



Prifysgol Cymru
Y Drindod Dewi Sant
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BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

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

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 1	Understanding the Police Officer Role	2000
Task 2	Communication Skills – social media	2000
Task 3	Leadership and Team Working	2000
Task 4	Coaching, Mentoring, Assessment	2000
	Bibliography	
	Total	8000

Task 1

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

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

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

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

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

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

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

ANSWER:

The College of Policing calls refers to itself as a professional organisation or body for Police officers, staff, academics, learning providers, international policing and to the public. The College of Policing is independent and non – departmental. College of Policing set the standards of policing practices, provide learning and support to Police forces across England and Wales. (College of Policing, 2024). The learning and standards setting part of the College of the Policing was the intended role of the college when it was announced in 2011 by Theresa May who was the Home Secretary at the time. The other intended role of the College of Policing was to replace the National Policing Improvement Agency (NPIA) (Home Office, 2011) and “repositioning” the Association of Police Chief Officers (APCO) (National Police Chief's Council, 2014) as providing national leadership for Police forces. (Parliament, 2015) It can be interpreted from the intended purpose of the role of the College of Policing from its inception in 2012 (College of Policing, 2024) that its initial and primary purpose was to provide a streamlined and nationalised approach to Police learning and practices across England and Wales.

One example of promoting professionalism within Police in the UK, The College of Policing has introduced the Code of Ethics. This was made in 2014 (College of Policing, 2014), early into the inception of The College of Policing. The Code of

Ethics provides a nationalised code that identifies the professional standards expected of Police officers across England and Wales. It also provides a framework that helps officers make day to day decisions when carrying out duties including everyday practices in policing such as use of powers and use of force. It Code of Ethics simplifies and makes clear the professional expectations of Police officers when they join the Police to maintain public trust and confidence that the Police are accountable and ethical. The code also reinforces the fact that each officer or staff is responsible for their own behaviour and that the Code of Ethics is to be adhered to even outside of work. (College of Policing, 2014). The College of Policing had an issue whereby there was a common perception amongst Police employees that the Code of Ethics only applied to Police officers and not staff as well as it being used as legal guidance where allegations of misconduct were made. This is despite the fact that the Code of Ethics were merely supposed to be a day-to-day decision-making guide and not to be used as statutory or legal guidance for misconduct allegations. (College of Policing, 2024) This could be considered when considering how effective the College of Policing actually are when the Code of Ethics is only guidance. However, to combat the issue, The College of Policing introduced the 2023 Code of Practice for Ethical Policing which is a statutory code of practice which provides Police chief officers with direction and responsibility to have due regard to the practice in discharging any functions it relates to. (Home Office, 2023)

The Code of Ethics provides a framework also underpins many guidance in including standards of professional behaviour. A tool provided by the College of Policing in evaluating the ethics of a decision made by a Police staff of any kind is the National Decision Making Model. This simplifies the decision making and allows a streamlined and simplified approach to proving or disproving the ethics in a decision. The National Decision Making model is utilised by officers across England and Wales and is an example of an introduction by the College of Policing to promote the ease of professionalism, professionalism itself and learning.



FIG 1. National Decision Making Model (College of Policing, 2014)

In addition to the College of Policing, in 2012, Theresa May also introduced the 'Strategic Policing Requirement'. This also received clarifications and amendments between 2022 and 2024 by the Conservative Government. (Home Office, 2023). The overall aim of to ensure that agencies such as Police forces, National Crime Agency, Anti-Terrorism agencies; Cyber Crime agencies and others could have a nationalised and planned response to any national emergencies/ incidents which include Terrorism, Serious and Organised Crime, Public Order, Cyber incidents and civil emergencies. Violence against women and girls was added in 2023. (Office of the Police and Crime Commissioner for Surrey, 2023) From a Police perspective, the requirement does not necessarily give any guidance on how to achieve the best response strategy and more gives details to Police what is expected of them in their role in responding to the national emergencies mentioned previously. The Home Office also states that it would assist Police and Crime Commissioners in implementing the requirement when implementing Policing plans and any cost

implications involved. The College of Policing was involved in the planning and consultation of the requirement. (Home Office, 2023)

