

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 4	Coaching, Mentoring, Assessment	2000
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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:

The College of Policing (CoP), founded in 2012, serves as the professional body for policing across England and Wales. Its core mission is to establish standards, expand the evidence base of policing knowledge, and provide guidance to officers and staff so they can deliver effective public service. At the heart of its strategic role lies the drive to professionalise policing, bringing it closer in status and practice to professions such as medicine and law.

One of the main achievements of the CoP is the creation of professional standards. The introduction of the Code of Ethics in 2014 was a pivotal development, laying down principles and values designed to promote integrity and accountability throughout policing, this showed a change in how policing was being viewed, recognising that ethical obligations were a key and important part of modern policing.

Equally important is the CoP commitment to evidence-based policing (EBP). Through initiatives like the What Works Centre for Crime Reduction and collaborations with universities, it has attempted to encourage research led approaches to operational decision making. This effort brings policing alongside other professions that rely on systematic knowledge. Nevertheless, critics argue that EBP has yet to take firm root: many frontline officers lack the resources, training, or incentives to engage meaningfully with research, leaving the aspirations only partially realised.

Another contribution was the highlight of education in policing, the introduction of the Policing Education Qualifications Framework (PEQF) moved Policing away from a sole reliance on experience focussed training and development, towards additional development through degree level entry routes. By embedding higher education within recruitment, the CoP aims to raise standards and diversify the workforce.

These reforms, however, have sparked debate. Opponents suggest that mandatory degree qualifications could deter applicants, particularly those from less privileged backgrounds, thereby worsening recruitment difficulties. Questions have been raised regarding the suitability of university-based learning for preparing officers for the realities of operational policing and the tole of completing this learning whilst undertaking such a demanding job. Since the implementation of the PEQF, forces across the UK have challenged its suitability, Hampshire Police moved away from the PEQF in 2023, focussing more on workplace learning after citing that the compulsory degree was putting too many people off from joining the police and that the public don't want police officers focussing on academics, they want them on the streets tackling crime.

The CoP has also focussed on the importance of developing leadership in policing through the introduction of national leadership competency frameworks, assisting in creating a consistent approach to leadership development across police forces. There has also been a focus on officer wellbeing by recognising the psychological pressures of policing through the introduction of initiatives designed to support mental health and increase resilience. These introductions reflect approaches of professional sectors such as healthcare and education where professional development and staff welfare are prioritised.

Despite this, the CoP has limited scope to enforce these developments as due to the decentralisation of policing, individual forces have their own practices and models on how they develop leadership and wellbeing. This can weaken the impact of national frameworks as the guidance may be acknowledged in principle but not applied consistently across individual forces.

The structure of the CoP as an organisation also affects its influence, unlike other bodies such as the General Medical Council, the college is closely connected to the Home Office and police leadership. Whilst this close relationship assists in swift implementation of government priorities such as counter terrorism, it opens itself to questions regarding its independence and ability to challenge government decisions if necessary.

Police perception of the CoP has further complicated its strategic role, some officers see it as excessively academic, too focused on bureaucracy and distant from the realities of operational policing. Unless stronger engagement is achieved with operational policing, the CoP risks undermining its own aims.

Professionalisation also has an additional dimension, public legitimacy. Through introduction of measures which promote ethics, transparency, and evidence-based practice, the CoP shows its focus on promoting good standards, particularly in light of recent events involving misconduct, racism, and institutional failings. Whilst the measures introduced by the CoP could help in rebuilding public trust, the impact of such measures has been limited. Repeated cultural and ethical failures in policing suggest that the measures introduced have not been fully embraced. Without the authority to enforce the measures it has introduced, the CoP's role in professionalisation may be deemed as largely symbolic.

Overall, the CoP has played an important role in advancing professionalism within U.K. policing. Initiatives such as the Code of Ethics, the promotion of evidence-based practice,

the PEQF, and an emphasis on leadership and wellbeing demonstrate clear efforts to bring policing in line with other recognised professions. Yet, its progress has been limited by restricted powers, disputed reforms, and a close dependence on government, all of which have constrained its ability to deliver lasting change. Although the CoP has taken meaningful steps towards professionalisation, the integration of these reforms into everyday policing has been inconsistent. If the CoP is to fully achieve its goals it may require greater independence to make and support decisions, higher authority to enforce the standards it has put forward and greater engagement with frontline policing. Until this is achieved the CoP's ability to further professionalisation in policing is likely to remain incomplete.

