

BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

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

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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	Total	8000

Task 1

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

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

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

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

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

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

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

ANSWER:

After being established in 2012, the College of Policing aims to professionalise the police service in the United Kingdom by providing police officers and police staff with the necessary skillsets and knowledge to conduct core duties, such as crime prevention and securing public trust (Home Office, 2016). The College of Policing's guidance is therefore something that I am to work towards as a professional police officer, and I use the policies it has created each day I work. For example, the ethical policing principles and the Code of Ethics (College of Policing, 2024). Within this essay, I will critically reflect on how the College of Policing is working to professionalise policing in the United Kingdom and how I am playing an active role in ensuring I am as professional as possible as a police officer. I will also analyse

how my role as a police officer has changed during the last year of my probation. Research conducted into these areas will be referenced throughout and I will evaluate on my experiences using the Gibbs Reflective Model (The University of Edinburgh, 2024).

The College of Policing created the Code of Ethics (College of Policing, 2024) to assist police officers and police staff to make decisions and help those involved in policing to do the correct things for the right reasons. Research conducted by (Westmarland and Rowe, 2016) explores how the Code of Ethics makes it a strict requirement for police officers to report poor behaviour and breaches of the code using the appropriate means. This therefore means that by introducing a code where police officers and police staff are obliged to report behaviour that does not fall in line with the code, the service will be viewed as more professional and therefore the public can trust the service more to do the right thing. However, not every case of relevant behaviour is reported. This is evidenced in the Angiolini report (Angiolini, 2024), that investigates the tragic events involving Sarah Everard and an ex-police officer Wayne Couzens. The report demonstrates how even though there is a code in place to report behaviour that falls below that expected of a police officer, many of Couzens' colleagues knew about incidents that should have been reported but chose not to. (Angiolini, 2024) states,

“As long as vile behaviour and deeply abusive language are normalised and accepted as ‘banter’ in policing culture and elsewhere, people like Couzens will be able to continue to commit atrocious crimes undetected”.

This finding clearly shows that although required to do so by the Code of Ethics (Westmarland and Rowe, 2016), police officers and police staff are still failing to report behaviour that needs to be reported and subsequently diminishes the public trust in the police service. This will also lead to a perceived lack of professionalism within the police. Although extensive research has been conducted on specific high-profile cases such as Wayne Couzens, the report fails to address the specific reasons why colleagues of Couzens failed to follow the code implemented by the College of Policing. Whilst there are clear high-profile incidents that demonstrate a lack of compliance with the Code of Ethics, serious considerations should be made for further robust research to be carried out so that the police service can better understand the fundamental reasons why police officers and police staff choose to neglect this critical element of the Code of Ethics, as this will enable the College of Policing to adapt their strategies in professionalising the police service in the United Kingdom.

The College of Policing has also implemented a range of policies called Authorised Professional Practise in its approach to strategically professionalise the police service in the United Kingdom (College of Policing, 2024). The College of Policing has created guidance in various key areas of policing to strategically assist in the standardisation and therefore professionalism of policing practise. An example of which is the Authorised Professional Practise into police vetting (College of Policing, 2024). This document clearly sets out the minimum requirements of police services across the United Kingdom in respect of vetting and explicitly outlines the importance of adhering to the standards and procedures implemented. Failure to do

so would risk safety, trust, and confidence in the police from the public; ultimately diminishing the professionalism of the police.

However, a recent case involving a Metropolitan Police Sergeant has raised concerns over the Authorised Professional Practise into vetting. The case of Lino Di Maria and the Commissioner of the Police of the Metropolis (Di Maria V Met Police and Ors, [2025]) explored how Di Maria had his vetting clearance revoked following a historic allegation against him of inappropriate sexual behaviour. The contents of this report are in clear contrast to those made by the College of Policing (College of Policing, 2024), where (Di Maria V Met Police and Ors, [2025]) raises that the Authorised Professional Practise into vetting breaches a person's rights under Article 6 of ECHR (Goss, 2023). (Di Maria V Met Police and Ors, [2025]) also raises a concern that the Metropolitan Police failed to adhere to the Authorised Professional Practise for vetting by reviewing Di Maria's vetting following a no case to answer decision. This will therefore raise significant issues for the College of Policing in professionalising policing by means of Authorised Professional Practise. Whilst the use of Authorised Professional Practise for vetting clearly states the guidance and the risks of it not being conformed to, the case of Di Maria (Di Maria V Met Police and Ors, [2025]) raises serious legal concerns over its implementation as well as how the Metropolitan Police failed to conform to the code properly. This means that whilst the College of Policing is attempting to strategically implement policies and procedures to professionalise the police service, its attempts are being legally and therefore publicly challenged, which will likely have the effect of diminishing public confidence. The college's efforts are also, therefore, being challenged as to whether they are improving the professionalism of the police.

