recognised me from the last time that we met. She told me that her boyfriend had recently ended their relationship

which made her feel that she had nothing left to live for. I asked her to come down from the wall for us to continue the conversation, but she refused. As I continued to talk to her, I could hear my colleagues passing updates and requesting further units. The female started to cry and said that she had come up to the bridge to end her life, she told me that she desperately didn't want to be there and was too scared to jump. I used the 5 step appeal process to encourage her to join me on the safer side of the wall. After 15 minutes she came down from the ledge and sat on the floor. One colleague began talking calmly to her, he listened to her and showed empathy for her situation. The other colleagues stood slightly back but close, supporting the situation. She showed support to our colleague and empathy towards the female through her body language and body gestures such as nodding and shaking her head appropriately. I took a step back allowing my colleagues to assist whilst I provided an update over the air. I heard the female say that she wanted to be taken home, her mood began to change and she stated that she just wanted to get in to bed and be left alone. My colleague promised her that we would be able to do this but needed her to join us in the van so that we could take her home.

I was unsure whether he told her this thinking that was the plan or if he was offering false reassurance to keep her calm. Either way I knew that this was incorrect information. I knew that in circumstances like this there is very little room for officer discretion or flexibility within our decision making. Ultimately our goal was to safeguard the woman but I also knew that our policing powers and policies must be considered at all times. After taking into account all the facts; the dangerous location of the female, the information provided by her father, and the information provided by the woman herself, I knew that her mental health would need to be assessed in hospital and if she refused to attend voluntarily we would need to use our powers to detain her under Section 136 of the mental health Act in order to take her to a place of safety.

I did not want to embarrass my colleague, but knew that I needed to regain control of the situation in order to ensure the female's expectations were in line with the outcome I was looking to achieve. I did not want to deceive her or have her agree to something under false pretences; I felt that this was unfair, unprofessional and not morally right, I wanted to maintain her trust and confidence in us.

I re-joined the conversation and told her that we would not be able to take her home just yet. I explained that I had significant concerns relating to her mental health and that we would need to take her to hospital in order for a medical professional to assess her. The female became extremely agitated; she kept repeating that she wanted to go home to bed and began shouting at my colleague asking him why he had lied to her. I asked if she would be willing to attend hospital voluntarily if we accompanied her, to which she replied there was, 'not a hope in hell!' that we would get her there, she began to walk away from me, so I used physical force, holding her by the arm to detain her, my colleagues assisted me in taking her to the van and we conveyed her to the local A&E department. We remained with her until she was assessed and accepted into the care of the crisis team.

After the incident we de-briefed; we reflected and discussed everything that had happened, and highlighted what we thought went well and what we could improve if a similar situation occurred. My colleague said that he felt bad for telling the female that we would take her home and that he had genuinely thought that home would be a place of safety suitable for the situation. I explained my thought process and

why it wouldn't be suitable in this incidence, and explained how this was generally only an option when a person is triaged by The Mental Health Team over the phone and they advise a slow time approach with a follow up appointment with the community mental health team the next day. In this instance I felt that the danger to the female was significant and immediate therefore hospital was in my opinion the only place I felt suitable for her. I apologised to my colleague as with hind I thought that it was possibly something that we could have discussed or touched upon whilst en route to the call. I told both officers that I was impressed with how we worked together as a team, in our planning on route and particularly when the woman came down off the wall, everyone played a valuable part in the team and contributed to a positive outcome.