Throughout my probation I have become more aware of the obligations and standards that come with being a modern police officer. Modern professional policing relies heavily on standards, evidence-based practice, accountability, openness, and the code of ethics. I have ensured that I adhere to these values in my day-to-day actions and my decision-making throughout my probation.

By applying the College of Policing's Code of Ethics to my decision making I have made sure that my decisions are guided by justice, integrity, and respect, especially when I'm interacting with vulnerable people or members of under-represented demographics. I understand that the way that I use my policing powers and how I act has a direct impact on the welfare of individuals and the overall public perception of the police.

Furthermore, I have made use of evidence-based problem-solving techniques such as SARA (Scanning, Analysis, Response, and Assessment), improving on my ability to proactively police. For example, whilst on patrol I was approached by a member of the public who informed me of their concerns that a house on their street may be involved in drug supply due to a number of suspicious males coming back and forth from the address. I added an intelligence report to the police database and searched for any linked intelligence on this area, I made efforts to patrol this area more regularly to gather further intelligence and disrupt crime, after speaking with additional members of the public in the area I added further intelligence reports and later applied for a search warrant under Section 23 of the Misuse of Drugs Act. This warrant was later carried out and multiple arrests were made for drug related offences.

During my probation I have taken full advantage of training opportunities to develop my knowledge, such as courses on mental health awareness, diversity and inclusion, domestic violence and safeguarding. I have developed my skills through completion of a method of entry course and I am due to complete my blue lights emergency driving course alongside my taser training course, these skills have allowed me to become a better officer with the capability to attend various dynamic incidents requiring specialist skills.

I have come to acknowledge the significance of officer welfare and mental well-being when conducting my role, policing can be very challenging as it comes with lots of stress and difficult situations. I've learnt to use peer support groups and I am aware of well-being support which is available. I have also undertaken further training through a mental health awareness course, to improve upon my own resilience and to assist my colleagues.

During my first year of probation, I mainly relied on tutors and supervisors for direction, guidance and assistance with decision making. As I have progressed through my probation, I have dealt with various delicate and complex incidents which have required me to make my own decisions whilst showing that I'm confident, have good judgement, and take responsibility for my choices.

As I have progressed through probation, I have come to understand how crucial discretion is to my position as a police officer. During my earlier years of probation, I concentrated more on learning and carrying out arrests for offences, I understand now that professional policing frequently entails making complex decisions that balances enforcement, problem-solving, safeguarding, and public perceptions. I've grown more comfortable exercising discretion in the right situations, but I'm also more conscious of the scrutiny that comes with such choices. One such example is an incident I attended where a male had assaulted another male outside a pub, after engaging with nearby witnesses and members of the public and speaking with the victim who did not have any injuries and did not wish to make a complaint, I issued the male responsible with a community resolution as he did not have any previous offences and I determined it was not necessary to arrest him, I ensured that the victim was safeguarded by removing the other male from the area. Previously I may have not been so confident in my decision making to issue a community resolution and would have arrested the male instead.

The way I see my role as a police officer has also changed significantly as I have progressed through my probation. Earlier in my probation, I thought that arresting offenders was my most important task as an officer. I now recognize that prioritising communication, empathy, and establishing public trust are equally important to my role. The wider social duties associated with my role as a police officer have become clearer to me following my experiences with victims of crime, vulnerable persons and through working in collaboration with other agencies.

Whilst in my final year of probation I have faced various difficulties, I have occasionally found it difficult find a balance between the demands of my workload, university work studies and my personal life. There have been times where I have doubted my capabilities and if my decision-making skills were good enough. Overall, these doubts have ultimately been helpful by allowing for reflection and improving my resilience and confidence, I have assisted other officers with less experience than me and I have found that now I am in my final year of probation I have started to share advice and knowledge with newer less experienced officers.

In summary, I have become a more thoughtful, self-reliant, and responsible officer throughout my last year on probation. Through experience I have learnt how to apply professional discretion when carrying out my duties, and I have grown to understand my role as a police officer in more depth allowing me to conduct my role more effectively and to start assisting other less experienced officers. Even though I am aware that I still have room for improvement, I think I am becoming a more well-rounded professional police officer.