The College of Policing, therefore, can be considered to play a key strategic role in professionalising the police service in the United Kingdom. The College have implemented key practises such as the Code of Ethics (Westmarland and Rowe, 2016) that aim to professionalise the behaviour of every person working for the police. The College has also implemented Authorised Professional Practise (College of Policing, 2024) within key areas of policing to strategically ensure the response to various incidents or tasks are as professional as possible. However, for these policies and procedures to improve the professionalism of policing in the United Kingdom, they need to be always adhered to. Therefore, whilst the College of Policing plays a significant strategic role in professionalising policing, police officers and staff are equally as responsible by ensuring they follow the policies and procedures implemented.

As I progress through my final year of probation, I am committed to maintaining the highest professional standards expected of me in my role as a police officer. This includes adapting to new policies and procedures that are being introduced as part of the Policing Vision 2025 (National Police Chiefs' Council, 2016). This strategic framework, developed by the National Police Chiefs' Council, outlines the future direction of policing in the United Kingdom that focuses on public safety, trust, and adapting to modern technology. It aims to serve as a foundation for shaping an effective, accountable, and forward-thinking police services that upholds public confidence, while ensuring the safety and security of the communities they serve. This means that officers like me need to work towards this framework to fulfil the role of a modern professional police officer.

Part of the Policing Vision 2025 (National Police Chiefs' Council, 2016) is to ensure police services utilise technology efficiently in order to prevent crime. This is a particularly important aim because the HMICFRS (His Majesty's Inspectorate of Constabulary and Fire & Rescue Services) has published that a vast majority of crimes committed today have a digital footprint, and the use of electronic evidence is part of almost all criminal activities. This therefore means that modern, professional police officers need to be acutely aware of digital evidence and proficient in its recovery and use. I am therefore becoming more confident in identifying sources of digital evidence that can assist me in not only detecting crime that has been reported, but also in crime prevention.

A key example of my use of technology in crime prevention occurred during high-visibility patrols in my designated policing area. The primary purpose of these patrols was to enhance community engagement and public confidence, aligning with the objectives of the Policing Vision 2025 (National Police Chiefs' Council, 2016). Whilst on patrol, I identified a vehicle displaying a non-compliant number plate, which subsequently raised my professional curiosity. Utilizing digital national records, I conducted a vehicle check, revealing that the registration was linked to a vehicle registered outside my force area. Furthermore, a discrepancy was identified between the Vehicle Identification Number (VIN) and the official records, prompting further investigation. The vehicle was soon suspected to be a cloned vehicle that lacked valid insurance, road tax, and MOT certificate. To further investigate, I utilised Automatic Number Plate Recognition (ANPR) technology (Lubna, Mufti, & Shah, 2021), which employs strategically positioned cameras to capture and record

passing vehicles. Therefore, this digital evidence technology is particularly effective in identifying discrepancies in vehicle location and movements, making it an extremely valuable tool in detecting cloned vehicles. By effectively and proactively utilising digital evidence, I was able to identify and subsequently seize the illegal cloned vehicle, preventing its potential involvement in road-related offences.

To reflect on my experience of utilising technology as a professional police officer, it was an invaluable tool to assist me in preventing crime from happening in accordance with the Policing Vision 2025 (National Police Chiefs' Council, 2016). By effectively using digital records as well as using ANPR data (Lubna, Mufti, & Shah, 2021) I was able to effectively disrupt criminality by ensuring a vehicle that was not fit to be on the road was seized. I was later given praise for this and thanked for being proactive within the community. However, the true owner of the vehicle could not be established, and neither could the main driver of the vehicle. This means that, even though an illegal vehicle had been removed from the streets, there was still a person who wanted to evade the law who is unpunished for their actions. I believe the use of technology such as ANPR (Lubna, Mufti, & Shah, 2021) was key to this investigation as it enabled me to identify the vehicle had clearly been cloned. The data it held was invaluable to the outcome. As a result of this incident, I have learned the importance of utilising digital evidence to assist in investigations and also using multiple sources to come to a sensible conclusion. If I were to come across a vehicle such as this one again, I would consider liaising with my supervisor regarding what to do, as submitting intelligence on the vehicle would utilise the marker function of ANPR (Lubna, Mufti, & Shah, 2021), meaning the vehicle would

be stopped with a driver. Police would therefore have a person responsible for the crimes and punish them appropriately.

