

Resub 3 - Workbook

by Alex Sergent

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BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

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

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/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.*

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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 focal point of this essay will be the analysis of the strategic role of the College of Policing, specifically looking into the success of professionalising policing in the United Kingdom. This essay will be assessing how the College of Policing has structured such change to professional policing within the UK, including the Policing Vision 2025, how it will shape decisions around transformation and how we use our resources to help to keep society safe and provide an effective, accessible and cost-effective service that can be trusted. The standards set by the College of Policing will also be addressed throughout, highlighting the necessary links to their relevance in the role of being a modern professional police officer. As well as this, it is essential to this essay to evaluate how my role as a modern professional police officer has changed now, nearing the end of my probationary period.

The College of Policing, established in 2012, was set up to act as the professional body for Policing in England and Wales. It is important to note that according to Holdaway (2017), the College of Policing is central to this regulatory framework that has placed government at a distance from constabularies and police representative associations. This allows for political and social matters to be kept separate, as well as police matters to be kept within forces to enable the most effective and unambiguous outcomes. Its strategic role has been to raise standards, promote a culture of evidence-based policing and to address the challenges of policing, both

in and outside of police forces. The College of Policing looked to professionalise policing towards a recognised profession, with evidence-based learning and practices. As well as this, the College of Policing has shaped and continues to shape the direction of policing, not just day-to-day operations but also other workings within policing such as learning provisions. It has developed the Code of Ethics, which not only outlines the way in which every officer should carry out their work, but is essential in outlining the standards work should be kept at, ensuring safety of officers and the public, and other factors of safety. The College of Policing has developed several strategic frameworks to help develop and upskill officers and create a positive culture within police forces. Furthermore, Code of Ethics promotes the use of the National Decision Model (NDM) to help embed ethical reasoning in accordance with policing principles and expected standards of behaviour (College of Policing, 2014).

The Policing Vision 2025 is a joint vision by the Association of Police and Crime Commissioners (APCC) and National Police Chiefs Council (NPCC), first published in 2016. The vision sets out the ambition for fundamental change across policing by 2025. The main aim of the joint vision is to train officers to be more professionally skilled within their role, 'to make communities safer by upholding the law fairly and firmly; preventing crime and antisocial behaviour; keeping the peace; protecting and reassuring communities; investigating crime and bringing offenders to justice' (College of Policing, 2016). The APCC and NPCC have set this vision as it was deemed that policing needed to change for many reasons and adapt the practices already in place to be modernised to deal with an everchanging landscape within the United Kingdom. The APCC and NPCC have noted within their vision that communities will continue to be more diverse and complex. There is also an understanding of the increase of cybercrime, its complex nature and constant development, and the skills required to combat these crimes are 'critically reliant on the quality of its people. It needs to be delivered by a professional workforce equipped with the skills and capabilities necessary for policing in the 21st century' (College of Policing, 2016). It was also noted the College 'outlined an image of the required workforce with which confident proficient professionals are able to adapt, be autonomous and knowledgeable. Accordingly, the police need to become better professionals to suit these new working conditions (NPCC, 2016). This can only occur with the necessary regulations set out by the College of Policing, specifically the Codes of Ethics, and the following of such regulations by officers and forces across the UK.

The Workplace Transformation 2018 is a paper by the NPCC and various external agencies that provides framework as an organisational development toolkit. It provides policing with a structured and consistent approach to analysing and developing deep understanding of their organisation (College of Policing, 2018). This is arguably extremely necessary, to understand what the current situation of police work looks like, what needs to be addressed and how potential issues can be tackled. It also includes transitional framework and programmes that can change how police forces organise, recruit, and train new or existing officers. It also emphasises flexible roles, digital ways of working and skill-alignment. Organisational culture sits at the heart of the transformation framework (College of Policing, 2018) setting out how the culture within police forces can adapt, improve

and prosper, as well as putting the onus on senior leaders in the force to implement the transformational framework.

The College of Policing 5-year strategy has been developed after the fundamental review. The fundamental review consisted of the views of 15,000 police officers and police staff, focusing on opinions of the body in terms of effectiveness, its role and how it operates. It was found from the review that 'we were not yet delivering on our potential as the professional body for policing' (College of Policing, 2022), amongst other issues raised by current serving officers. At the core of the strategic ambition set out in the 5-year strategy, one of the main features is to set standards, share knowledge and good practice and support professional development. In this paper, the College of Policing sets out their mission to boost professionalism, drive consistency and improve leadership, which is necessary to ensure standards are officers are conducting what is believed to be a professional and up to date standard of work, set out by the College of Policing upheld. In addition to this, the 5-year strategy is to build trust and develop a fair culture within forces and transform leadership within policing. Workforce development and supporting professionalism is a key component in the 5-year strategy, 'Increasing demand, enhanced by social and structural inequalities, technological advances and financial constraints, means that the skills and capabilities of police officers require restructuring' (McCann & Granter, 2019) might prolong the implantation of the 5-year strategy as the shape of policing is constantly changing and is always fighting a new battle.