In 2015, the newly implemented National Police Chief Council (NPCC) introduced the Policing Vision 2025 was collated as part of a group effort by the College of Policing, the association of Police and Crime Commissioners, national crime agency and other agencies. It set out priorities for Policing over the next 25 years which includes reforming local policing such as tasking anti-social behaviour and early intervention to reduce demand, tackling crime facilitated by the internet; making specialist roles more affordable; improvement in IT and business support as well as the College of Policing focusing on upskilling officers and increasing diversity. (NPCC, 2016). This vision appears to make a conscious and team effort to reduce unnecessary spending, upskill officers to save money, improve the speed of investigations, reduce demand and to better combat crime online. Whilst this does appear to be a vision that promotes efficiency amongst the Police and overall improvements to provide a better service, it is indicative of potential issues causing the Police to be changing the way it works to save money. How well this has worked is hard to quantify due to difficulties measuring the success however, the National Police Chief's Council states that there were success in this vision and that the Policing Vision 2030 will only aim to improve the results of 2025. (NPCC, 2024)

To help me explain and evidence an example of steps I have taken to fulfil the role of a modern Police officer, I am going to use Borton's Reflective Model (Borton, 1970). Since joining the Police, I have faced many challenges, difficult learning experiences and areas of uncomfortably. Being a modern-day Police officer offers more challenges which are unique to those faced by officers years ago such as online crime becoming volume crime including fraud, harassment and malicious communications. (HMICFRS, 2022).

Recently, I was the officer in case for an allegation of harassment whereby it was reported by a female that she was receiving numerous phone calls to her work phone whilst she was in work. The calls were on no caller ID and would stop immediately as she was about to pick the phone up so nobody could be heard on the other side of the call. She had called the Police and has told me that she believed it was her ex-partner as he had done this in the past and had spoken whilst doing it. Due to my knowledge around capabilities being limited, I had initially believed that there would not be anything that could be done as there was no actual evidence it was him on this occasion and there had only been about 10 calls at this point. Her work was also a fish and chip shop meaning it could be perceived that it was people calling for food but cancelling prior. However, the victim was adamant.

Due to this, I sought advice from my Police Support Sergeant who was an ex – CID officer and would have vastly more knowledge than me. He had told me that I could apply for charter checks to be done on the victim's phone to see what numbers had been calling her. Charter checks can be used for a range of applications such as checking IP addresses, viewing cell data for location purposes and also checking incoming and outgoing phone calls from numbers, even if they are on no caller ID. (Home Office, 2021) However, these checks need meet a number of

considerations when applying for communications data as there is a privacy concern for the individuals who are involved in the checks. I had conversations with the communications data team and figured out the best approach to allow myself to only reveal the data I specifically needed. I found that speaking to experts in the specific fields which were more specialised in comparison to response which I find a lot more general. Whilst waiting for the checks to return, I asked the victim to write a diary of exact times that the calls were coming in so that I could check those specific times against the incoming calls. When the checks returned, I could see that a number had called 86 times within 2 months and had cancelled the call every time. The number belonged to her ex-partner. When the checks returned, I viewed CCTV in the area with specific times that the calls were made and his car had been on the road of her work place at the exact times that calls were made. I then arrested the male and he went not guilty which now meant I had to produce a full file (which was my first) which included digital material I had never used before. For this, I again sought advice from colleagues over the phone and explained my situation and I was lucky that they were all too happy to help. I eventually created the file which was over 150 documents long and it transpired that he was charged and convicted in court for harassment. The victim was very happy with the outcome.

As a result of this experience, I will now consider asking my colleagues for advice including contacting specialist departments myself to ask for advice and try not to be too anxious of annoying them. I have also managed to deal with cases where numbers have had to be identified and I have been able to do them and achieve charges without having to ask anyone for half as much as advice this time. I have kept a look out for more communications data legislation on Police blogs such as the Police National Legal Database (West Yorkshire Police, 2023) so I can keep my knowledge improving.

During my final year of probation, I have seen a lot of change in my role, specifically within my team on response. Due to the timing of me joining the Police, I have quickly become more experienced than a lot of my colleagues on shift which is scary to think. I think with this, there is more responsibility on me to make sure I keep improving but also pass on anything I have learnt to people who are just joining, the same as how I was given advice by many of my more experienced colleagues. There are also a lot of people in tutorship on my team and their tutors are not always in, meaning despite me being new myself, I have been paired up with a student teaching them. I have also found with colleagues in tutorship and either other colleagues that I am often taking lead when attending calls and finding myself asking people to do stuff where as that's the opposite of where I was when I started. I have found that with there being less frequency involved in the university workbooks, I can concentrate more on work and feel less stressed. I do believe that once I am out of probation, a lot of the stress and anxiousness involved in the job will subside when I can start leaving my laptop in work.