To conclude, the College of Policing was established to professionalise policing in the United Kingdom (Home Office, 2016). It does this in many ways, with two methods being the introduction of the Code of Ethics (College of Policing, 2024) to assist police officers and police staff in making decisions, as well as Authorised Professional Practise (College of Policing, 2024) to ensure tasks are consistently completed to the highest of standards. As part of my role as a professional police officer, I have used technological advancements in evidence gathering to assist in reaching the goals in the Policing Vision 2025 (National Police Chiefs' Council, 2016) as well as to promote proactive working to prevent crime from happening in the first place.

Word count: 1995

**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:

Social media is something that is used every day by billions of people all across the globe (Montag and Hegelich, 2020) and it is no surprise that police services across the United Kingdom are keen to utilise its potential. The integration of social media into modern policing has transformed the way police services across the United Kingdom agencies engage with the public and disseminate important information. Social media platforms such as Facebook, X (formerly Twitter), and TikTok have provided police forces with a plethora of opportunities to enhance their ability to communicate effectively with the communities they serve, encourage community engagement, and increase overall transparency. However, while social media offers significant advantages such as real-time information sharing, cost-effectiveness, and increased public interaction (Ralph and Robinson, 2023) it also presents challenges, including misinformation and public perception concerns.

Within this essay I will look to critically evaluate my own experience with the use of social media in policing, assessing both its benefits and limitations in informing and engaging with the community. Drawing on relevant academic literature and policy frameworks, such as the Policing Vision 2025 (National Police Chiefs' Council, 2016), my analysis will consider the effectiveness of different platforms, and the potential risks associated with online policing initiatives. By examining these factors, this essay will explore whether social media serves as an effective tool for modern law enforcement or if its challenges outweigh its benefits. I will then reflect on my personal experience of using social media in policing using the Gibbs reflective model (The University of Edinburgh, 2024).

If you use social media, you will find police service across the United Kingdom have their own pages that they use to communicate various messages to the public about the work they are doing or about things they believe the public need to be aware about. There are many advantages to using social media to disseminate information to the public but there are also many disadvantages of doing so. One such advantage to police services using social media is that it demonstrates the transparent nature of policing. Such evidence was found by Ralph and Robinson (2023), who identified that the use of social media by police meant that the public felt more connected to what was going on within their community. The information was readily available, easy to access and enabled the police to reach significantly more people than methods previously utilised. This demonstrates that the use of social media by police is also engaging with the Peelian principles (Law Enforcement Action Partnership, 2024). By police services connecting with

communities using social media, they will feel more connected with their respective police service and feel as if they are able to contribute to the policing strategy.

A key advantage of police services utilising social media for community engagement is how cost effective it can be. The Policing Vision 2025 (National Police Chiefs' Council, 2016) clearly states the need for police services to deliver not only an effective service, but also a financially stable one. Compared to traditional advertising methods, where television advertising costs range between £1,000 and £2,000 per slot (TV Advertising Agency, 2021), social media provides a seemingly higher level of engagement due to its significantly lower cost and superior audience reach.

However, while social media offers a cost-effective alternative, it is not without hidden operational costs. The need for dedicated digital teams, content moderation, and crisis communication strategies can place significant demands on already stretched resources. Furthermore, reliance on social media as a primary engagement tool assumes equal digital access, yet studies suggest that digital exclusion remains a barrier for certain demographics, particularly older and socioeconomically disadvantaged groups (Helsper, 2021).

In addition to cost, the instantaneous nature of social media is particularly advantageous in crisis situations, allowing for rapid dissemination of information. Unlike traditional advertising, which requires extensive production time, a social media update can be composed and published within minutes. However, this immediacy also carries risks, as unverified or poorly worded posts can escalate

misinformation, undermine public confidence, or even compromise ongoing investigations. Thus, while social media presents clear financial and operational benefits, its effectiveness is contingent on strategic oversight, ensuring that speed does not come at the expense of accuracy and public trust (de Maillard and Savage, 2017).

While social media provides police services with an accessible platform for community engagement, it is not always the most effective method for disseminating information across a diverse range of audiences. Research indicates that social media usage is predominantly skewed toward younger generations, with the average age of users decreasing each year (Elkatmış, 2024). Platforms such as Instagram and TikTok have gained significant popularity among younger audiences, prompting police services to adopt these apps to promote and improve community engagement (Ralph & Robinson, 2023). However, this strategic adaptation presents both opportunities and challenges.