(imd.org) 2022 described the pros and cons of the 5 most common leadership styles. Transformational leadership creates and manage change. A person adopting this style will recognise the potential within the team and seek to develop individual strengths and abilities, whilst supporting everyone reach their full potential, this style requires constant and consistent feedback; delegative leaders highlight the expertise of the team and creates work place satisfaction but they could shift responsibility outcomes and hide from their responsibilities; authoritative leadership is very much a 'follow me' approach with leaders paving the way and encouraging others to follow but there can be a tendency for leaders using this style to micromanage, which is often welcomed by newer recruits looking to follow, but can be perceived by more experienced officers as being overbearing and controlling; a transactional leader puts of a focus on structure and this is known as managerial leadership by some. It focus' mainly on supervision, organisation, performance and short term planning; participative leadership is sometimes referred to as the most productive leadership style. It is based on democratic principles, whereby all team members are considered equal, and are all encouraged to participate in the making of decisions In order for this style to be a success the team must be willing to participate. Martin Luther King JR, Once described this type of leader as, 'A genuine leader who is not a searcher for consensus, but a moulder of consensus'.

My research indicated that authoritative and transactional police leadership styles that traditionally dominated policing and law enforcement in the past have changed in favour of transformational leadership approaches.

This view was supported by <https://www.policefoundation.org.uk/publication/police-leadership>

who stated that 'Police leadership styles are gradually changing, moving from the authoritative style that has largely dominated the field to a more inclusive approach that seeks to enable and empower'.

On reflection, I used different leadership styles to suit the changing situations in the incident, as they arose. Initially, in order to inspire confidence in the team, I used strategies from the Authoritive style of leadership. I adopted a mentoring role and tried to create a confident 'follow me' approach as I instructed them to keep me informed of any updates. During the incident I delegated tasks to my colleagues and trusted them to use their initiative to call for assistance if they considered it necessary. These behaviours fit into the Delegative Style of Leadership whereby leaders delegate to their team members. Delegate and Empower-crest.com

described this style as 'the best leadership strategy to engage your team is to empower them by delegating greater responsibility.' It was interesting to note that in contrast, Imd.org believed that over use of, 'delegative leadership style can lead to disagreements within teams causing divides and low morale which will in turn affect productivity.' I also used the transformational leadership and participative styles.

policefoundation.org.uk described the transformational style as a, 'people-centred approach, aiming to inspire, empower, and motivate.' I focused on my team and worked closely with my colleagues to inspire, empower and motivate them and I considered their needs as inexperienced officers. I included them in making plans and encouraged them to actively take part in the procedures. I kept an open line of communication with them throughout the incident and when my colleague gave incorrect information to the female I knew that I needed to change my leadership style to an authoritative style in order to adjust to the situation, maintain organisational policy, and ensure that correct policing procedures were followed.

In conclusion, I have critically evaluated, evidenced and analysed my flexibility in leadership styles in my chosen incident and I have critically analysed leadership strategies and models that are frequently used in policing. Throughout my probationary period I have managed operational situations using a range of the leadership styles that I have discussed. In the incident that I chose for this essay I described how I am confident to apply changes in my leadership style, to reflect changing circumstances, in order to achieve a positive outcome., I agree with Mindtools.com that, 'Effective leadership enables followers to succeed. It sets direction, builds a vision and adapts as circumstances require.'

2,414 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?

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay I will use the Gibbs Reflection Cycle Model to reflect critically upon my probation period in policing. I will consider mentoring and coaching definitions and current coaching and mentoring theories used in policing.

<https://profdev.college.police.uk/> described coaching or mentoring as working with, 'an individual or a small group to help them to define and achieve their career and personal objectives, improve performance or resolve work-based performance issues.'

The first year of my probation period was due to begin with 26 weeks of classroom based learning. However four days into my training the country went into lockdown due to the Covid-19 Pandemic. This had a significant impact on the route of initial training for my entire intake. All of the training staff had to adapt their lessons in order to accommodate online learning for all students, and we were sent home with laptops with directions to log on at certain times, stay in contact via email and skype and complete all work from the safety of our own homes. Although a somewhat dysfunctional start to my policing journey, the less formal setting for learning really suited me. It allowed me to learn in my own way, at my own pace. Some evenings this would mean I worked beyond the hours specified to ensure that I fully understood the topic.

I find classroom based learning extremely difficult due to being easily distractible and I need constant breaks to ensure I can maintain my focus.