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**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 platforms are an important tool to assist modern policing, they give the police new opportunities to engage with the public, they assist with transparency, help distribute important information, aid in crime prevention, and assist in promoting policy. However, the use of social media brings ethical, legal, reputational, operational, and technological challenges. To understand how social media is used in policing it is important to look at the policies governing its use.

The College of Policing's Code of Ethics includes specific guidance on social media and instant messaging. Officers are required to use social media responsibly and they are to be mindful of how posts might be perceived. Officers are to avoid any discriminatory or offensive content, ensuring that nothing is posted which would undermine public trust or disclose any operationally sensitive information. The College also emphasises that the use of digital and social media platforms by the police must be transparent and that these platforms must be used proportionately. Alongside the College, each police force has its own social media policy that aligns with national guidance, these frameworks set forth how police social media activity is monitored and regulates how the police can use social media to prevent issues from arising. In practice, this means that whilst I can make use of social media in policing to share information, aid investigations and encourage dialogue with the public, I must be aware that anything posted in an official capacity can be scrutinised by the public, the media and independent organisations, this creates a need for professionalism and caution when using social media in policing.

Multiple platforms are in use by the police with each having its own strengths, weaknesses and types of audience. I have made use of social media to assist in various investigations, one such incident was a high-risk missing person investigation where there were serious concerns for a person's welfare, due to the level of concern, I spoke with the family of the missing person and obtained consent from them to complete a social media appeal which was distributed across Facebook and Twitter. Whilst collecting information for this media appeal it was important that I ensured that the information was accurate and relevant due to the circumstances and the risk of criticism or misinterpretation if the information provided

was incorrect and the impact that this would have on the investigation. Ultimately, with an updated photograph obtained from the family and information on last sightings and locations, members of the public responded to the appeal which assisted our investigation and led to us locating the missing person and preventing them from coming to any harm. Facebook and Twitter can be used by the police to post updates to the public, provide information regarding policies, share videos and multimedia to assist in investigations, distribute rapid updates such as missing person appeals and warnings to avoid particular areas if there is an ongoing incident. These social media platforms are large and established allowing for the police to expand their reach in contacting the public, however, there are risks that misinformation can spread through the use of these platforms, there is a high risk of exposure to criticism if posts contain inaccurate information or if a mistake is made, managing these accounts and monitoring the comment sections of these posts can be resource intensive.

Other platforms such as YouTube and TikTok are used by the Police as these platforms are often used by a younger target audience and they allow for more in-depth, creative content such as videos and clips. Whilst these platforms can be used to build a better rapport with younger audiences and provide more in-depth detailed information there are risks of content being misinterpreted and appearing unprofessional, content created for these platforms is often resource heavy, sometimes requiring production and editing work dependent on the content.

One example of social media which has recently been used effectively in policing is the “YourPoliceUK” digital youth engagement programme, developed by the College of Policing, this is an innovative approach to building trust between young people and the police, using platforms such as Instagram as a digital medium. The programme delivers daily content online, promoting safeguarding and providing opportunities for young people to voice concerns.

One of the main strengths of this programme is its focus on young people who are often underrepresented in traditional methods of engagement with police, such as official surveys or community meetings, young people are much more active through digital spaces and therefore the use of social media increases accessibility to younger audiences allowing the police to reach them. The programme also makes policing more relatable to younger people and the general public, it describes police roles in detail and draws attention to diverse teams, younger audiences are more likely to engage with the police when they are approachable and authentic, allowing for greater engagement and trust of the police.

Daily posts distributed by the programme cover issues such as mental health awareness, staying safe online and information and guidance regarding various offences. This allows for young people to easily access detailed and informative content which may contribute towards early intervention and crime prevention. The programme is designed to allow for two-way communication, encouraging dialogue between young people and the police through the use of polls and interactive features, this gives young people the opportunity to engage with the police, discuss what matters to them, ask questions and express concerns, giving the police a greater insight into this demographic of the population.

The programme is evidence led, it has measured its success through analysing the data on how many people it is reaching, numbers of comments and likes and what questions and topics are being brought up by young people. This allows for the police to more accurately determine trends and allows for resources to be allocated more efficiently.