A key concern is the potential tension between the professional nature of police work and the desire to engage with younger audiences. To effectively engage younger audiences, police services often tailor content to align with the informal and entertainment driven nature of these platforms. While this approach may enhance outreach and foster positive perceptions among young people, it risks diminishing the perceived professionalism and legitimacy of the police service, particularly among older generations (Ralph & Robinson, 2023). This causes friction with the aims and objectives of the Policing Vision 2025 (National Police Chiefs' Council,

2016), which emphasises the importance of maintaining public confidence in policing by being professional.

Furthermore, the informal nature of some police-generated content on platforms like TikTok has led to criticisms of "performative policing", where engagement efforts prioritize virality over substantive public service messaging (de Maillard and Savage, 2017) . Older generations, who may place greater value on traditional forms of communication and authoritative presence, can perceive such content as trivialising the role of their police service (Ralph & Robinson, 2023). This raises concerns about how police services want to identify themselves, and questions the credibility into the extent police services prioritise digital engagement at the potential expense of their broader public perception.

Effective utilisation of social media in police investigations can be an invaluable method of obtaining information from the public. An example of when social media enquiries would be used by police would be when looking for a missing person. Social media platforms such as X, previously called Twitter, enable police services to quickly disseminate information such as an identifying photo and details on where the missing person was last seen. The usefulness of disseminating information on apps such as X was demonstrated through research conducted in Canada (Ferguson and Soave, 2020), where it was found that the functions found on social media platforms such as liking, reposts and comments, drastically improved the likelihood of the social media appeal being successful in locating the missing person in question.

I have had a personal experience with the use of social media in assisting me with locating a high risk missing person. A call was received to the police to report a young boy had gone missing, and he had stated that he was no longer happy with who he was. He had stated to his parents that the only way he could feel better about himself was by killing himself. This was severely out of character for him, and he had never made threats to end his life in the past. After collecting all the relevant information such as when he was last seen as well as collecting a recent photo, his parents authorised me to submit his details on the force social media platforms. I knew at this time that the ability to circulate his details on social media would be incredibly valuable to the investigation, as there are only so many police officers working at any given time. Using the public to help search for him and relying on them to contact us if they identified any leads to his whereabouts was paramount because of how out of character this was for him. The ability to circulate his details on social media meant my police force could take advantage of the Peelian principles (Law Enforcement Action Partnership, 2024), specifically principle seven which states that the police are the public and the public are the police.

As a result of circulating the missing boy's details on social media, a member of the public was able to identify him and call 999 to state she had seen him. Police officers were subsequently able to use the information that the member of public gave and were able to successfully locate him. Fortunately, the boy was safe, well and had not come to any harm. The success of the missing person search was likely due to the unique capabilities of social media enquiries, mainly that the dissemination of information is incredibly fast and can be shared quickly by social media users (Ferguson and Soave, 2020). The member of public that called police did not follow

my police force on social media, however one of her friends on Facebook had shared our post asking for people to look for the boy. This only serves as testament to the effectiveness of social media as a policing tool as when used properly and effectively, social media can dramatically reduce the length of time needed for enquiries and, as in this occasion, potentially saved a life in doing so.

During the missing person investigation, I felt that it was vital to disseminate the relevant information on social media as soon as possible, as this would likely result in the missing boy being found faster. I felt from previous experiences in seeing missing persons appeals on social media that this would likely be the most likely way that he would be located. I still feel that the use of social media in this investigation was the key in locating the missing boy so fast, and without it we likely would not have found him for a significant length of time. The fast response of the social media team meant that the picture of the missing boy was circulated on force social media very quickly, and it was made captivating to ensure members of the public shared the post. Ultimately, the functions of social media enabled the post to be shared outside of the force following, further expanding the audience of the post. The rapid dissemination and sharing of information that is directly associated with social media (Özkent, 2022) ultimately resulted in the missing boy being found safe and well. This incident taught me the importance of effective social media use and how quickly details can be shared. It has also taught me the importance of community involvement and how sticking to the Peelian principles (Law Enforcement Action Partnership, 2024) assists greatly in resolving policing incidents in the United Kingdom.

To conclude, social media plays a significant role in modern day policing. When used correctly, the information disseminated can reach a large target audience very quickly and can play a massive role in time-critical incidents such as high risk missing people. However, police forces should use caution when using social media and avoid diminishing the professionalism of the police force by tailoring its social media posts to a young audience so that the perception of older generations is left untarnished (Ralph & Robinson, 2023). Finally, my personal experience with social media in policing enabled me to locate a high-risk missing boy who had intentions on killing himself. The boy was located due to a social media post being shared, and a member of the public sighting him. This goes to show that the effective use of social media plays a key part in modern day policing.