These three strategic visions and evaluations of policing within the U.K, all relate to one another. The Policing Vision 2025 set a strategic destination for national and local reform, the Workplace Transformation is one of the strands to transform working practices and helps with recruitment and reforming roles, with emphasis on prevention, vulnerability and aligning skills to demand and the 5-year strategy is the process which allows senior leaders to commit to standardised practice and professional development of officers.

The College of Policing has provided a strategic framework for professionalism, which is used by officers constantly, but other than the framework that is taught whilst in training school, frontline officers don't have any input from the College of Policing, apart from National Centre for Applied Learning Technologies (NCALTS), which are online learning videos and PowerPoint presentations, which are compulsory but only to cover old ground and very rarely is a new e-learning package is released and are compulsory, with no additional e-learning being taught and no up skilling. The College of Policing are not seen by front line staff and are largely based online, other than higher management going to the College of Policing headquarters for meetings and seminars, and the learnings from the seminars then gets fed down to front line staff via emails and power point documents, which are largely ignored by front line staff as they are too busy to spend time reading/watching power point presentations and aren't allocated time to watch and engage with the power point and take any learnings from the presentation.

The College of Policing have laid the groundwork for officers to prosper and provide a professionalised service but remains largely unseen on the frontline. By implementing the degree entry level (PEQF), this entry level may put off the older applicants, due to the academic work and the stress that can bring. The degree

route and over-emphasis on the academic qualifications favours the younger applicants and those who don't necessarily have other distractions in their home life. This academic route is excluding applicants who have more life experience, who is invaluable in this job. Loftus (2010) have highlighted how policing culture has traditionally privileged "street sense" and practical know-how, as opposed to academic

As I'm finishing the probationary period, I am reflecting on what I have learnt through the College of Policing and how their principles and professionalism have taught me, and I will continue to use to develop into a more confident and competent officer. By adhering to the Code of Ethics and applying these values daily. Values such as fairness, respect and integrity in every interaction with the public, even when under extreme pressure will also be upheld. Referring to training school, where evidence-based decision making is taught and using this at every incident. I have also embraced the technological innovations and using these tools effectively. Using my Body Word Video, where I feel its required to improve transparency and making me accountable for my actions.

I have aligned my actions within the procedures and practices that College of Policing has set with in their strategic goals, proving to myself that I can shift from a probationer into a fully-fledged professional police officer. Using the framework that I have learnt, after finishing my probationary period, I would like to specialise into a different role and using the frameworks taught, will enhance me and my ability as an officer and hopefully make me a suitable candidate to a specialist role.

During the first year of my probationary period, the role was being mentored by an experienced officer, task driven, learning core skills and procedure but during the third year of my probationary period was a significant shift. I've been an independent officer since the end of my tutorship, and since being independent my decision making has massively improved, and I have taken greater responsibility within the team dynamic, with my personality dictating that I am one of the more vocal member of my team. I have massively improved on my paperwork, which took me a long time to get on top on with the demands of the job and my laid-back approach. After every incident I attend, I will have a reflective practice, whether that's with a colleague on the way back to the station, or if I take 10 minutes to myself to self-analyse my actions, my interactions and my decision-making at the incident. The more experienced I am becoming as an officer, the more I am using my discretion and using my rationale to dictate where I have made a certain decision. I have become noticeably confident with the decisions that I have made in the past and will continue to back my decisions going forward. I am now using my experience to help the younger serving officers and offering my guidance. The shift between the first year of being a probationer to the third-year probationer has been incredible, my knowledge has increased in measurably, I am scrolling the Code of Ethics as second nature and this helping me with my decision making. These are just some of the skills I have learnt that has made me the officer I am today.

To summarise, the College of Policing plays a vital strategic role in U.K policing, from laying frameworks that forces must adhere to or creating greater

professionalism via the Policing Education Qualifications Framework (PEQF) degree entry level. The College of Policing have promoted evidence-based practice and raised ethical standards throughout the U.K, they have also raised the bar in relation to the entry standards of becoming an officer. For a probationer in the final year, these strategic frameworks have taught me the practices expected by an officer, from being reactive to proactive and keeping professional standards high, but since leaving training school, where these frameworks were taught, except the compulsory online learning packages, frontline officers don't have much interaction with the College of Policing, due to financial constraints the forces are under or the lack of time to learn additional skills and knowledge due to operational demand. Research by Selby-Fell & Newton (2024) 'Key organisational constraints identified include limited awareness of/access to research evidence, lack of resources, capability concerns, and challenges related to organisational culture and leadership'.