Whilst this programme shows great potential for the benefits of social media use in policing it also has limitations and drawbacks, firstly, maintaining daily content and consistent engagement across social media platforms requires significant staffing and moderation, if

individual forces were to follow this programmes example they would have to set aside resources, smaller forces may struggle to sustain or fund such activity. Whilst attempts to engage with younger audiences are significant, there is a risk of inadvertently undermining professional credibility if attempts to relate to a younger audience go too far, such as the use of memes or engaging in trends, there is an important balance between relatability and professionalism, mistakes in this area may cause reputational damage.

The benefits of young people being able to engage with the police online are clear, however, communication through digital platforms carry risks, it is vital that any sensitive information that is shared with police through these platforms is protected and that young people using the platforms are protected from any risk of harm. Furthermore, whilst this programme shows promise for engaging with young people who are connected digitally there is a risk of those that do not have access to such platforms being excluded, it is important that other forms of engagement remain viable to prevent inequality in accessing police guidance and information.

As per their evaluation report, YourPoliceUK have found that the programme is valuable as it is allowing for insight into youth concerns, it gathers information and bridges the gap in communication between the police and younger audiences, it has the potential for a wide positive impact on how the police interact with young people. Focus group findings from young people reported that the programme was helpful as it gave them someone to speak with if they struggled to speak with parents or teachers about certain issues. They confirmed that the programme was consistent with responses which allowed for a sense of connection to form between the users and the police, however, young people did report that some issues they believed to be most prevalent for their demographic were not being covered, showing that further development and work on the programme is required.

The evaluation report goes on to confirm that whilst there are clear benefits, there have been challenges with getting forces across the UK to engage with the programme meaningfully or to begin organising their own, in-line with the current model.

A study undertaken by Jones, Ralph, Millie & Rowe (2025) examines how the police make use of social media to tailor their digital visibility, in the past, police visibility referred to officers on patrol and a physical presence on the streets, the authors argue that as social media becomes more interlinked with everyday life, visibility on social media is becoming more important to policing. Digital visibility involves showcasing a policing presence online such as photos and videos of officers on duty and work carried out by the police that has a positive impact on the community, showing people that the police are doing what is expected of them, building public trust and confidence in the police.

Four themes emerged from their findings, firstly online visual tools assist the police with standing out and capturing the publics attention on social media, with examples such as the use of images of officers in uniform and force crests. Secondly, digital visibility assists the police in countering negative public perceptions by showcasing the good work being done such as footage of warrants being carried out or information on positive investigation outcomes, visibility of roles available in the police such as videos showcasing various roles can also assist in supporting recruitment. Thirdly, use of social media tools can assist in humanising the police by showing that there are normal people behind the uniforms, tools and trends such as memes and emojis can help people relate to the police. Finally, the study identified challenges faced by the police when using social media, such as many officers being concerned that misjudged or misinterpreted posts would cause damage to their individual careers or damage the already diminished public view of the police, leading to a reluctance to engaging with social media initiatives. Legal and ethical concerns were identified; the police have to ensure that all posts are moderated and checked to ensure

that no sensitive information is revealed that would jeopardise investigations or put anyone at risk.

A further study completed by Bullock, Garland & Coupar (2021) argues that social media can be transformative for policing as it has the potential to increase transparency and community engagement, however, this potential has not been fully embraced by the police. The study identifies that social media offers the police unique opportunities to engage with the public, to be visible and broadcast the work that the police do to protect the public. Social media allows for messages to be distributed quickly and in a way to positively shape the police's image, it allows for connections and communication with the public. However, this can be impeded through organisational issues and the fact that not all social media interaction is positive, many posts may not bring about engagement and some may be seen negatively or provide an online platform for the public to bring the work that the police are doing into question.

In conclusion, the use of social media in policing allows for opportunities to increase police visibility, improve engagement with the public, promote transparency and gain trust with diverse demographics. However, these benefits come with significant risks and challenges, the effective use of social media relies on a careful balance between relatability with the police and the police remaining professional alongside strong ethical and organisational safeguards. Social media cannot be used as a replacement for the more traditional ways of engaging with the public but can be used in conjunction with them to improve on communication and support crime prevention.

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Task 3

Relevant areas of the National Policing Curriculum: Leadership and Teamworking

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

Critically evaluate and **evidence** your flexibility in leadership style.

Critically analyse leadership strategies that you have developed to manage a range of different operational situations.

Consider leadership models commonly used in policing.

How were you able to apply a change in leadership style/strategy to reflect changing circumstances?