Word count: 1943

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:

Police officers need to have a natural ability to lead a team or group of people in often complex environments (de Moura et al., 2022). There are many different leadership styles that a police officer can use, and each has its own advantages and disadvantages (Bwalya, 2023). I have personally learned this as part of my probation as a police officer and I have attended a range of incidents where different leadership styles are needed. This essay will explore autocratic leadership (Bwalya, 2023) and its usefulness in situations where immediate control is needed. It will also explore transformational leadership (Deng et al., 2022) and how this is particularly useful in forming cooperative bonds within a team or community, in order to come to a successful resolution. I will provide an example of where I have had to use each

of these leadership styles and I will reflect on my experience of each using the Gibbs reflective model (The University of Edinburgh, 2024).

Flexibility in leadership when you are a police officer is critical if you are going to be successful. According to Bwalya (2023) there are multiple different styles of leadership, and each one has its own set of advantages and disadvantages. The first leadership style I will discuss is called autocratic leadership (Bwalya, 2023). This style of leadership is commonly associated with police officers and typically involves the leader holding absolute control over the situation. It is often found within police services due to their hierarchical structure and relies on a central leader directing a group of people to achieve a set task (Pizzolitto, Verna and Venditti, 2022). This would therefore indicate that this type of leadership would typically be demonstrated by officers of more senior ranks, who are in control of local priorities, but could also be used by police officers when dealing with dynamic and fast-paced incidents that require a clear initial command structure.

An example of when I had to demonstrate autocratic leadership was when I dealt with a male who I suspected to be guilty of driving whilst over the specified limit of alcohol. From checking digital records, the male who I suspected to be the driver was disqualified from driving due to driving whilst over the prescribed limit for alcohol. On his previous arrest for this he became combative with officers and tried to drive away. After driving down a main road whilst almost colliding with multiple parked vehicles, I utilised my blue lights to instruct the driver to pull over in a safe place. At this time, I was single crewed, so I did not have any other colleagues around me to help control the situation. Winograd et al (2017) demonstrates why it

is important to be aware of a person who is drunk as their personality can differ greatly when under the influence of alcohol. When intoxicated, people can become unpredictable and act in ways that would not be seen to be rational if they were to be in a sober state (Winograd et al., 2017).

With this in mind, I recognised the importance of approaching the situation with caution and with careful planning. To ensure I was as prepared as possible, I applied the National Decision Model (NDM) (College of Policing, 2024), allowing me to take appropriate action while minimising risk to myself, the driver, and the reputation of the police service. In formulating my approach, I determined that it was essential to engage with the male in a manner that would limit escalation, reduce the possibility of confrontation, and eliminate any opportunity for him to evade the situation by driving away. As I approached the vehicle, I provided the driver with clear, firm instructions consistent with an autocratic leadership style (Bwalya, 2023) while informing him that the interaction was being recorded for both his safety and for my own. By maintaining a composed yet authoritative presence, I was able to establish positive control over both the male and the vehicle, ensuring the situation remained stable until additional officers arrived to provide further assistance.

During my encounter with the male, I felt that I needed to gain positive control quickly so that the situation couldn't escalate. I thought about the way I should approach the situation and decided that a firm but clear approach was required so that the situation couldn't escalate. After approaching the male in his vehicle and giving him firm but clear instructions, I felt that I had control over the situation until further officers arrived. I felt that my approach minimised the risk to me.

Upon reflection, I felt that by taking positive control early and using a more authoritative leadership style greatly assisted me in maintaining control throughout the encounter until additional officers arrived. Using an autocratic leadership style can be very effective in obtaining short-term results, with individuals who are assigned a task being initially motivated to comply (Pizzolitto, Verna and Venditti, 2022). The male listened to me and complied with the instructions I gave to him; however, he was initially resistant to do so. I believe this could be because of the nature of the leadership style I decided to use. Using an autocratic leadership style can often invoke a tense environment (Bwalya, 2023) which, in turn, likely made the male want to become more defensive. However, from the incident I learned that by taking immediate control using the autocratic leadership style enabled me to manage the situation and ensured the male did not attempt to drive away again. This enabled me to conduct an effective arrest of the male. If I were to be in a similar situation again, I would likely approach the vehicle with a different mindset and utilising a different leadership style that encourages both parties to work together to form a solution to the problem at hand.