2126 words

An effective answer in which you have evidenced an understanding of the role of the College of Policing and how it has impacted on your role as a front line police officer. You have also effectively reflected on your probationary period and identified how you have developed in the role to become a more effective police officer. However, you were required to reflect on a policing incident and incorporate this into your answer but this was not done.

**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 role of social media in policing has dramatically changed since social media was first invented to where social media is today. Police forces have integrated social media into their operational and strategic frameworks. Police forces now use platforms such as Twitter/X, Facebook, Instagram and YouTube to engage with communities, provide information, manage public perception and promote positives messages. This essay will explore the use of social media by police forces, analysing its effectiveness in community engagement, transparency and the negative effects of using these social media platforms. With its growing impact and reach, social media presents real opportunities but also poses challenges and is increasingly seen as a game changer for the police (The Police Foundation, 2014).

Social media emerged in the early 2000's as a personal communication tool but it has since expanded into a platform for police forces to provide and inform the public of issues and the goings on in their communities. It can also share real time information, responds to public concerns as a matter of urgency and reach its audience instantly. It may also be a positive way of connecting with members of the community who might otherwise be uninterested, or antagonistic, as noted by Knibbs (2013). Communities now expect police forces to be transparent, accessible and responsive and social media provides a way of police forces to engage and meet their expectations. Social media can also provide an opportunity for officers to show the 'human' side of policing and discuss the day-to-day incidents that make up an average day at work (Webster, 2013).

Police forces use a range of social media platforms such as Twitter/X. Twitter/X is used for real-time updates, public safety alerts, traffic incidents and emergency information. Twitter/X is used for broadcasting information quickly and engaging with the public in a concise format. 'Arguably the most high-profile example of the police using Twitter during a major incident occurred following the Boston marathon bombings in 2013. At every stage of the search for the suspect, the police kept the public informed using social media. The first official announcement that the suspect had been apprehended came from a Tweet' (Keller, 2013).

wording

Facebook is still the most used social media networking site globally and this helps police forces with community engagement and crime prevention tips. Facebook can provide longer form updates and can build relationship, Studies have shown that open communication can improve the levels of trust citizens have in their forces (Ruddell & Jones, 2013), It can also be used as a tool of sharing surveillance images or wanted persons, 'while an online presence which is interactive, rather than one which simply provides information, can create a personal connection with users and promote positive attitudes' (Briones et al, 2011). Users can use Facebook messenger to contact the police or can provide intelligence or information privately.

Instagram is a positive tool used by all departments of the police force. Instagram is especially popular among people under 35, who may not engage with traditional community meetings or even Facebook (Walker & Matsa, 2021) Every department have a dedicated Instagram account, which promote a positive side of the job. From accounts of Police Dogs, which promote the lighter side of policing as they post pictures and videos of the dog in action, to accounts of the Roads policing, who provide vital information, such as the fatal 4, 'speeding, driving under the influence of drink or drugs, not wearing a seatbelt and mobile phone use', (National Police Chiefs' Council, 2024) which can provide educational information. Instagram 'uniquely focuses on how these police professionals use visual tools, namely photographs, videos, emojis, infographics, memes and visual GIFs as part of their communicative police practices' (Jones et al., 2025). Public awareness campaigns – such as knife crime prevention or domestic violence awareness – benefit from Instagram's visual format.

'YouTube is classified as a content based social network. One of the key benefits is that content based social networks are usually accessible to all without necessity to create an account'. (Svobodová, 2016) Videos by police forces put onto YouTube can be viewed by anyone and everyone and can be longer in nature, so that more information can be passed via them. These videos generally be educational support videos, which can give step by step guide into elements like personal safety and what to do in an emergency. They also promote videos such as 'days in the life of a control room operator' they give an in depth look into the jobs that are undertaken other than frontline policing. On YouTube many videos also feature high-speed driving, the use of firearms, the demonstration of canine as well as special weapons and tactics units (Simpson, 2023) these videos offer the chance for the public to experience the high adrenaline pace that police operations can run at.

wording

One of the most impactful uses of social media by the police and the dissemination of real time information while they relate to public safety alerts traffic disruptions

missing persons or emergency response updates platform like Twitter/X for rapid broadcasting of critical information to a wide audience. For instance, during national disasters or large scale such terrorist attacks Boston Police Department (BPD) successfully used Twitter to keep the public informed about the status of the investigation, to calm nerves and request assistance and to correct mistaken information reported by the press (Davis, Alves & Sklansky, 2014) Social media clearly serves as a vital communication channel between the police and the public.

Social media allows the police to correct misinformation and prevent panic. In the age of viral fake news, the ability to swiftly counter false narratives is crucial, by verified police social media account providing a source of truth, enhancing public trust in reducing the spread of harmful rumours. June emergencies police agencies disseminate safety alerts on factual updates that came to misinformation (Lieberman, A, Koetzle, D and Sakiyama, M ,2020) Police forces use 'proactive measures to prevent the spread of rumours and false information by collaborating with social media platforms to implement algorithms that prioritize information, partnering with fact-checking organisations' (Alhajeri, A ,2024).