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

ANSWER:

Leadership in policing is complex and dynamic due to the nature of the role. Officers are often required to attend a wide variety of incidents each shift, ranging from minor disputes within the community to life threatening incidents, with each situation requiring differing leadership skills and responses. Effective leadership in policing is not about sticking to a single style or model adherently; officers should be flexible and understand the benefits of different leadership models and styles. Evaluating which leadership strategy is best for the task or issue at hand and being able to adapt is extremely important in policing. The College of Policing highlights leadership as being central to professionalisation, within their leadership review, the College emphasises how strong leadership strategies allow for adaptability and the ability to guide and inspire others whilst adhering to ethical and professional standards.

Flexibility in leadership means ensuring to choose a style of leadership which is most suited to the incident being dealt with rather than defaulting to a one approach solves all attitude. In policing especially, poor leadership decisions can lead to a variety of issues. This is supported by Hersey & Blanchard's research into leadership referred to as situational leadership which proposes that there is no single best leadership style. They propose that effective leaders adapt their style of leadership between directive and supportive dependent on the needs of the individuals or teams they are leading, depending on their competence and commitment. This model is widely used in emergency services professions and in the military as it is valuable for high pressure, dynamic environments where team members experience and confidence vary significantly.

An example of this leadership style being utilised is when I attended a serious road traffic collision and there were concerns regarding the welfare of members of the public due to injuries, I identified that as I was the first officer on scene, I would need to adopt a directive leadership style. I gave clear instructions to members of the public present and to other officers that started arriving as to what was required and the actions that needed to be

completed so that everyone knew their roles and what was needed. Other example of this leadership styles directive behaviour in practice in policing include it's use during public order events where officers often adopt a direct style of leadership to ensure safety and compliance. Supportive behaviour through the model is characterized by listening and communicating, recognizing and encouraging, it relies on mutual respect and trust, focussing on understanding being built. An example where I have used this style of leadership is when interacting with vulnerable people during my role, taking time to communicate with them and to listen to their worries or concerns. This leadership style can also be applied to assisting newer officers and helping colleagues understand new concepts as it compliments coaching and mentoring. Whilst the benefits of this model are clear, it can be argued that the simplicity of the model underplays the complexity of real policing situations where decisions must be balanced between individual readiness, public expectations and political pressures.

Another example of a leadership style is Transformational Leadership, the core idea of this leadership style is that leaders inspire others and set a clear vision and promote commitment to that vision and encourage others to follow. The College of Policing advises all those in policing of the importance of Transformational Leadership set forward in the Code of Ethics, as it is each officer's responsibility to uphold these ethics and standards and to stand against any wrongdoing or misconduct. Transformational leadership is useful for supporting organisational changes in policing and for officers to show themselves as role models, instilling values and ethical standards. Transformational leaders can persuade other officers to move beyond traditional experience driven methods and embrace research informed practices. In community policing in particular, this leadership style assists officers in building trust and legitimacy with the public. Some however would argue that this leadership style risks being too idealistic when applied to a hierarchical organisation such as the police where accountability and compliance are often as important as inspiration.

In contrast to Transformational Leadership, Transactional Leadership in policing emphasises structure and rules, it refers to a result focussed vision where a system of reward or punishment can be used to motivate to achieve clearly defined, short-term goals. It can be applied to many scenarios to motivate people to engage with the police, I made use of the principles of Transactional Leadership when I dealt with a group of drunk males whilst I was patrolling the city centre, they had been causing repeated issues and had been asked to leave the area. I informed the males that I could either assist them by directing them to a taxi to leave the area or I would have to arrest them for being drunk and disorderly. This motivated the males to engage with the reward element and leave the area to prevent themselves from being arrested.

Other examples of transactional leadership include officers making rules and guidelines clear at public order demonstrations that if behaviour escalates or if any damage is caused then officers will intervene, this is conditional enforcement, lawful behaviour ensures that the group can continue their demonstration, unlawful behaviour triggers penalties in the form of legal actions.