In conclusion, I believe that whilst the College of Policing only gives generic advice to be at a level of professionalism as Police staff as you would expect to be anyway, I do think the College of Policing has produced guidance which has provided streamlined and nationalised expectations and decision making standards which simplify the thought process involved in being a good and ethical police officer such

as the National Decision Making Model. The College of Policing has also provided important roles in the productions of Police visions and strategies such as the Policing Vision 2025 and the Police Strategic Requirement which helps provide a national plan to any emergencies and long term general police aims. In regard to my own career, I am satisfied that I am keeping up with the required learning pace in work and that I have become a part of the team. I also believe that I am equipped to work with officers less experienced than me to help them but to also reinforce my own knowledge when I discuss legislation with them and older colleagues.

Word Count: 2,151

**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:

An article in the Atlantic Journal of Communication submitted by C. Carr and R. Hayes (2015) interestingly states that social media does not have an inherent and wholistic definition. It also states that if there were to be a definition which was created to define social media including public relations, technology, management scholarship, social networking and popular press, it is likely that the definition would not remain the same in a period of time from now given how technology and its role in social media is rapidly advancing. (T. Carr & R. Hayes, 2015). However, the Cambridge Advanced Learner's Dictionary & Thesaurus defines social media in its current state as "websites and computer programs that allow people to communicate and share information, opinions, pictures, videos, etc. on the internet, especially social networking websites". Examples of social media's use are for marketing, learning and socialising. (Cambridge Dictionary, date unknown). Social Media is a very popular tool for free engagement for influencers and business across the world (including the Police). Backlinko (2024) says that 82 % of the UK population above 18 years old uses social media to some extent. Backlinko (2024) also states that 24.3% of people use social media for business. People in the United Kingdom also spend about 2 hours on social media on average. (The Global Statistics, 2024). From the statistics involving the popularity and the wealth of eyes on it, social media can be an important tool to increase engagement with Policing in the United Kingdom. This engagement would be important for Police forces to demonstrate transparency, request public help for missing and wanted persons, identify next of kin, showing good work and improving the overall relationship between Policing and the public.

The College of Policing is a national organisation for England & Wales. They are a professional body and is operationally independent for the Police. As an organisation, they dictate the training and operational guidance and standards for all Police forces across England and Wales. (College of Policing, 2024). The College of Policing published guidance which has been updated as recently as 2022. It states that Police communicating with the public on a broad scale is more than a face to face operation. It includes making information available at what Police are doing and how they do it. They make clear that technology is a great source of communication for Police forces to engage with the public for a range of reasons such as engagement, openness, transparency and accountability. The College of Policing also sets the guidance that what can be published in accordance with privacy legislation. Another example of Policing policy in regard to social media use as a means of engagement and information sharing is The Policing Vision 2025 which was created by organisations such as the National Police Chief's Council and the College of Policing among others. The Policing Vision is another national initiative to improve Policing nationally and has been approved by the Police and Crime Commissioner for every force. One aim of the Policing Vision 2025 is to make sure Police can tackle future problems Police will face with the rise of technology and hope to use it as a means of tackling crime and make it easier for the public and Police to engage with each other. (NPCC, 2016)

There are a number of benefits and risks to using social media in regard to Policing. In 2013, The Professional Standards Department for the Ministry of Defence Police highlighted areas of concern to be considered when considering the pros and cons of social media use inside and outside of work by staff. The main areas of concern include: Lack of integrity and posting material which undermine the impartiality of Policing; disclosure of sensitive information obtained whilst in work including of colleagues and members of the public; revealing personal information which may open the officer or staff up to corruption or blackmail (such as disclosing money problems) and accidentally revealing operational tactics or information which may negatively affect ongoing investigations. However, to counter act this, in the same article is advice and guidelines for officers to consider and adhere to whilst online to prevent the above issues. (Ministry of Defence, 2013).

As stated above, with the rise of social networking sites, there is also a rise in online facilitated crime. Crimes such as revenge porn, child related pornography creating and sharing, harassment, malicious communications can all attribute their rise in numbers to social media. Social media and how it allows people to overshare information about their personal lives has made it a lot easier for criminals to obtain personal information and use it against the victims by using it to facilitate their crimes. (Jones, 2020). This can evidently cause the Police to increase massively given that the crime such as fraud can now be committed easily from the comfort of a criminal's own home.