This form of mentoring was only effective with the support of my trainer who guided and assessed me throughout. indeed.com/career-advice/career-development/visual-learner 2022 stated that, 'A visual learner is someone who

learns best through visual means. They prefer looking at things to absorb information rather than listening to it (auditory). In the early days of training I felt that I was finding it a lot harder than others in the class. Always taking longer to complete work and finding it hard to remember and retain the different definitions. When I told my trainer this he offered me additional support and reassured me that everyone's learning styles differed. Kinaesthetic Learning: Characteristics and Strategies Indeed.com 2019 described kinaesthetic learning as, 'a learning style of processing information through touch and movement. 'It's also referred to as tactile learning or physical learning.' My tutor provided me with additional strategies to assist me and he adjusted his teaching style to meet my visual and kinaesthetic styles of learning. One strategy which I still rely on to this day when trying to memorize lists/ information is the use of Mnemonics. I found that using this increased my ability to recall information, and was able to be used in almost every definition that we were expected to know for the exams. I used this strategy for every aspect of my revision and went on to achieve a high score in my examinations. profdev.college.police.uk/ stated that, 'Tutors are able to plan for, and enable work-based learning opportunities in a structured way, most typically by using coaching, feedback and assessment skills.' My tutor was very supportive; he planned, prepared and facilitated learning opportunities for me using appropriate coaching and mentoring techniques that suited my styles of learning. He involved me in situations that enabled me to learn and make progress with my professional targets and gave me constructive feedback, which boosted my confidence. My tutor monitored my progress and arranged review sessions to help me reflect on my performance. He supported me to build evidence of my progress and competence, and develop action plans for my professional development. He also kept a record of my performance and development and contributed to my 'evidence of competence' he also supported the formal performance procedures when required.

During the second year of my probation, I was able to develop further, and put into practice, the policing skills that I'd learned during my first year with increasing confidence and I benefitted greatly from coaching and mentoring. Throughout my final probation period I was able to carry out my duties as a police officer more confidently and apply the skills that I had learned, developed and practised daily in a range of situations. I was also able to support new student officers who joined the team by sharing my knowledge and skills.

During my first year I was called to attend an incident with my tutor to reports of a male assaulting a female before dragging her into a car against her will and driving off. Prior to reaching the location we came across an RTC with injured passengers. The suspect had collided with the car as was fleeing the scene. Under the supervision of my tutor I provided first aid to the injured parties, asking my tutor for assistance whenever needed. My tutor guided me throughout, prompting me to pass updates over the air and call for further units and ambulance. Although I knew that I needed to do all of these things, trying to remember everything when under pressure was a skill I had not yet acquired. The ambulance arrived and following further calls to a vehicle driving erratically in the area we headed for the updated location.

On our arrival the car had been abandoned in the road, the male had dragged the female out of the car, on seeing us he ran in the opposite direction. We chased him on foot and detained him using force approved techniques. My tutor arrested the

male. I felt relieved that he had been the arresting officer as I felt that so much had taken place in a short space of time, and there appeared to be so many offences. I did not feel confident in my abilities to make the correct decision regarding the reason for the arrest. I assisted my tutor in placing the male in the rear of the police vehicle before approaching the victim to obtain an initial account. On speaking with the victim I mainly focused on her wellbeing and offered to arrange for her to be taken to hospital. She was extremely dismissive and did not want any help, she stated that she did not want to provide a statement to police and wanted to be left to go back home with her friends who had turned up at the scene. I allowed her to do this and left the scene to convey the male to custody. After the incident my tutor praised me for my efforts in helping to detain the male, but did indicate some areas for learning in relation to gathering initial disclosure from the female. On watching my body worn footage back it was clear that I had missed a prime opportunity to ask the victim some important questions regarding the events leading up to our arrival, as well as establishing what the relationship was between the suspect and victim. My tutor reassured me that was an easy mistake to make especially when adrenaline was high having dealt with my first incident involving conflict. Throughout the incident I felt overwhelmed with information and under a significant amount of pressure to make the right decision. However, throughout my probation years with the help and assistance from colleagues and exposure to a wide range of incidents/offences, I have gained a vast amount of experience and knowledge.