Servant Leadership which prioritises the growth and wellbeing of followers has become more prevalent in policing due to growing recognition of the psychological demands of the job. Leaders who demonstrate servant behaviours, such as supporting resilience, encouraging professional development, and protecting officer welfare, are better able to build trust and loyalty, this enhances inclusivity and builds morale. However, servant leadership can be challenging in a command-driven environment, where prioritising officer welfare must be balanced against the imperative of public safety. An example of servant leadership was where an officer on my team was visibly burnt out and was trying to arrange to take leave away from work to recover, due to short staffing this hadn't been possible, I identified that I had leave arranged for a number of days that they were trying to book off, I

informed my supervisor that I would be happy to give these prebooked dates to my colleague to prioritise their wellbeing.

Authentic Leadership is another relevant model in policing. This approach stresses transparency, consistency, and ethical behaviour. Following high-profile issues involving misconduct, misogyny, and institutional racism, authentic leadership is vital for restoring legitimacy. Leaders who model ethical conduct and openly acknowledge organisational challenges are better positioned to regain officer confidence and public trust. Yet authentic leadership is not easily sustained under political and operational pressures, and critics note that leaders may struggle to remain transparent when dealing with sensitive security or disciplinary matters. An example of authentic leadership was when I was dealing with a case file that was due to be submitted to the CPS, I made a mistake on a form which led to a delay in its submission, upon realising my mistake I made contact with the CPS to explain the delay in-line with ethical behaviour.

Distributed or shared leadership has become increasingly significant in contexts where policing overlaps with other agencies, such as safeguarding or counter terrorism. Here, leadership is not confined to rank or position but is spread across teams and professions. Distributed leadership allows for collective problem-solving but can create challenges around accountability, particularly in high-risk operations. I have made use of distributed leadership when I took on a long-term domestic violence investigation, I identified that there were multiple facets to the investigation which could be supported by partner agencies and specialist departments within the force, I liaised with these other teams and professions to ensure that together, we achieved the best possible outcome for the victim.

Adaptive Leadership has also been applied to policing as a way of understanding how officers and communities address complex, changing challenges. Unlike technical problems with clear solutions, many issues facing police such as radicalisation, cybercrime, or public disorder are adaptive in nature and require experimentation, dialogue, and flexibility. Adaptive leadership therefore requires leaders to tolerate uncertainty and empower others to contribute to solutions. In policing, this is particularly visible in public order situations, where officers must adapt strategies as crowd dynamics shift, balancing communication with enforcement. I used adaptive leadership when I was dealing with a large number of youths causing issues in public by balancing communication skills with enforcement techniques.

Research by the College of Policing on effective supervision emphasises the importance of supervisors who can flexibly adapt their style to individual officers, supporting wellbeing and professional growth. Community engagement and problem-oriented policing demand transformational and servant leadership strategies. Officers working in neighbourhood policing often rely on leaders who can develop a shared vision for safer communities and inspire collaborative problem-solving with partners such as schools, housing authorities, and charities. Servant leadership strategies, which prioritise listening and responding to community needs, also enhance legitimacy and trust.

Leadership strategies are also critical in supporting officer wellbeing and professional development. Policing exposes officers to trauma, stress, and high workloads, and leaders who adopt servant and coaching strategies can play a vital role in resilience. Leaders who act as role models and provide emotional support build inclusive and supportive environments which improves morale and increases officer retention. Coaching strategies also enable continuous professional development, preparing future leaders for advancement.

Critical analysis of leadership in policing reveals that while multiple models are available, none are sufficient on their own. Situational leadership offers flexibility but can oversimplify

reality. Transformational leadership inspires but may overlook bureaucratic constraints. Transactional leadership ensures compliance but risks demotivating officers. Servant and authentic leadership enhance trust and wellbeing but may be constrained by organisational pressures. Distributed leadership supports collaboration but complicates accountability. Adaptive leadership promotes flexibility but demands a tolerance for uncertainty that not all leaders can maintain.

Ultimately, the effectiveness of leadership in policing depends on the ability of leaders to integrate multiple approaches and be flexible in their approach reflecting the demands of policing. Leaders must be able to switch between directive and participatory approaches, balancing control with empowerment, and discipline with inspiration. The College of Policing has emphasised that leadership must be developed throughout the police not just in senior ranks. This recognition underlines the importance of flexible, situational strategies that empower officers at all levels to act as leaders in their own right.

In conclusion, leadership in policing is complex, dynamic, and highly consequential. A range of leadership models provide frameworks for understanding how leadership styles influence others and the police as a whole. Each model has strengths and limitations, but together they offer a vast toolkit for navigating diverse challenges. The key point in effective police leadership is therefore flexibility, allowing officers to adjust strategies and leadership styles, tailored to individual circumstances while remaining anchored in ethical values and public service to achieve the best possible outcomes.