News media is quickly moving from legacy media such as broadcast news to social media platforms such as YouTube and Tik Tok. A report from Ofcom named News consumption in the UK: 2023 (2023) found that BBC's audience for news was still the highest but is in decline. Whilst Tik Tok was the most commonly used platform to access news amongst 12-15 year olds in the UK. This provides evidence that for Policing, sharing news on social media sites such as Tik Tok and YouTube may be

beneficial to reach a not just larger, but younger audience to achieve early engagement to improve the relationship among young people. News influencers may also be a good way to achieve this. For example, in December 2024, The Digital Communications Manager at the Metropolitan Police contacted Dylan Page (aka NewsDaddy) who is the number 1 news channel on Tik Tok with 13.7 million followers and offered to share a story of two violent hammer robbers being convicted for him to promote it. Dylan Page did so and the video was seen by 450,00 people across Tik Tok and Instagram within 30 minutes. (G. Gough, 2024). This information is indicative of recent efforts by Police to get in front of the change in how news media is consumed and making sure that positive policing news is being shared by these new outlets. This also shows that Police forces are at least becoming aware that platforms such as Instagram and Tik Tok are useful and they using it to get positive news to a large and younger audience.

Police forces actively use social media platforms themselves under accounts named under the actual force e.g. South Wales Police to enhance engagement in preventing crime, reporting crime and being aware of crime in the area. However, some research does suggest that whilst Police having social media might promote overall engagement higher than it was, with the type of information being posted being informative posts, it does not inherently increase engagement or more positive public perception of the Police. (Alani, 2017)

As part of my new role as a Police officer, I have attended many incidents where social media has been used as a tool to engaging with the community and promoting Police initiatives. I will reflect on examples of these and to do so I will be using the Borton's Reflective Model (Borton, 1970). Using this tool, I will be made to think about my example in three parts being, What happened?, So What, What now? This is means that I will think about the scenario I was faced in, what I did and what I have learnt from it. In 2024, I attended a call whereby an elderly male with dementia had left a care home in an area he was not known to. He had originally lived in England and had moved to Wales to stay with his family shortly before he was put in a care home. Given his lack of knowledge of the area and the male had dementia, he was deemed a high risk missing person by the control room, When I attended, I retrieved a description of the male and a photograph of him. There was absolutely nothing in his room to indicate where he had gone and he had no access to money or a phone. The nearest area where there were shops and houses were about an hour walk away so this increased the risk as his mobility was slowed due to him being elderly. I called for further units to attend but the area search didn't prove positive. I then decided to get the family's permission for the Police to post the missing male's photo on Facebook and Twitter to appeal to the public for any information. Social Media including Facebook, Twitter, Instagram and Tik Tok are all used by Police forces across the UK including South Wales Police. They use these posts to provide engaging initiatives, missing or wanted persons posts and to make people aware of things going on in the area such as events and roads to avoid. Facebook and Twitter (aka X) were the earliest forms of media used by Police as far back as 2008. (Police Foundation, 2014). In my experience, living in the South Wales Police Force area, I have seen South Wales Police and most other forces on Tik Tok and Instagram where they share information, crime prevention and wanted/ missing people.

The family allowed me to get the media team to post his photo which within the hour had someone comment on Facebook that they had seen him in the nearby town walking around an hour prior. Whilst I and other officers conducted an area search the male, I asked Police Community Support Officers to attend local business and conduct enquires and ask staff if they had seen the male or if they had CCTV near to where the male was seen by the commenter on Facebook. When CCTV was checked, the male was seen and that gave us confirmation of life as well as confirmation of narrowed down area to look. The CCTV was swiftly sent from the business to NICE Investigate which is a Police digital evidence management system. NICE Investigate provides Police a way of viewing, editing, managing, redacting uploaded digital material which has been submitted to Police as well as Police generated material including body worn video, 999/ 101 call recordings, crime scene photos, CCTV and documents. (NICE, 2024) NICE investigate was brought in to South Wales Police slightly before I joined 2022 to replace evidence.com. The general consensus amongst me and my colleagues, is that in terms of requesting CCTV, redacting digital evidence, and viewing the digital evidence; NICE investigate is better and is more streamlined than its precedent. NICE investigate implementation also satisfies that initiatives brought in by The Policing Vision 2025 to improve digital policing more specifically improving the ease of handling the abundance of digital evidence and making it easier to view. (NPCC, 2015). Viewing this CCTV allowed it to be disseminated to officers to have a photo of him in his current clothing and also made it possible to disseminate to the public if the investigation became more protracted.

Eventually, after a search around the area, we eventually found the male who was evidently confused and we took him back to the care home.