Beyond information dissemination social media plays a crucial role in computing community engagement. Traditional policing models often suffer from a lack of visibility and accessibility. Social media helps bridge this gap by enabling the police to maintain a constant interactive presence in the daily digital lives of community members. By sharing stories for community involvement highlighting officers work celebrating local events and respond to queries, police departments can humanise their image and foster stronger relationships with citizens.

More importantly, social media gives communities a voice. Citizens can raise concerns, report incidents or provide feedback directly to police forces. This is a two-way communication enhances the legitimacy of policing by aligning it more closely for their needs and values of the public. In communities where the trust in the police is low, social media offers a unique opportunity to rebuild relationships through transparency and responsiveness. Studies show that 'police departments that actively communicate with the public generate increased trust and cooperation' (Walsh & O'Connor, 2018).

wording Despite the advantages of social media in policing, several challenges remain. When significant concern involves privacy and surveillance. The monitoring of digital activity through use useful in crime detection, raises ethical questions regarding civil liberties (Ferguson, 2017). Research highlights the need for regulatory frameworks ensure responsible data collection prevent discriminatory practises (Williams, 2019). Police forces risk harm if social media engagement backfires. Controversial posts or misinterpreted interactions can lead the public backlash (Phillips and McCulloch, 2022). Police forces must employ strategic oversight and digital communications to mitigate potential harm.

Another challenge is misinformation or misinterpretation, poorly worded or inaccurate posting quickly go viral, damaging public trust required significant effort to correct while social media enhances transparency for, it also exposes law enforcement agencies to rapid disinformation campaigns undermine credibility (Kavanaugh et al, 2012). Developing counter strategies to address these issues

remain crucial for effective social media governance in policing, because misinformation spreads fast online, police forces must respond strategically and transparently to maintain public confidence and credibility, by providing accurate information and address rumours online and are corrected.

Effective social media engagement is not just about having accounts. It requires staff trained in communications, continuous monitoring and the best practice of managing social media accounts. According to Bullock et. al (2020), many forces lack the resources to sustain this, leading to irregular posting, slow responses, or reliance on generic content. Although social media enables a two-way communication, in theory most police forces accounts broadcast information and then don't engage in the comments section of the post, leaving the comment section an unruly place until the original post is removed. Ralph and Robinson (2023) argue that police social media strategies often fail to realise democratic ideals, instead prioritising organisational control and risk management. Marenin (1998) devised a model of democratic policing based on six equal core principles. The six principles include effectiveness, efficiency, accessibility, accountability, congruence and general order, these six principles can make police forces more accountable when using social media. Using these principles police forces can build trust and transparency, and social media offers a powerful platform to reinforce these principles and abide by them.

As a serving officer, who has requested the social media team to publish a post on all platforms, certain trends to be published, such as a road closure or asking for members of the public to avoid a certain area, these posts are an easy request to make via the control room, as these posts can have an immediate impact. However if you are looking for a post to be published about a missing person or asking for a information about a subject involved in an investigation or vital information surrounding an incident, this process can be quite tiresome. To request a social media post, the force dictates that all necessary actions are completed before even filling in the paperwork required to be sent to the social media team to be considered, then the paperwork will be reviewed by a member of the senior management team and if they believe more actions on the ground can be taken, then they will request that be actioned before the social media post being published. This can be a long-drawn-out process, with a lot of emails back and forth with the social media team.

Looking ahead, the role of social media in policing is likely to expand further. Advancements in artificial intelligence and data analytics will enhance the ability of police to monitor social media trends, predict crime hotspots and tailor engagement strategies. Virtual reality and immersive platforms may offer new ways for community interaction, training, and policy simulation. Police forces are now engaging with more immersive ways of communicating with followers on social media and this will keep developing. Posting content from specialist units and answering questions that are posed around that particular specialist unit and use it to debunk the myths that the general public have around police forces and how they operate.

An ongoing pattern is that police forces are using social media for gathering intelligence, spotting early signs of unrest in the community due to misinformation. The South Wales Argus reported the following in August (2025), It follows rumours

spreading fast on social media that the site was being used as an 'illegal migrant camp'. The rumours were swiftly squashed, as the site is being used legitimately as a permanent Traveller site. These rumours were spotted online and reported to Gwent Police, and as such the local neighbourhood policing team could act on these rumours, protect the site and try to educate the members of the public who came to "protest" against the site.