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Task 4

Relevant areas of the National Policing Curriculum: Coaching, Mentoring, Assessment

Critically reflect upon your three-year probation:

How have you benefited from mentoring and coaching?
How has it helped you to meet personal, professional and organisational goals?
How has it aided you to learn, develop and perform in the workplace?

Consider relevant coaching and mentoring definitions along with current coaching and mentoring theories used in policing.

How do you provide and receive feedback?

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

ANSWER:

Throughout my probation I have benefited from mentoring and coaching to assist me in becoming a better police officer. Mentoring focuses on long-term personal and professional development and often involves someone with more experience assisting and guiding a person who is less experienced in their role, allowing them to build confidence, benefit from an experienced perspective and to achieve set goals. Mentors are role models who assist others through giving feedback and practical advice which can greatly assist in learning and aids in building resilience, especially in complex roles such as policing.

In comparison, coaching is often more structured and performance driven, it often puts focus on developing specific skills, working towards certain goals or overcoming set challenges. A coach assists an individual through identifying their current strengths and weaknesses and the areas that they can improve in, they encourage the learner to reflect on their experiences and they support their development. Coaching can assist in improving problem solving skills, adaptability and accountability, it can also assist in building better communication skills, decision making capability and leadership skills.

I have benefited from both mentoring and coaching as they have supported me in continually improving and developing my skills as a police officer, through this support I have gained greater confidence and a better understanding of my role allowing me to perform at a higher standard. I have been able to build my confidence in my role throughout my probation with the support of mentors and coaches, when I first started on shift, I was assigned an experienced officer as a tutor who I was able to draw knowledge from which has greatly assisted me in understanding my role more effectively.

A study completed by Gill, M.J., Roulet, T.J. and Kerridge, S.P. (2018) identified the importance of mentoring in policing in the context of mental health and wellbeing. The study identified that both mentors and those that they are mentoring benefit through the sharing of insights and experiences as already proven in other forms of research. This study focussed on the benefits that mentoring can have on tackling stress and anxiety in policing for the mentor and "mentee" whilst the study does identify that it's findings may be limited in scope and the stress and anxiety levels of respondents may have been underreported,

as is known to be common in policing, I support the findings through personal experience. The study found that mentoring can assist with work related anxieties and stress, with both the mentor and mentee benefiting from the programme. I believe that I have benefited from a reduction in stress and anxiety whilst being mentored during my probation as I have had every opportunity to discuss my work and how I can improve and manage situations with my former tutor and other experienced officers. In the context of the study, I believe that my tutor at the start of my probation also benefited as I was also able to support him with his own mental health and his own concerns, this has continued throughout my probation.

Research by Parsloe, E. and Leedham, M. (2022) identified that across numerous bodies of work regarding the effectiveness of coaching there is good evidence to suggest that coaching can lead to many benefits such as a reduction in stress and anxiety and improved wellbeing, supporting the study completed by Gill, M.J., Roulet, T.J. and Kerridge, S.P. (2018). They also found that coaching assists in fostering a sense of support and builds resilience in the workplace, it assists in building better communication and team building skills. Alongside this, improvements in learning, better job performance, increased productivity, improvements in reasoning and critical thinking skills and greater levels of adaptability and flexibility were listed as key benefits of coaching.

Through the continuous learning and development present throughout my probation which involved being tutored and completing portfolios of evidence, demonstrating my capabilities as an officer and that I understood my role, I have achieved a personal goal of improving my communication skills. I have completed this by following the GROW model, I set myself the goal of improving my confidence in communicating with others under pressure, I understood that as a new officer I was feeling uncertain about my confidence in this area. I identified options such as seeking feedback from more experienced officers and discussing situations with my colleagues and making use of techniques they were using to identify ways that I could improve. I identified that the way I could improve was to continue exposing myself to new and diverse incidents which required different forms of communication and to continue engaging with feedback and to reflect on my performance, through mentoring and coaching throughout my probation period I have achieved this goal and I believe that I have developed stronger communication skills.