It was important for me to work closely with my tutor to set myself SMART (Specific, Measurable, Achievable, Realistic and Timely,) targets for the personal, professional and organisational goals that I had to achieve. When reflecting on this incident my tutor identified that I needed to improve my questioning technique by making it more thorough and I agreed that it would be a good personal target for me. This goal was measurable as I was able to track my progression throughout my three year probation and monitor the improvement in my questioning techniques over this time. This personal goal was achievable and realistic as I knew that would be dealing with numerous incidents, involving regular interviews with people in my work, allowing me to make progression towards this goal. The timeframe I set myself to achieve this goal was at the end of my third year of probation. I feel that I have already achieved this goal as I can personally see an improvement in my interview technique. I am now able to gather thorough information from persons without assistance from other colleagues. Through tutoring and learning from more experienced colleagues I have been able to achieve my goal and set new goals.

The Professional goals that I set myself were; expanding my existing knowledge; dealing with conflict and managing workload. These goals were measurable as I was again able to track and monitor them throughout my probation period. Firstly I made a plan to ensure that I kept up to date with my work load, whilst ensuring that I had a good work life balance. I worked hard to familiarise myself with law definitions and apply them in my work. I believe that these goals were realistic as in my work I was exposed to different types of incidents/offences where I had to use my knowledge and or deal with conflict. The goal time frame that I set myself for these professional goals was also at the end of my three year probation.

Throughout my probation period I encountered many challenges which were particularly related to my policing role and I also had to get to grips with the challenges and difficulties that arose due to the Covid-19 Pandemic. In 2020 The IOPC stated that the police had to, 'adapt the way it works in order to meet the unprecedented challenges of the COVID-19 pandemic,' and noted that our main concern was, 'to maintain key statutory functions so that, public confidence in policing would be maintained.' It was pleasing to note that the IOPC recognised the, 'extraordinary pressures and burdens placed on policing in these challenging circumstances,' and I agreed with their belief we should continue to prioritise keeping our communities safe.

crazywriters.com/essays/the-advantages-and-disadvantages-of-coaching-and-mentoring/ stated that 'if used effectively, coaching and mentoring can provide employees with the support they need to cope with change, resolve problems more effectively, improve communication and teamwork, and develop their full potential.' I always felt supported by my tutor, we discussed my learning styles so that he understood how I learned best and he then adapted his style of coaching and mentoring accordingly. In some incidences I observed my tutor and then completed a similar task. I was able to solve problems and learn from my mistakes through open dialogue and reflective discussion. I have achieved my goals through working with my tutor and by observing and working with other experienced colleagues in my team.

In contrast (Das, 1999; Clutter buck, 2002) noted some of the challenges associated with coaching and mentoring which need to be considered, firstly, 'the coach or mentor needs to be available when the employee needs them, which may not always be convenient' and, 'that both coaching and mentoring require a high level of communication skills – if the coach or mentor is not a good communicator, then the relationship is likely to be unsuccessful.' Fortunately, in my experience, this was not the case. My tutor was available when I needed him and his communication skills were very good.

Deakin Co, 2017 believed that there are fourteen practical motivating strategies that enable persons to, 'learn and grow in the workplace.' Ten of these strategies are relevant to policing.

1. Incorporate employee development into strategic planning
2. Formalise learning and development
3. Incentivise and recognise employee achievements
4. Reward growth and up-skilling
5. Make education the reward
6. Offer interesting and challenging work
7. Conduct regular performance reviews
8. Take an interest in employee's career paths
9. Look for opportunities to empower and demonstrate trust
10. Provide mentorship opportunities

My supervisor, tutor and colleagues liaised to incorporate most of these strategies into my training, with the exception of strategies 1, 2 and 7, which were covered through my work with the area training sergeant. In my probationary years I worked in a positive working environment and benefitted considerably from the support and

scaffolding that I received from all of my colleagues. Throughout this period my good performance and achievements were always celebrated and I felt valued.

