

Workbook 3

by Brandon Elliott

Submission date: 23-Sep-2025 10:32AM (UTC+0100)

Submission ID: 264854215

File name: 46628_Brandon_Elliott_Workbook_3_681098_1549895931.docx (188.09K)

Word count: 10148

Character count: 61296



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)**

Learner name: Brandon Elliott

Learner's University Registration Number: 2246071

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

Workbook	Area of Professional Practice	Word count
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 Role of a police officer in the United Kingdom has undergone significant over the previous decades, driven by cultural expectations, technological improvements, legal reforms, and heightened scrutiny around police accountability. Central to this transformation, has been the College of Policing, which plays a pivotal strategic role in professionalising the force. In addition to following the law, modern police officer's duties today include protecting the weak, respecting human rights controlling danger, and conducting themselves with professionalism.

This essay will start with a description of a real-life event in which I played a crucial part in, when dealing with a vulnerable victim. After that, it will critically assess the College of Policing's strategic role and show how, in my last year of probation, I am striving to live up to the standards of a professional police officer. Lastly, it will consider how my job has changed over the past year and how important strategic documents like the College of Policing's Five-Year Strategy, the Workforce Transformation 2018, Policing Vision 2025, and the Strategic Policing Requirement (SPR) have influenced this development.

During my last year of probation, I worked a late shift and was dispatched to an address after being informed of an ongoing 999 call about a domestic disturbance. When I arrived, I saw an visibly upset female who had been the victim of domestic

abuse by her boyfriend on multiple occasions. She had previously called the police, but due to fear and lack of faith in the police, she often withdrew her allegations. This time, it was clear that there had been psychological stress and evidence of physical injuries to her body.

I have then carried out my training and displayed my communication skills. I prioritised creating rapport with the victim. I used open, friendly language and assured she was in a secure, private area before carrying on with our conversation. She eventually opened up about the ongoing abuse she had been experiencing as a result of this considerate approach. She was determined to be a high-risk victim by my DASH (Domestic Abuse, Stalking, and Harassment and Honour-Based Violence) risk assessment. Further reading on DASH is provided by (Safelives , 2025).

Understanding the importance of safeguarding, I made an immediate referral to MARAC (Multi-Agency Risk Assessment Conference). The purpose of the MARAC, is so that they can arrange for a specialist domestic abuse support service to offer their support, if its deemed appropriate, (h&f, 2025) . After the arrest, the perpetrator was placed arrested and placed on remand. I kept in touch with the victim frequently during the investigation, giving her updates and reassuring her, which helped her regain faith in the police. The case was concluded and provided a successful outcome as the perpetrator was convicted. After hearing this the victim later expressed gratitude for the empathy professionalism she experienced.

This incident highlighted the need of victim centric policing and the need for officers to possess emotional intelligence and resilience in addition to procedural competence. It also emphasised how the College of Policing's policies, such as the Code of Ethics and victim care standards CODE (College of Policing, 2025a) are put into practice.

The professional association for law enforcement in England and Wales is the College of Policing, which was founded in 2012. Setting professional standards, providing education, supporting evidence-based practice, and assisting in career advancement, are all included in its strategic purpose. The goal of the College is to make sure that law enforcement is prepared to handle present and upcoming difficulties while upholding public confidence. (College of Policing, 2025b)

The Policing Education Qualifications Framework (PEQF), which standardised points of entry into the police force and enforced that officers earn degree-level credentials, is among the College's most important contributions. This calculated action had improved the profession's academic standing and encourages reflective practice and lifelong learning. (Police Federation, 2019).

The College has also taken the lead in creating the Competency and Values Framework (CVF) (College of Policing, 2024a) and the National Policing Curriculum (College of Policing, 2013a), which sets forth precise standards for the abilities, conduct, and morality expected of officers. These frameworks guide recruitment, appraisal, and promotion, ensuring consistency across the UK police forces.

The What Works Network (Gov.uk, 2024), which offers a database of proven policing strategies, is another way the College supports evidence-based policing. Instead of depending exclusively on conventional techniques, this has prompted forces to embrace research-led strategies. The College also provides leadership development programs that train officers for strategic positions and cultivate future leaders capable of leading ethical reform and managing complexity, (College of Policing, 2025c).

The College has transformed the police into more responsible, competent, and introspective profession, as seen by the emphasis on professional standards, research, and ongoing development. The emphasis on personnel development and adaption in national programs like Policing Vision 2025 (NPCC, 2016) is in line with this professionalism.