In conclusion, social media has become a fundamental component of modern-day policing providing police forces around the country with tools for sharing public information, community engagement and policies and procedures within the communities. Cartwright and Shaw (2020) research show that there is overwhelming support for the police's use of social media by the public. Platforms such as Instagram and TikTok humanised law enforcement by showcasing officers engaging in community activities (Goldsmith, 2015). These efforts promote transparency and challenge negative stereotypes associated with policing reinforcing the notion of law enforcement as a service-oriented institution (Crump, 2011) All the benefits of social media are evident and operational challenges persist. As the digital world continues to evolve so must the practises and strategies of police forces. Social media is not merely a communication tool to the space with public perceptions are shaped, relationships are built and the future of policing the contested and defined.

2100 words

An effective answer in which you have evidenced an understanding of how social media can be used and the risks and benefits of doing so. You briefly referred to having used social media but you needed to discuss a specific incident in more detail and reflect on how effective it was. You could also have discussed the risk of the misuse of social media on and off duty by police officers.

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 is a dynamic, fast paced and high stakes operational environment. These environments range from community engagements with elderly people to critical incidents involved in safety to members of the public. Effective police leadership must be adaptive be able to respond to the certain situations. This paper will analyse leadership strategies and theories developed to manage a range of scenarios in policing. The analysis will be framed around transformative leadership, situational leadership and leadership theories and will evaluate how these have been applied across different operational contexts including public order management, critical incidents and community policing.

To form a good leadership in police it needs both authority and informal influence. Three leadership theories offer insight into effective strategies. In policing transformational leadership introduced by Burns (1978) his theory values such integrity service and fairness. 'A transformational leader uses their charisma to engage others and establish connections that increase the level of employees' motivation. A transformational leader considers the needs of their staff members and figures out what motivates them' (Denton, 2020) This approach helps encompass the best other styles of leadership and valuing the importance of the other team members. This leadership style relies a lot on trust from all sides of the team with helps the team reach its full potential and helps all members of team feeling like they are having a positive contribution.

Hersey and Blanchard's model (1969) on situational leadership focuses on the needs to adapt leadership style based on members of the team's competence and commitment. In police operations this approach leads flexibility depending on the urgency and nature of the situation. Situational theory of leaders, which divides leadership into four over-arching behaviours: 'Telling'; 'Selling'; 'Participating' and 'Delegating' (Hersey & Blanchard, 1969) This theory is very ad-hoc and can be adapted for any incident or developing incidents, 'leaders that modify their behaviours to suit the context, including the years of experience, rank and role of their subordinates, may be most effective' (Campbell & Kodz, 2011).

Transactional leadership is perceived as an outdated leadership style that gives every member of the team a specific role. This model emphasises the chain of command, discipline and is a performance based. 'By promising rewards and benefits in exchange for tasks completed, transactional leaders are able to motivate subordinates and thereby achieve desired results' (Bass, 1990). Transactional leadership can have a positive influence in an emergency situation which requires immediate action that can be passed down the chain of command, doing what the leader wants is in the best interest of the followers, transactional leaders are powerful (Kuhnert & Lewis, 1987).

Routine operations and community policing form the backbone of the public service. Leadership in these contexts requires a strong emphasis on relationship building, communication and long-term problem solving. In community policing, the responsibility and onus is generally on Sergeants and Constables to take ownership of the local engagement initiatives. 'Law enforcement agencies should seriously consider cooperating if they want to enhance relations with the communities they serve. Both the community and the police must actively engage in this process' (Modise, 2023).

As a response officer, response officers use the above techniques and more whilst dealing with fast paced and dynamic incidents. All emergency incidents need to take ownership by officers, as this the best way to get hold of a situation quickly and calmly. Instantly as an officer, you will determine risk to yourself, risk to colleagues, risk to the public, whilst all actively listening to several people shouting at you and around you and officers are trying to gather information and intelligence about the current incident. Officers are constantly risk assessing, whether to call for back up, or from a specialist unit. Assess any victims with any injuries and apply first aid, if needed or calling an ambulance to attend the incident. Detain any suspects still at scene to prevent further escalation or negate any chance of the suspect fleeing the scene, all whilst updating the control room with all relevant updates. These are referred to as the golden hour, actions taken during an investigation must be proportionate to the crime or incident. Investigation relies on policing by consent, and the support and cooperation of victims, witnesses and the community (College of policing, 2024) These dynamic incidents are a regular occurrence in a day-to-day job as an officer, but these incidents are where you learn how to communicate with victims, suspects and colleagues and demonstrates your use of your leadership skills.

An incident where I used my leadership skills is when I was dispatched to a call near the town centre where a male had been assaulted with a weapon. The weapon used in the attack, at the time was unknown to us as that information hadn't been passed to the control room. The report was a male had been assaulted and had suffered some bad injuries. Not knowing the extent of the injuries, I took the defib from the secure unit just outside the station and made our way to the scene. As I was first on scene, I immediately took control. Leadership in policing is not confined to rank; it often arises in moments where initiative, calmness and decision-making are needed (Cockcroft, 2020).