My probation has also helped me to achieve professional goals as it has provided a clear framework for continuous improvement and learning which has guided me in the right direction to build my knowledge and skills and to keep getting better at my role. An example of this is through the completion of evidence portfolios where I have been required to provide examples of key parts of my role such as how I have conducted a high-quality investigation or how I have made an arrest etc. Through completion of these portfolios and engagement with mentors and coaches who have provided feedback and discussed my investigations and arrests with me after reviewing the evidence I have put forward, I have been able to have constructive conversations and gain valuable insight from more experienced members of the organisation to build on my skills and knowledge.

In-line with the continuous learning and improvement element of my probation I have achieved further professional goals by setting myself SMART goals, these are specific, measurable, achievable, relevant and time-bound. One such goal I set during my probation was to improve my knowledge on case-files due to their importance when completing investigations, through following this method and engaging with my coaches and mentors I have achieved this goal and I am now much more competent at completing case files.

Through using SMART goals, I have also undertaken further learning such as completion of a Method of Entry Course, this will allow me to attend more diverse and complex incidents and provide specialist assistance to resolve those scenarios, I am also due to complete my

blue lights advanced driving course and taser training course which will provide me with further skills and knowledge to assist in my role.

My probationary period has helped me meet organisational goals, throughout my probation the importance of the Code of Ethics has been made clear to me and my understanding of it and its importance has been reinforced throughout. I have set myself goals in-line with the Policing Vision set forth by the National Police Chief's Council (NPCC), I have achieved my goal of developing further digital skills and undertaking further training in awareness of cyber enabled and cyber dependent offences. I have set myself SMART targets throughout my probation to develop my knowledge and skills regarding key organisational priorities such as stop search and violence against women and girls to achieve organisational goals of higher competence and better outcomes in these key areas.

My three-year probation has assisted me greatly in my learning as it has given me a clear framework to develop from and has given me the skills and opportunities to reflect and grow. In their work, Parsloe, E. and Leedham, M. (2022) discuss how mentoring and coaching impacts learning, they draw reference to key learning models such as the "Kolb cycle". The Kolb cycle explains that from reflecting on experiences we can draw new ideas and gain insights from them, based on these insights and ideas we can create a plan to move forward in new situations, achieving better outcomes. The model emphasises learning as a continual process, where experiences, how we reflect on them, how we view those reflections and how we implement our findings are all interconnected. Reflective practice is a core principle in policing, throughout my probation I have learnt how to reflect on my work and how that reflection can be applied to achieve better outcomes and improvement in the future. This has assisted me in my performance in my role as I can apply my findings from previous incidents and past reflection to improve on my capability as an officer, providing a better service to the public.

Feedback has been a very important factor and a powerful tool throughout my probation, in coaching and mentoring, good quality feedback has enabled me to recognise my strengths and weaknesses, identify areas that I need to improve on and to achieve personal, professional and organisational goals. Effective feedback helps support reflective practice which assists in building confidence, it is vital to positively engage with feedback given as this builds on the working relationship between the mentor and who they are mentoring.

When providing feedback, it is important to ensure that it is constructive, balanced and timely, good quality feedback should be relevant and specific and assist the learner in gradual improvement. Frameworks such as the BOOST (Balanced, Observed, Objective, Specific, Timely) model are designed to help people give feedback effectively, they ensure that feedback is clear, constructive and useful. The BOOST model allows for feedback which is balanced, including what was done well and what could be improved, the feedback should be observed from specific behaviours or actions to keep it fair. Feedback should be objective and focus on facts not on personal opinions, it should be specific so that the information given is precise and actionable and it should also be timely so that the feedback is given as soon as it can be to make the information more relevant and easier to apply.

The ability to receive feedback effectively is also important, this has required me to be open and willing to reflect on the feedback I am given and to use active listening skills. Feedback is most valuable when it is engaged with fully, treating feedback as an opportunity for growth rather than criticism allows for overall improvement.

Feedback is also central to the GROW (Goal, Reality, Options, Way forward) model of coaching, at the reality stage honest feedback helps to identify current strengths and weaknesses. At the way forward stage, feedback can support realistic and positive action

plans to further skills and development. Throughout my probation it has been vital that I engage with feedback from my coaches and mentors and that I learn how to provide feedback of my own. Effective feedback in policing is essential, it has assisted me in building important skills throughout my probation and shown me the importance of continuous learning and development. Feedback also promotes and ensures alignment with organisational values such as the Code of Ethics.

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

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