Another style of leadership that is often seen to be used by police officers is called transformational leadership (Deng et al., 2022). Transformational leadership aims to motivate team members by the leader acting as a role model, rather than a hierarchical figure as is seen in autocratic leadership (Bwalya, 2023). Transformational leadership plays a key part in modern day policing because it is strongly linked with job satisfaction and performance (Deng et al., 2022). This, therefore, can be translated into potentially better cooperation from members of the

public towards police officers when they attend an incident. It can also be beneficial in policing to help foster positive working relations with colleagues. It can be seen from research conducted by Pepper, Brown and Stubbs (2021) that there is an increasing number of student officers joining the police service, of which I am one of them, with it being predicted that a considerable majority of police officers conducting response duties will be student officers. This therefore means that there will be a large number of student officers who will require more guidance from officers with more experience. In order for those students to learn, it has been found that a transformational leadership style fosters a more productive learning environment (Deng et al., 2022) meaning that student officers can become their best selves and go on to become role models for student officers joining the police service in the future.

However, transformational leadership (Deng et al., 2022) is not always the most appropriate leadership style in policing. Studies have shown that whilst the very nature of transformational leadership (Deng et al., 2022) involves fostering strong connections to a leader, this can cause an overdependence on a single leader, therefore making the team or organisation excessively vulnerable to instability when a change of leadership is made (Khan et al., 2020). This therefore indicates that whilst a transformational leader is initially beneficial for a team, if they are taken away from the team setting then the rest of the team becomes inherently unstable, potentially risking damaging the team cohesion that had been built previously. This can be damaging to a police team environment, for example, as team cohesion is vital for effective and efficient teamwork. However, incidents that police officers attend rarely last more than a couple of hours, meaning that the hypothetical team

consisting of the police officers and members of public involved not only don't have enough time to form a team bond capable of being damaged (DeAngelo, Toger and Sarit Weisburd, 2023) but also have no intention of forming a permanent team-working environment.

An example of where I needed to use transformational leadership (Deng et al., 2022) was when I responded to an incident where a vulnerable female had assaulted a member of hospital nursing staff whilst they were restraining her. The female had been self-harming in a clear attempt to end her life, so action needed to be taken to prevent her from doing so. The female had bitten the member of staff causing him to bleed during the restraint. Upon police arrival, the female was still agitated and did not want to see police officers. By building a relationship with the female, explaining that I was not there to get her into trouble and that I was there to help everybody managed to calm her down to a state where she would open up to me. By using the fundamentals of building a positive relationship and inspiring individuals that are both key to transformational leadership (Deng et al., 2022), I was able to reason with the female and de-escalate the situation. The female then became more open to my explanations about why what she did was wrong, and that her reaction was not appropriate. The female later went on to apologise to the member of staff she assaulted.

Looking back on the incident, I feel that I my choice of leadership style was appropriate and just for the situation. Due to the mental health concerns of the female, I knew I had to be approachable and open with her, otherwise I would not be able to build a positive relationship. I feel that other members of staff appreciated

the way I spoke with the female, encouraging her to open up and feel comfortable speaking with me.

After the incident, the nursing staff thanked me for being so understanding with her and said that my attitude towards her was likely the reason she calmed down so quickly. I think I was able to effectively utilise the transformational leadership (Deng et al., 2022) style in this incident as I was able to effectively and efficiently resolve the matter without any further injury or violence. By acting as a role model towards the female and remaining calm about the situation, I believe this impacted her views on the incident. Being a role model is an important part of transformational leadership to enable positive bonds to be made (Bwalya, 2023) and I firmly believe that using this leadership model enabled me to deescalate the incident to a point where all persons involved became rational and understanding. From being able to utilise this leadership style in this incident, I have learnt the importance of being able to be flexible within my leadership style, so that I can get the best out of each situation I am faced with. Using the autocratic leadership (Bwalya, 2023) model would have likely caused the female to completely shut down as it does not enable each person to develop a trusting bond.

To conclude, I have had to learn and adapt to multiple leadership styles during my role as a police officer. I have also had to be flexible in the way I manage situations so that I can employ the best leadership style for that situation. I have been able to develop leadership skills by using an autocratic leadership style (Bwalya, 2023) when immediate control is required, all the way to a transformational leadership style (Deng et al., 2022) where I have been able to act as a role model, and utilised the

power of teamwork when positive bonds and relations need to be made to secure a positive outcome. However, each leadership style has its place, and not one single style of leadership is suitable for every incident I attend as a police officer.