As I arrived, I noticed a large group of young males were running away from the scene and a few bystanders trying to support the victim of the attack on the floor. The male was bleeding heavily from the back of his head and had a lot of lacerations to his face. My first instinct when approaching the male was to remain calm through my body language and my communication. I asked the bystanders to take a few steps back using a firm communication. I asked for the control room to ask the ambulance service for their attendance, and I reassured the injured male that they would be attending. I recognised that leadership involves taking ownership in the absence of clear direction (Pearson-Goff & Harrington, 2013) by establishing a sense of order, I created space and time for myself and my attending colleagues, who I knew were only minutes out from scene. Whilst waiting for my colleagues, I administered first aid to the male on the floor

When the additional units arrived, I delegated jobs to my colleagues. I tasked one with cordoning off an area to preserve the scene and any potential evidence. I asked other colleagues if they could continue to push the bystanders back to create room for the ambulance and instructed the other colleague to apply pressure to the wound on the back of the head. Research from Schaefer (2010) shows that officers who take initiative and provide structure can positively influence team performance, even without rank. Delegation at this point in time was crucial as I couldn't physically attend to every need but could ensure every task, I could think of was covered.

While waiting for the ambulance to turn up and provide additional treatment to the victim, a group of young males then appeared outside the cordon and one of the bystanders said that these were the group of young males who were stood around the male whilst he was on the ground. My colleagues instinctively began to look around to try and identify any offenders and/or weapons and one was ready to go and talk to the group of males. Plenty of risk could have been attributed with my colleague going to talk to the group as they could be unpredictable, and another situation could arise, and the injured male could be left vulnerable. I told my colleague assertively not to engage with the group of young males until the Ambulance arrive and any additional units. Effective leaders during crisis balance operational goals (catching offenders) with ethical duties (preserving life) (Johns & Jarvis, 2016) by holding officers at scene, this ensued that the victim got the best care it could, and no further incidents could arise.

When the ambulance and the paramedics arrived, I could relay the information I had received about the victim on the floor and tell them what sort of first aid I had given the victim. I then left them to do their job and then went and had a debrief with my colleagues. The group of young males had left the scene by the time the paramedics

had arrived, so all units stayed at designated job until the paramedics were ready to take the victim to hospital. A Sergeant had arrived during the paramedics working and I relayed all the information in a concise manner. When the Sergeant showed up, my role went from leader to team member as they took ownership of the incident and scene. The Sergeant then shifted his focus and the team's focus on the offender/s and developed a plan of trying to identify and locate the offender/s. Leadership sometimes means 'preparing the ground for others to lead more formally' (Metcalf & Dick, 2002). With the help of CCTV and first accounts from witnesses at scene, we were able to identify the offenders and were able to locate them to their home addresses later that evening and the clothes seized from the victim has confirmed the offender's presence during the incident.

During this incident I reflected a lot about how strong and decisive leadership can provide a positive and successful outcome. I proved to myself I could make clear and decisive decisions in quick succession, demonstrating that leadership is often about action when others hesitate (Adlam & Villars, 2003) to provide the best possible care for the victim and preserve a potential scene. I also learnt that effective communication with the victim, bystanders and colleagues helped the situation by providing clear and concise communication and instructions to all parties involved. Communication is perhaps one of the most important aspects of law enforcement.

I learnt a lot of lessons during this incident. I learnt that first responders can shape the outcome of an incident. By going in with strong leadership to any incident has shaped the officer I have become today; by using the confidence I gained from this incident and many others. My ability to delegate tasks out to colleagues under a stressful situation has also boosted my confidence. It also taught me that I have the ability to adapt at any given time during any complex or unpredictable environment by using tactical decision-making. Drawing on the training in first aid, public order and communication allowed me to act with confidence.

During this incident, I used a variety of different leadership styles. On being first to arrive at the scene, I used an autocratic style of leadership, as I had to manage the scene, the victim on the floor and then manage the member of the public. This style of leadership in the first instance 'makes decisions based solely on their judgement and perspectives' (AIHR, 2023). I did this by giving strict orders, by being firm and giving clear and concise directions. This style of leadership helped me take control of the scene and I could dictate to members of the public and later on when colleagues arrived to assist. After the paramedics had taken over the duty of care of the victim, my leadership style changed to a democratic style, as I could have a debrief with my colleagues and then we could share ideas and come up with a plan going forward. This helped take the pressure off of myself to make all the decisions and we could collaborate as a cohesion unit.

In conclusion, this incident provided a great insight on how to be brave, assertive and confident at a call. Using my communication skills with the general public, colleagues and other first responders, I had managed a highly dynamic and ever-changing scenario and was able to provide the best care for the victim and managed to preserve life. I received positive feedback from my superiors in relation to this

incident and proved that leadership can come from any rank by using communication tools.

2002 words

An effective answer in which you have evidenced an understanding of different leadership styles. You discussed transactional leadership but could also have discussed what transformational leadership is. You effectively reflected on an incident where you demonstrated leadership skills and discussed what you had learned from the experience.