When completing research for this essay I considered several feedback models. I was particularly interested in the STAR model because it is a model that I considered could easily be used in policing. STAR method / national Careers service stated that, 'By providing effective feedback on a regular basis, you can improve the productivity and effectiveness of your team.'

The STAR method | National Careers Service 2020 explained that STAR stands for –

*Situation - the situation you had to deal with

*Task - the task you were given to do

*Action - the action you took

*Result - what happened as a result of your action and what you learned from the experience

Throughout my probation years I have been given opportunities to provide and receive feed-back. This has been extremely beneficial to me as it has enabled me to reflect and learn from my performance and the performance of colleagues. I attended one to one review sessions with the Area Training Sergeant (ATO) and was asked about my thoughts on the current police entry process. I also completed feed-back questionnaires which included sections about, 'areas for improvement.' During my initial tutorship I often discussed my performance and progression with my tutor. We also discussed areas that I excelled in and areas that I needed to work on and improve.

On reflection I acknowledge that these open and honest feed - back discussions with my tutor were very important to me at the beginning of my career. It was reassuring to know what was going well and allowed me to monitor my progression towards achieving goals and I was able set new goals when they were identified by me and or the tutor. In addition to receiving feedback I have also given it to the new officers on shift.

A delivery plan and organisational goals were set by the Chief Constable for South Wales which were divided into two operational priorities. Protecting the vulnerable, preventing harm in our community – prevention, partnership and peace keeping and understanding and responding to our people – develop our organisation and develop our people. I familiarised myself with these goals and my tutor and I planned the steps that we would take to achieve them. Due to my input with this process I have enabled the organisation as a whole to work towards achieving the goals and the Chief Constable's desired end results.

On reflection if I were to repeat my probation again I would try not to put so much pressure on myself to always get it right. By doing this I feel that I was holding myself back. I would also put myself forward for more challenging tasks to push myself.

In conclusion I believe that during my probation years I have benefitted greatly from coaching and mentoring. College of Policing 2022 believed that, 'developing trust

between team members and providing, information, feedback and clear reasons for decisions create conditions where team members feel able to ask for feedback and support.' Throughout my probation years I have been supported to develop and learn new policing skills. I have developed a trusting, working relationship with my tutor and work colleagues. Through coaching, mentoring and regular feedback and review sessions I have known when I performed well and I have been able to discuss the areas that I needed to improve and set myself achievable goals in order to move forward. My working environment felt safe and I felt comfortable to ask for feedback and support when I needed it. This enabled me to reach my full potential and develop into a confident, independent police officer. I believe that the coaching and mentoring that I received was invaluable at the beginning of my policing career and enhanced my development. It provided me with the support that I needed to cope with 'change, resolve problems, improve my communication and teamwork skills, and develop my full potential.' College of Policing 2022.

2,701 words

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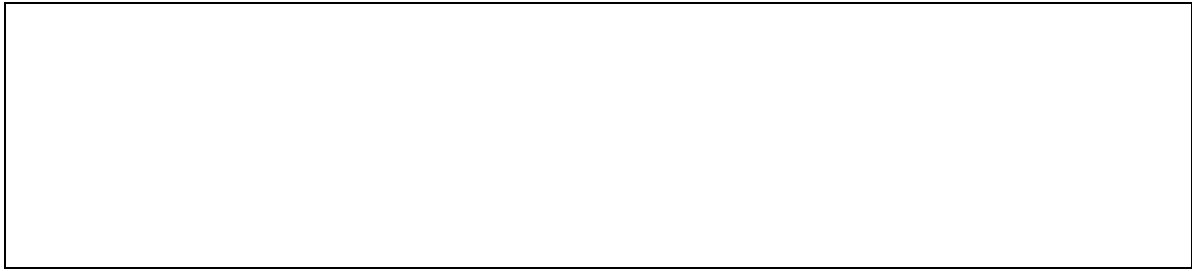
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