In conclusion, I think that based on my experiences and research, that social media is largely beneficial to the Police and cuts out a lot of leg work when trying to get information out to the Police quickly. It allows the public to see that efforts are being made by Police to carry out their duties and allows the public to help the Police carry out their duties which re-enforces the Peel Principles of Policing by consent (Home Office, 2012). The trend is that social media is becoming the most common news source whether that be from legacy media accounts or from independent accounts such as Dylan Page and the Police appear to have at least began to realise this with the example of the Metropolitan Police, however, nationally, the Police need to make clear efforts to get in front of the change in how news is consumed and keep engaging with new form news media to make sure that positive policing is not lost in a sea of bias negative reporting or false information. The Police are clearly attempting to keep up with the rapidly evolving technology with bringing in software such as NICE which allow the management of digital media to be streamlined and simplified for officers making it also easier to retrieve evidence from social media which is also evolving. In my experience and opinion, I do believe that there is still more that can be done by Police to use social media to improve public confidence in Police and this includes mainly publishing or promoting material which relates to really positive results in court, charges, and publishing body worn video which exhibits situations officers find themselves in so that the public can see what the Police are actually doing.

Word Count: 2,167

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:

Collins Dictionary defines Leadership in three parts: it refers to someone who is in control of a group/ organisation, the state of being in control of a group of people or that leadership refers to the qualities of a good leader such as determination, decisiveness or firm leadership. (Collins Dictionary, date unknown). Based on this and my prior knowledge, leadership to me can be the formal or informal position of being a leader such as being a boss of an organisation or being the leading officer at crime scene despite everyone being the same rank. In addition, to be a leader in both forms, you have to leadership qualities applicable to that scenario. The College of Policing (2022) have implemented leadership standards expectation across the UK for Police forces. It is split up in to five stages and is based upon ranks. Stage 1 is for constables and staff or people with similar responsibility (PSR); stage 2 is for sergeants, staff and PSR; stage three is for inspectors, chief inspectors, staff and PSR; stage 4 is for superintendents, chief superintendents, staff and PSR; and stage 5 is chief officers, staff and PSR. This guidance relates to leadership training for staff in specific roles and levels of responsibility and for them to improve their quality of leadership with a scope of promotion within Policing. There is also leadership guidance and expectations for everyone within Policing where the standards cover: problem solving, effective communication, decision – making; leading high-performing teams, team wellbeing, resilience and challenging

unacceptable behaviour. College of Policing (2023) With the being guidance specific to roles and different levels of leadership expectations and standards for officers and staff in different levels of rank but there also being guidance for all officers suggest that at any rank or department within Policing, there will be occasion and expectations where you have to take on formal or informal leadership role and being expected to exhibit these qualities.

There are a number of leadership styles which apply to different roles within Policing which I will research.

Transformational Leadership

Transformational Leadership as a model added to by a number of people but Bass (1985) added the latest and most published version of the concept. It was made as a way to describe psychological tactics used by organisational leaders to encourage a change on an individual level amongst their staff/ followers. The model is split into four parts:

1. Idealised Influence/ Charisma – Describes the leader as being charismatic and striving to be better and becoming a role model to the staff. The leader would in theory promote pride and enthusiasm in their work to continue to inspire the team to believe that the work they are doing is worthwhile with the intention of encouraging more volume of and more positive work.
2. Inspirational Motivation – Describes leaders that motivate their followers/ staff by encouraging a sense of community and purpose. The leader would be someone who makes the goals and aims clear to staff but in a way that caters and adapts to the audience of staff there is to foster relatability and positivity around the task instead of resentment. The plan must be clear and concise but also positive and upbeat.
3. Intellectual Stimulation – Describes leaders who encourage innovation, critical thinking, problem solving. This is intended to encourage self improvement and confidence on an individual level. The idea is to not criticise individuals for any opinions or ideas and to build on the positive thoughts of the individual so as to not create distrust or a negative atmosphere.
4. Individual Consideration – Describes the leader meeting the perceived needs of the individual staff and by focusing on their specific abilities and issues to meet help them achieve the overall goal of the team. This means really understanding what the staff members motivations and needs are and customising the training to suit their needs. This is intended to foster an environment where people are comfortable learning in and asking for help. Emotional intelligence is required for this aspect of transformational leadership, you have to be able to gauge what the needs are of the staff member even if they aren't explicitly stated by the individual. This also helps foster bonding which creates honesty and positive teamwork. (Ugochukwu, 2024)

In Policing, this leadership model could be used in a number of roles. The most obvious example to me would be a Chief Constable or officer of similar rank who creates initiative and focus on officer wellbeing and promoting learning initiatives

which help people who are struggling with certain parts of the job. For example, a case file workshop where you can ask for advice in relation to your specific issues.