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:

My three-year probation as a response officer has been a transformative period, marked by intense learning, emotional growth and professional judgement. Starting the role of a response officer came with many challenges, operational demands exposed to high stress situations, managing shift work and managing one's own workload. I've learned a lot during these three years, I have grown in confidence and competence, working within the organisation expectations and developing my own set of skills that have made me the officer I have become today. In this workbook, I will reflect on how coaching has helped and benefited me what has worked and what has not worked and how coaching can develop me further when going into different roles within the police force.

During my probation I have learned a huge amount about myself and how I have balanced fatherhood, shift work, university work and life. During my three-year probation, I would reflect on saying that the first six months out as a response officer was the hardest aspect of the three years. The first six months is where I learned the most, I had to develop my skills as an officer quite quickly and during the first six months is where I learned the most about the paperwork aspect of the job and how time consuming and monotonous that is. During the first six months, I struggled a lot with self-doubt, and I felt like I had imposter syndrome. 'Imposter syndrome creates a fear in an individual that they do not belong, and others who do belong will soon discover they are a fraud' (Uchiyama, 2020).

After my initial tutorship, I was moved stations. I needed to learn fast how another shift operate and my new shift had a lot more older people and longer in service officers than my older shift, and as someone who is in their mid-30s this has benefited me a lot more. The experience that existed on shift has helped nurture

and coach me through the rest of my probationary period, with their experience on shift and life experience benefitting me greatly, Birch (2025) agrees with the wealth of knowledge, skills and experience older police officers can offer the workplace. Peer coaching is also valuable, with peers offering advice and helping out with anything possible. Ladyshevsky (2006) suggests that peer coaching should be considered as a feasible strategy for enabling students to learn, and to critically reflect.

Coaching within the police force has increasingly been recognised as a vital tool for the development of officers beyond technical competence, whether that be Supervisory coaching, where feedback and guidance for my Sergeants during performance related meetings and when asking them for advice with one particular job, or just speaking to them about personal stuff. Skilled supervisors can also use coaching conversations to support staff to think about their own development (College of Policing, n.d.). External coaching/training is another technique that trains and develops officers. College of Policing form modules of learning online that have to be renewed yearly and are regularly promoting new modules of learning that need completing. External companies also provide training to police forces, which works within a group setting, with reflection sessions.

Coaching has helped me recognise both strength and weaknesses in my ability, particularly in stressful or complex situations (e.g. dealing with a mental health crisis, high tension interactions) reflecting on past incidents in coaching or debriefing sessions has improved my ability to choose responses rather than reacting impulsively. As my self-awareness increased so did my confidence in making decisions, communicating with vulnerable people, and liaising with partners. I have also found that my resilience has improved tenfold, the ability to bounce back after a difficult incident or difficult set of shifts. Cardwell & Wright (2023) notes that coaching support roles transition and personal resilience, especially in high pressure environments like policing.

Coaching has aided me to develop better listening skills, to ask better questions, to manage difficult conversations with victims and witnesses. It also helped me receive feedback more effectively, expressed concerns or needs, or collaborate more effectively with colleagues. These skills enhance not just how I interact, but how I am perceived which matters for trust, teamwork and credibility. Coaching has also helped me reflect on my own practises and this has helped me keep on track, stay motivated and value the accountability, integrity and honesty that the job requires and expects.

Through coaching, I have been able to replay and analyse real incidents, understand what went well, what could have been done differently, and to perfect behaviours. Coaching has also allowed me to internalise procedures, adopt tactics make better decisions in fast moving scenarios. It also helps me meet organisational expectations adhere to policy's, using correct paperwork, following health and safety rules, incident reporting and ensuring legal compliance. Supervisors coaching ensures that performance is checked documented and that I understand why is required from me. This has reduced mistakes, disciplinary risks, and improving reliability.

As my decision making during an incident has improved, I have found that I have received fewer complaints, and I have had better outcomes. This also means that I have become more efficient with my paperwork and investigations and coaching has meant that I have been more effective in my role and fulfil my immediate duties. My mentors have helped significantly with the paperwork aspect of the job, they have taught me a more efficient way of writing up some of the jobs we've attended, and they have also helped me with using the correct terminology and general guidance around this aspect of the job. This has also help me be aligned with the Code of Ethics, which are. Accountability, Integrity, Openness, Fairness, Leadership, Respect, Honesty, Objectivity and Selflessness (College of Policing, 2014). Being coached and seeing others being coached has built a culture where people feel supported. As colleagues and I have become more open to feedback and more collaborative in peer coaching. Working as a team and being coached as a team has also improved morale and helps develop competent and confident officers.