By using frameworks and resources offered by the College of Policing and my own force, I have attempted to demonstrate the values of modern policing during my last year of probation. Important components that show how I evolved into a qualified police officer are as follows:

- 1) Continuous Professional Development: I have taken part in extra modules, such as in person training or online packages on digital investigations, neurodiversity awareness, and coercive and controlling understanding. My knowledge base has grown as a result of this additional training, and I now provide the public with higher-quality service.
- 2) Digital Competency: Officers now need to become tech-savvy due to the technological advancement of crime. I've received training in the use of mobile data terminals, body-worn cameras, and understand the parameters in retrieving evidence within a digital device. The National Policing Digital Strategy 2020-2030 (Association of Police and Crime Commissioners, 2020) is in line with this.
- 3) Community Engagement: I have spoken to many of those within the community, including a large number of school students, educating them on cyber safety. I have also addressed those about anti-social behaviour in order to raise awareness on what is considered as unacceptable. I believe these actions would have contributed to the development of transparency and trust, two essential components of contemporary police.
- 4) Reflective Practice: I take part in debriefing sessions after incidents and keep a reflective notebook on a regular basis by discussing the decisions and actions taken with both my supervisor and colleagues. I can assess my performance, pinpoint my learning needs, and modify my strategy, thanks to these reflections. This has helped me stay aware of both legal obligations and emotional aspects, which has been especially helpful when addressing delicate cases.
- 5) Adherence to the Code of Ethics: I consistently act in accordance with the principles of honesty, integrity and objectivity I have intervened when

witnessing unprofessional conduct and have reported concerns through appropriate channels, demonstrating a commitment to ethical leadership.

The major turning point occurs during the last year of probation. My responsibilities have now increased, my decision-making is more autonomous, and my understanding of strategic policing has deepened. Important changes include:

- Greater accountability: My supervisors now expect that I take responsibility of my own cases from beginning to end. Conducting investigations, communicating with the Crown Prosecution Service (CPS), handling witnesses and victims, and creating case files, identifying and completing enquiries relevant to the investigation. These are all included in this. My judgement and confidence have both improved as a result.
- Strategic Understanding: I now see policing not only through the perspective of frontline duties but within the broader national strategy. Understanding documents such as the Policing Vision 2025 and the Strategic Policing Requirement has enabled me to relate everyday operations to national issues like cybercrime, terrorism, and major organised crime.
- Collaborative Working: I have increasingly worked with social services, housing teams, schools, and mental health professionals. In doing so I have come to understand that handling complicated cases in law enforcement calls for a multiagency solution. The 'whole system' approach that the College and the Workforce Transformation program support is reflected in this.
- Leadership Opportunities: I've had the chance to mentor incoming probationers when giving them advice and guidance based on my personal expertise. Peer support strengthens my own learning whilst also helping others.

Officers must comprehend and implement the larger strategic frameworks that direct national priorities and professional growth in order to function successfully in the complicated police environment of today. These frameworks are useful instruments that guide day-to-day choices, the allocation of resources, and professional advancements. As I moved through my last year of probation, I realised how these tactics support the changing role of the police officer, especially when it comes to developing capabilities, interacting with the community, and addressing new threats. How these strategic frameworks have been applied into my work and the larger policing environment will be examined critically in this part.

- 1) Strategic Policing Requirement (SPR) (Gov.uk, 2023): The SPR identified six national threats: terrorism, civil emergencies, serious organised crime, public order, large scale cyber incidents, and child sexual abuse. Understanding these has made it easier for me to prioritise risk management and resource allocation in local contexts, such as identifying connections between domestic cases and broader organised crime trends.
- 2) Policing Vision 2025: This vision, which was created by the NPCC and APCC, describes how policing must change to accommodate the public's changing demands. Victim-focused services, digital change, and more diverse hiring are top priorities. These priorities are reflected in my participation in community-based initiatives and digital training.

- 3) Workforce Transformation 2018 (NPCC, 2018) : Even though I'm not from a diverse background, I completely understand how crucial this approach is to making policing more inclusive, representational, and sensitive to community needs. This nationwide programme has a strong emphasis on developing a workforce that is adaptable, knowledgeable and values driven in order to fulfil the challenges of 21st century law enforcement. While I may not represent diversity in a traditional demographic sense, I believe that contributing to culture of inclusion and professionalism is every officer's responsibility. By committing to continual development and maintaining high ethical standards, I help create a workplace environment where all staff feel valued and empowered.
- 4) College of Policing's Five-Year Strategy (2022-2026) : This approach aims to raise standards of policing, leadership, and public trust. I have embraced these goals by actively participating in CPD, ethical behaviour, and feedback loops. My participation in engagement sessions and internal surveys further demonstrates my dedication to creating a welcoming and productive police culture.