Word count: 2025

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:

After the theoretical knowledge instruction that is provided at the beginning of your time as a police officer, you then need to put that into practise and have practical instruction within the community. This is then the beginning of a three-year probation period, where you quickly learn how to be a police officer whilst surrounded by your colleagues. This essay will look at methods in I was taught during my probation and how my colleagues and tutors supported me along my journey to becoming a modern professional police officer. I will look at how mentoring (Gehreke, Schilling and Kauffeld, 2024) and coaching (Stokes, Fatien Diochon and Otter, 2020) played a part in my development as a police officer and how these combined with effective feedback shaped me into an officer that fits the Policing Vision 2025 (National Police Chief's Council, 2016). I will also reflect on my tutorship experience using the Gibbs reflective model (The University of Edinburgh, 2024) and explore how this small period has shaped me throughout my three year probation.

Mentoring is regarded as a crucial component of professional learning and development such as that found in the police service. According to Gehreke, Schilling, and Kauffeld (2024), mentoring involves a more experienced team member guiding a less experienced colleague to build their skills over an extended period of time. This definition aligns with the structured learning processes within policing, particularly during the probationary period, where student officers rely on the knowledge and guidance of experienced colleagues (Pepper, Brown and Stubbs, 2021). However, mentoring extends beyond simply transferring technical skills, it also fosters professional identity, critical thinking, and decision-making in high-pressure environments (Gehreke, Schilling and Kauffeld, 2024).

Furthermore, mentoring is not merely about passing down knowledge but also about instilling professional values, ethical reasoning, and resilience (Gehreke, Schilling, & Kauffeld, 2024). In a policing context, this is particularly significant given the complexity of the role performed, where officers must be critically aware of legal frameworks, the expectations of the public, and operational challenges. The process of learning through mentoring is not always direct as it is influenced by the mentor's approach, the mentee's willingness to engage, and the broader organisational culture (Tyler and McKenzie, 2011). While mentorship provides valuable opportunities for accelerated learning, it can therefore also reinforce existing biases or outdated practices if not critically examined.

Reflecting on my own probationary period, mentoring has played a fundamental role in shaping my professional development. Learning from experienced officers has

allowed me to integrate the policies and procedures learned in the classroom with real-world practice. This has enabled me to become more competent at tasks, being able to make decisions quicker and has also refined my decision-making skills under pressure. However, effective mentoring requires more than passive absorption of knowledge, it demands critical engagement, questioning, and the ability to adapt lessons learned (Gehreke, Schilling, & Kauffeld, 2024). Therefore, while mentoring is an essential tool in continued professional development, its effectiveness is dependent on the quality of mentorship, the organisational commitment to continuous learning as well as the mentee's ability to apply insights critically rather than simply replicating existing practices (Tyler and McKenzie, 2011).

Another form of workplace learning commonly found within the police is called coaching. Coaching is a way of passing on information from one person to another that is usually conducted over a shorter period of time compared to mentoring, and usually has fixed outcomes that the learner wants to achieve (Stokes, Fatien Diochon and Otter, 2020). This means that coaching is more closely related to that of a teacher and student relationship, whereby the student has specific goals they need to reach, and the teacher gives them the tools needed to meet these goals. This is therefore somewhat in contrast to mentoring, as mentoring is seen to be a longer term process with more holistic development goals (Stokes, Fatien Diochon and Otter, 2020). Mentoring doesn't have specific end goals however it is more of a continued process of learning as and when it is needed, rather than coaching which has specific end goals and works to build more self awareness, intelligence and a wider perspective on the topic achieve (Stokes, Fatien Diochon and Otter, 2020).

One framework that is commonly used in both coaching and mentoring is the GROW model (Hancock, 2024). This model has four different phases to it, namely the goal, the reality, the options and the will. The goal phase is where the student and the mentor ascertain what the aim of the mentoring or coaching will be, with coaching having a specific end goal and mentoring having a longer term aim (Stokes, Fatien Diochon and Otter, 2020). The reality phase is where the student and teacher assess where the student currently is in respect to their end goal, so that an appropriate plan can be developed to assist them in getting there. They will also look to identify any resources they need in order to achieve the goal and obtain a more holistic understanding of where the student currently is in respect of progress (Wilson, 2020). Within the options phase of the model, a discussion is held to ascertain exactly what can be done to realistically achieve the desired goal, taking into account what the student currently knows or the student's current skillset (Wilson, 2020). Finally, within the will section of the model the student and teacher agree on the options that they have previously discussed and formulate a plan of how to complete them, taking into account how often the student will need to do a task, how they will receive feedback and how much a student is committed to undertaking the tasks set out (Wilson, 2020).