There are many mechanisms of coaching which have aided my learning performance, having after action, debriefs, reviewing calls and incidents being observed and then getting feedback has accelerated my learning. It enables me to see what I did versus what I could have done differently. A reflective practice has helped sypher what went well and understand what mistakes were made and how to better them next time. Thus, reflection supports the integration of theory and practice and should be encouraged as a method of developing coaching practice (Thompson & Pascal, 2012).

Coaching has supported skills developments operational and procedural skills, including the use of taser, first aid and soft skills such as communication negotiation and empathy. Coaching of this standard is often personalised as its individual and the coach can target individual gaps and help build competence with using these skills. Research by the Institute of Coaching (n.d.), suggest that the benefit of coaching in organisations helps identify both organisational and individual strength and development opportunities and house identify and develop high potential employees. Coaching has made me feel invested in when a coach or a mental takes it time to help you grow and feel valued, it also gives me internal motivation to improve and try and coach newer officers. Even though I'm very young in service, I have a fair amount of life experience, and I like to pass that wisdom onto younger and newer officers. When I started my taser training, the coaching staff helped me with the understanding the importance and accountability of carrying a taser and the importance of using this piece of equipment. During taser training, even though conducted under health and safety rules, the coaching staff put you in circumstances where they put under an extreme amount of pressure and require you to make a spilt second decision and undertaking this training, helped me become a more rounded officer.

Coaching has helped me meet and align with and contribute with organisational objectives, by aligning my personal goals with organisational priorities, extra coaching sessions have helped me unpack what the organisation expects from myself what is good and what is bad and how my performance meets the organisational principles. Coaching has helped improve consistency, enforce

standards, consistent response times, documentation and paperwork. By proving my consistency, I can also contribute to the organisations want for continuous improvement as I have improved, I have shared my learnings, helped peers and spread improvements across my shift.

Not all the coaching and I have received has been perfect. During my time as a response officer I had several response sergeants, all response Sergeants have different coaching and mentoring standards, and some response Sergeants feedback is vague and inconsistent. Some Response Sergeants didn't do a monthly review, so feedback and mentoring was non-existent. The nature of policing means balancing busy shifts, back-to-back emergencies and not a lot of spare time, meant that sometimes there was little opportunity to reflect and debrief after an incident, this limits the learning the process and the ability to absorb knowledge from experienced officers.

I was being coached by younger in age officers and sometimes I felt that because they struggled with giving me feedback and offering advice if I didn't ask for it. I felt that a younger but more experienced officer struggled with speaking to an older in-service officer, and this was a bit of a barrier between my tutor and I and I feel like I missed out on valuable learning. Being coached also requires accepting that you will make mistakes and learning from them, which can be emotional and physically draining, as you want to learn as much as you can but making mistakes, for me can be tough to take and can be demoralising.

In summary, over my three years of probation officer, coaching has been one of the most crucial factors and transformative in my development and growth. It has helped me grow in skills, judgement, confidence and alignment with organisational values. It supported me in meeting personal and professional goals, improve performance and contribute to a broader organisational aims of legitimacy, efficiency and quality of service. The first few months were quite overwhelming, with the fast-paced learning, volume of calls, getting used to shift work and understanding how to complete paperwork to the organisation's standard. I had worked hard on making plenty of notes of feedback that I could always refer back to and that could assist me going forward into my policing career. After a year of being on response, I have become a competent and confident officer, with my ability at live calls, being my strongest suit but still struggled with the paperwork side of the job. I worked extremely hard to improve that aspect of my job and still to this day, work hard on improving my write ups. Now it's coming to the end of my probationary period, I have matured into a confident response officer, with the ability not just to respond, but also have the ability to lead and mentor younger in-service officers.

For the future I would like to keep having structured coaching sessions to push for more opportunities, especially in complex areas. I will still use my own reflective practise and ask those around me to give me feedback and analyse me as an officer. I am also looking to become a tutor myself after I have passed my three-year probationary so that I could pass down my knowledge to a new officer. Even though the coaching has not been perfect, the benefits I have gained from coaching has been invaluable and I plan to maintain my consistency and performance.

1953 words

An effective answer in which you have reflected on your probationary period and discussed how you have developed in the role and benefitted from coaching. You could have made a distinction between coaching and mentoring and referred to a coaching model such as GROW.

Literature

You have used a suitable range of resources which have been appropriately referenced.

Knowledge and Understanding

You have evidenced a good level of knowledge and understanding of the key issues in each task.

Cognitive Skills

You have evidenced that you have reflected on your experiences to identify the lessons you have learned.

Practical & Transferrable Skills

The workbook has been written and presented to a good overall standard. However, there were some wording errors evident which could have been eliminated through effective proof reading prior to submission.

Alex - well done on completing the workbook to a good overall standard. The tasks have been well written and presented although tasks 1 & 2 did require you to reflect on a policing incident which was not done. As this is a resubmission, the mark is capped at 40 although the workbook was worthy of a mark higher than this. Thanks.

HM

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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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