Transactional Leadership

Another leadership style relevant to Policing is Transactional Leadership was originally developed by James Burns in 1978. (Kuhnert & Lewis, 1997). The overall idea of transactional leadership is:

- Chain of command is important to overall performance of staff and the organisation.
- There needs to be punishment and reward to motivate the staff and to stop the deviating from the goals of the organisation.
- Commands of leaders is important and should be obeyed.
- Staff need to be under a certain level of scrutiny and monitoring to ensure that they are meeting the expectations of their roles.

Any punishments and rewards are based on the performance of the individuals. This includes operational performance and behavioural performance. (Cherry, 2022)

There are examples of jobs where transactional leadership would base reward and punishment based on mainly operational performance such as jobs that pay on commission. However, in Policing a lot of the reward comes in earning reward from promotion through experience and learning etc as well as positive re-enforcement from leaders. However, poor behaviour is also more prominent in the Police at inspiring punishment such as not conforming to the behavioural standards expected of the Police. Part of the theory when it is applied to policing is that officers will follow rules and the objectives of the leader for fear of discipline for poor performance. (Fritsvold, date unknown)

Situational Leadership

The Situational Leadership Model (Hersey & Blanchard, 1996) is a leadership model that is dependent on the situation at hand. The leadership and leaders will or may change depending on the situation and who is best equipped to deal with any issue to best achieve the goal. The model is split into 4 parts:

1. Telling – This is high directive behaviour and low supportive behaviour. The leader closely monitors and supervises the task. This is used when the staff's competence and confidence level are low e.g. inexperienced.
2. Selling (coaching) – This is high directive and high supporting behaviour. This is still closely monitored direction but also involves more encouragement and is intended to promote enthusiasm. This is when the staff have more competence but still require more knowledge of why what they're doing is important.
3. Participating (supporting) This involves low directive behaviour and high supportive behaviour. This involves the leader using a more democratic approach in making decisions by asking staff for their opinions and input. The

leader facilitates the democratic decision making process and makes sure it goes smoothly. This is when staff are competent but not as confident.

4. Delegating – This style involves low directive behaviour and low supportive behaviour. This approach may be the most ideal for leaders as it is used when the staff are confident and competent, not requiring much oversight. (Baker, 2022)

An example of this in operational policing is if a major incident were to occur, in the first instance the leader would provide quick and concise advice in a more directive sense. Eventually, when it is calmer they may gravitate towards a more supportive and delegative approach when they have time. However, the obvious variable is the type of incident and what the competencies of the officers are.

As a Police Constable, I do not have a formal 'leadership position'. However, with the massive intake of new Police officers joining at the moment, there are regularly officers in tutorship on our shift. Whilst I have never intentionally or specifically employed any leadership style to inform my decision making, I know there are occasions where I have employed certain leadership styles unconsciously and can recognise that I have used them. On one occasion recently, I was paired with a tutored officer when we attended an incident whereby a male was arrested for breaching his bail conditions. The circumstances were as such that the male had to be remanded and brought before the next available court. The student officer arrested on this occasion for practice purposes and we had to build the remand police file together. The other officer had never any file before so I had to walk them through it whilst helping myself. When walking the officer through it, they were quite nervous and scared to make a mistake, asking loads of questions. When teaching the officer, I would ask what their thoughts were and what they think they should do, even if the answer was incorrect, I would build on what they knew and speak to them in an approachable and relatable manner which made them feel at ease when speaking to me and not knocking their confidence. I would give them the right answer eventually but encourage them to get close enough to it so they could feel like they had gotten near enough to it themselves, fostering positivity. Once the file was done, the student could feel like a lot of the stress and headwork was worth it as they had played a key part in finishing it and had learnt a number of important file knowledge. Also. When doing the file, I adopted a situational leadership style throughout, in conjunction with the transformational leadership style. For example, in the immediacy of the start of the file, I may have adopted a telling approach to tell the officer what I was going to do and what they were going to do but this would have changed quite quickly once we started to sit down properly and start the file. There were some documents on the case file that I knew the student police officer was more than comfortable with and this allowed me to be in more of a delegating role. However, there were some occasions during the file building where I would have adopted more of a participating or selling approach if the student was stuck with a documents and asked for help.

I think in general, as a Police officer, we expect to work in an environment where there is transactional leadership. In an organisation so rooted in rank and structure, you would expect to be punished for poor behaviour and poor performance or alternatively to have good and positive work recognised and considered if you ever wanted to go for promotion or move departmental roles.