From personal experience, my tutorship period in my first year of probation was based around the GROW model (Hancock, 2024). Within each section of my learning portfolio, there were clear aims and objectives that I had to meet in order to satisfy the requirements. This, therefore, fulfilled the goal phase of the model. When thinking about the reality phase, me and my tutor would often have conversations around what I had outstanding and how I could use my currently skills

to help me obtain the goal for a specific portfolio. During the options phase, me and my tutor would formulate a plan to best develop me in an area whilst taking account of my current strengths and finally during the will phase, me and my tutor would discuss my ambitions within the police and how I could use each of the portfolios to help me getting there. I have subsequently been able to use these objectives throughout my three year probation to keep me on track and ensure I maintained the high standards that were expected of me during my tutorship.

Throughout my tutorship, I felt that my tutor had supported me every step of the way. During tutorship, I felt that I was being coached effectively by my tutor and this helped me achieve the goals as set in the portfolio. My tutor would often praise me for good work that I did, which encouraged me to keep wanting to learn more throughout my time with him. During my time in tutorship, I remember feeling that even though I was being praised for doing well, I didn't exactly know what I was doing. This made me feel anxious about the thought of becoming independent. However, I now look back on my tutorship and understand that it gave me a solid foundation for where I am today in the third and final year of my probation.

To evaluate my tutorship and how it has shaped my journey throughout my three year probation, the firm grounding that I received from my tutor has helped me endlessly. In agreement with research conducted by Gehreke et al (2024), the structured approach to my tutorship enabled me to enhance my skills in critical thinking and allowed me to develop a strong ability to make decisions under pressure. However, looking back on my three years in probation and my tutorship period, I believe I would have benefited from additional time with my tutor. This is

because during my three year probation I have come across a variety of incidents that I did not cover with my tutor, therefore I did not feel prepared to deal with them at the time. This is contradicted however by Vogel and Schwabe (2016) who's research identified that learning under pressure can efficiently enhance memory, retention and formation of new ideas. This means that even though I felt my tutorship was too short, this likely benefited me throughout my three year probation by forcing me to use prior knowledge to figure out a solution to a new problem.

Part of the process of learning is having the opportunity to receive feedback on your work so you know how to improve in the future. The ability to receive feedback is crucial in the learning process and how this feedback is given can have a severe impact on the quality of learning afterwards (Wisniewski, Zierer and Hattie, 2020). Therefore, feedback should be given in a structured way so that the student can benefit most from the situation, meaning that any future incidents of a similar nature will be dealt with in a more effective way.

An example of when I received feedback during my three year probation period was following an incident I dealt with involving two cared for children. They had been reported as missing by the care home staff the previous day, and it was my job to ensure they were safe and well following their return later in the night. When I spoke with the first girl, she did not want to cooperate with my investigation, using some rather unsavoury language in the process. Unfortunately, I allowed the girl's behaviour towards me to negatively impact the service I was providing. Betari's box (Revolution Learning and Development, 2021) explains how the girl's behaviour towards me resulted in me acting negatively towards her; something I should not

have allowed to happen. This then impacted my ability to speak with the second girl, as she also used unsavoury language towards me. Again, the principles contained within Betari's box (Revolution Learning and Development, 2021) meant that I became angry at this girl too.

Following on from this incident, my supervisor wanted to give me feedback on how I handled the situation and how I should look to improve. Within the feedback session, my supervisor used the 5R framework (The University of Edinburgh, 2024) to engage me within the feedback process. This framework looks to engage the learner by looking at what the experience was about, how they felt about the incident, engaging the student by using their previous knowledge or experience then using what was discussed to formulate a plan moving forward. I found this method of feedback incredibly useful, as it enabled me to see clearly where I went wrong and how I should use this experience to make myself a better police officer. From this feedback process, I have developed a better understanding of conflict management and also improved the way that I deal with vulnerable children. My understanding of Betari's box (The University of Edinburgh, 2024) was improved and I have been able to use what I learned when dealing with similar incidents throughout my probation period. It is therefore clear that clear and structured feedback was vital for me, as this allowed me to shape myself into a better and more professional police officer moving forward throughout my three year probation. By becoming a better police officer and becoming more self-aware in the process, I was also able to continue my journey to becoming a modern professional police officer in line with the Policing Vision 2025 (National Police Chief's Council, 2016).

To conclude, my three-year probation period has been a steep learning curve. Little did I know, but the time I would spend with my tutor during my tutorship period at the beginning of my probation would have such a significant impact on the rest of my probation period. I have benefited from coaching from my tutor and also mentoring from my colleagues throughout my time as a student, and also learned how effective feedback is crucial for development as a student police officer. My three year probation period has therefore shaped me as the modern, professional police officer I am today.

Word count: 2068

Bibliography

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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