Word Count: 1,813

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:

To answer this question, I will be using Borton's reflective tool (Borton, 1970) to critically reflect upon my first three years as a probationary police officer. Using this tool, I will be made to think about my example in three parts being, What happened?, So What, What now? This means that I will think about the scenario I was faced in, what I did and what I have learnt from it. This will allow me to gauge my performance and improvement, given my work and learning situation over the last three years.

Since joining the Police in initial training, I have faced numerous challenges and stressful situation which includes the initial training exams, practical training, tutorship and doing the PCDA university degree workbooks. Over this time, I have gone through a number of personal changes in my life including moving house, moving away from my partner and other extenuating circumstances which have caused me extra stress and challenges whilst doing my initial learning. On the other hand, I feel like personally, these challenges and training have made me change in terms of my personality for the better, I feel more confident in myself in and out of work. I also feel that starting training at 20 years old, with me still being in what I would consider as my formative years as an adult, it has helped me be a better version of myself as an adult. To face these challenges, I have been lucky to employ the help of my family, friends, trainers, tutors and my colleagues. I do not think I would have ever been able to finish these first three years without my colleagues,

especially. They are one of the biggest factors of my learning so far and I would not be where I am today without them.

I have received different forms of mentoring and coaching throughout my three years as there is a vast difference between initial training and the learning that comes when you are out operationally. During the initial training, I would describe the model of learning as being closest to The Blended Learning Model. Blended Learning is an approach to learning that employees different learning methods throughout the same learning module. Examples include:

- E-Learning modules: Learners complete educational online modules covering information at their own pace without keeping up with a lecturer.
- Classroom learning – These are in-person lectures which are used for learning similar to e-learning but can offer opportunities for clarification through discussion with the lecturer.
- Simulations/ Practical Learning – These employ more of a hands on approach and allow the learners to apply the learnt theory to practicing operational elements of the career they are learning to do. (Raouna, 2024)

Throughout initial training, we did a lot of e-learning both in the training centre and at home. This allowed me to revise legislation and policies through repetition which is what I prefer. It allowed me to take longer with what I struggled with and only brush up on the information I was confident I knew. However, admittedly I did find e-learning boring often as they would usually be in a PowerPoint format and I would have to force myself to engage with it. For the classroom learning element, I did have lecturers who were quite engaging and the room would always be open for discussion or clarification on topics. I preferred the classroom discussion side of the learning for understanding why information was correct but I maintain that learning through e-learning on my own did make it easier to actually retain the information. I do believe I preferred the practical, 'hands on' side of the learning as opposed to the theory side. And it was nice to put the theory I did learn, into practice. A theory which relates to this type of learning is work based learning.

Work based learning is what educators and employers can provide to help put theory into practice and provide the learner with an operational context. (Indeed, 2024) Work based learning helps student learn important skills needed for the practical aspect of careers, applying theory to the workplace and helps provide mentorship from professionals and teachers already and currently working in the profession. (Kaplan, 2024) Work based learning certainly applied the most when I went out into tutorship.

I went into tutorship after 6 months in initial training having learnt the theory but having only a small amount of experience doing simulated practices such as stop search to apply the theory to. My tutor was an experienced officer with a few years in the job. He was assigned to be paired with me for the 12 weeks following my pass out from initial training. He was paired up with me constantly for every call I attended and would be with me when I was doing paperwork such as files, managing evidence or updating the calls.

I found that work-based learning helped me a lot as I had a tutor who was proactive but also approachable and was willing to answer every question. Initially, he told me to watch how he dealt with incidents, but quite quickly, he made me start getting more and more involved with the incidents and he would see if I had learnt from what he did in the last incident. He would also ask me what actions I needed to do before we attended the incident, giving me an opportunity to put the theory I had learnt in initial training into practice such as saying the correct arrest wording or stop search wording. Whilst I found that this style of learning did suit me best, I do realise that I could not have learnt as quickly as I did practically without having learnt the theory such as legislation and operational practices. Woods (2019) argues that a disadvantage can be that whilst work based learning, you can become injured whilst working and this can affect your learning period as you may have to miss out on learning and/ or defer your learning for period of time which may negatively affect it. I did not have this issue whilst working. I do believe that the work based learning made me more confident in my ability to Police and improved my understanding of how legislation and policies worked in practice. It also made me see the difference between the theory and how things would be done in the real world. It also made me appreciate how the reality of operational policing compares differently from how the theory side of policing states it should be.

Even after tutorship, I felt that I had learnt a lot but still felt like I had so much to learn. On response, you need to know enough to deal with anything ranging from frauds, assaults, stalking, false imprisonments, malicious communications to even creating files for the coroner relating to drug deaths/ suicides. I feel that there are so many aspects to Policing that you could never learn everything in your career as a police officer, never mind during initial training or tutorship. In terms of continuing to learn the abundance of knowledge required to be a competent police officer, I have leaned on my colleagues who have become informal mentors to me throughout my 3 year probationary period.

During my probation, I was made to do a number of different attachments and courses including driving course. For this course, I was given a driver trainer who was an ex-traffic police officer with over 30 years experience in policing. I found this course quite daunting as it was a three weeklong pass or fail course with two assessed drives. These courses are few and far between at the moment with the influx of new officers joining South Wales Police so the pressure made me nervous. To pass the assessments, my trainer coached me into learning the system of car control for two weeks before my first assessment before teaching me response drives in preparation for my second and final assessment. Coaching is a learning approach which is collaboration between the coach and learner. A coach provides guidance, encouragement. Key approaches to coaching are; active listening; powerful questioning; goal setting; accountability; promoting self awareness; building trust and flexibility. (Taylor, 2024). My trainer did an exceptional job at coaching me, the trainer and the two other student drivers built a rapport with trust. The trainer exhibited flexibility by catering our practice drives to what we were struggling with and also promoted self awareness and accountability by making us stop after every drive and discuss the positives and negatives about each drive, giving us the chance as individuals to consider how we needed to drive the next time.

Over my last three years, I would describe my immediate colleagues on my team as mentors over being a coach of mine as there is a difference between coaching and mentoring. Both mentoring and coaching promote learning and inspire improvement in performance. However, coaching is more short term, performance driven teaching that aims to achieve a specific goal and the learning is catered specifically to reach that goal. Mentoring is usually less formal and specific. Mentoring is also targeted at overall improvement in a range of areas and does not require a qualified trainer, it can just be someone who is more experienced in that field. (Indeed, 2024)

Mentoring in Policing is defined as “Mentoring is a relationship where a more experienced or knowledgeable person offers support, advice and guidance to help a less experienced person develop and progress.” (College of Policing, date unknown). Given the informal nature of my colleagues on my teams being mentors to me. I would describe The Developmental Model of Mentoring as the closest description to the type of mentoring I’ve had. The Developmental Model of Mentoring is:

- Where the mentor is experienced in the field but independent of any responsibility for the mentee being successful or not.
- The mentor helps the mentee discover their own way of doing things
- The mentors experience isn’t explicitly taught but is accessible.
- There is mutual growth between the mentor and mentee despite different levels of experience.
- The primary focus is the mentee’s improvement. (Hutson, 2018)

I find that the more experienced colleagues on my team definitely fall under the description of mentors and the developmental model of mentoring applies to how I have been taught. I find that it is mutually beneficial when I am given advice by a mentor colleague as it re-enforces both our knowledge and improving my knowledge helps the shift’s overall productivity.

Feedback is crucial for promoting growth in knowledge, behaviours and productivity in the work place as this also promotes personal development (Smith, 2024). My sergeant is quite hands on in his approach to managing our team and as part of his job, he has to review our crimes and review how they are being dealt with. My sergeant, who I would also consider a mentor, will often discuss what we are doing well and aren’t doing so well with us and will often do it during briefing so that the whole team can learn from the positives and negatives. I find this quite good as it allows for positive re-enforcement when I do well which helps improve my confidence. Even when I receive negative feedback my sergeant does so in a manner that is constructive and not harsh. This helps me understand what I need to do and why instead of harming morale or creating distrust. I do the same when I am giving feedback, I find myself quite democratic and don’t want to offend people so if I ever have to give negative feedback, I try to do so in a way that maintains morale and trust in me to help them if they need it. I also try and give positive feedback. However, given my position as a constable and not as a formal leader, there is less opportunity to give feedback than there is to receive it.

If I had to make suggestions to improve the probationary period, it would be to add more learning specific to operational tasks such as case file building, control works management and more legislation learning. Despite this, my three year probation as a whole has turned me into a different person. I have been provided with extra confidence, leadership skills, legislative understanding, pride and comradery as I learn in conjunction with my colleagues.

Coaching and mentoring have allowed me to become the competent officer I am today. Coaching has allowed me to pass my relevant courses which have opened more doors in my career, such as my blue light training and even my initial assessments. It has also improved my knowledge and understanding of the job. Mentoring has allowed me to re-enforce my knowledge by discussing issues with them. This has also improved my self awareness and my overall confidence in myself when it comes to Policing. When I look back, I can see a vast improvement in my knowledge and problem solving. All of this has positively affected my ability to be a good Police officer who can do the best possible job for victims and the community.

Word Count: 2,200 words

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