When reflecting on my experience as a police officer in my last year of probation, the duties, obligations, and intricacies of the position have become clearer. The high-risk domestic case, captures the complex interaction between victim support, legal compliance, public safety, and offender control in contemporary policing. While maintaining professionalism and ethics, it also empathises the value of teamwork and making well-informed decisions under duress.

The College of policing, through its strategic initiatives, continues to play a critical role in shaping the profession. It serves as a cornerstone in creating a police force that is prepared for the future by establishing standards, encouraging evidence-based practice, and integrating fundamental ethical concepts. The framework by which officers like myself evaluate our progress and accountability is provided by documents and strategic framework of those mentioned above. These documents are not just theoretical instructions.

I can state with confidence that, as my probationary period draws to a close, I have improved my practice's resilience, strategic knowledge, and self-awareness. I am aware of the wider strategic imperatives that support modern policing in addition to the operational responsibilities expected of me. My changing function is influenced by institutional vision and national priorities in addition to my own experiences and growth.

My aim moving forward is to be a mindful, professional, and community-focused officer who can maintain public trust, adjust to change, and contribute to institutional learning. By doing this, I support not only my community's safety and well-being but also the continuous professionalism and change in the UK.

Total Words: 1998

Task 2

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

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

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

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

What social media platforms are used by policing?

What are the benefits and risks of using social media?

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

ANSWER:

Modern policing relies heavily on effective communication, especially in a sociopolitical environment where public scrutiny is rising and expectations for accountability, transparency, and community involvement are changing. The National Policing Curriculum states that officers must possess the following essential competencies: integrated communication strategies, social media strategy, and communication skills (College of Policing, 2023). This essay examines the wider benefits and difficulties of utilising social media as a professional tool in policing while reflecting on a real-life police event in which I played a crucial part in dealing with a vulnerable offender.

This incident involved a 16-year-old boy, pseudonymously refereed here as "Liam". He had been repeatedly reported for stealing from a nearby main street convenience store. This time, Liam was taken into custody by the store owner, who also called the police. As a responding officer, I was sent to the scene.

Upon arrival, it became apparent that Liam was distressed and under the influence of cannabis. Concerns about safeguarding were raised by his presentation; he said that older peers were pressuring him to steal and that he was afraid of the consequences if he resisted. His situation suggested that he might be both a victim and a perpetrator, requiring sensitive policing and nuanced communication. In order to defuse the situation and protect Liam, I decided to take him into custody. I encouraged Liam to share more about his past during the ride by using open ended questions and active listening. This interaction served as the basis for a for a

subsequent referral to the safeguarding services and our local Youth Offending Team (Gov.uk , 2023b).

Body-worn video (BWV) later demonstrated how soothing, sympathetic tone helped change Liam's behaviour, despite his initial no-compliance. I applied grounding techniques, such as keeping eye contact, using simpler language, and providing reassurance, that I had learnt from training in communicating with vulnerable individuals. We were able to discover his engagement in larger anti-social peer networks functioning locally as a result of the trust that was established in the moment.

For disruption work, this intelligence was then forwarded to our neighbourhood policing team. Since being referred to early intervention services, Liam has been able to distance himself from that peer group and has not committed another crime, as far as police are aware.

This incident also made clear how crucial early intervention is to end the cycle of juvenile delinquency. We were able to divert Liam from the criminal justice system by using a trauma-informed strategy after realising that his actions were indicative of broader problems, such as coercion, neglect, and a lack of community support. The Youth Endowment Fund strategy and other national initiatives on early intervention and child-centred policing were in accord with this approach (Youth Endowment Fund , 2019).

It strengthened my conviction that police personnel need to be aware of the underlying vulnerabilities that may manifest as criminal activity, particularly in children and adolescents.

Communication Skills

Throughout the crisis, communication was essential on both an organisational and interpersonal level. To comfort Liam and ease tensions with the store owner, I used verbal de-escalation strategies. I was able to establish a rapport fast by being empathetic and speaking calmly. Beyond one-on-one interactions effective communications also included accurately and promptly briefing coworkers, completing a thorough safeguarding referral, and alerting other multi-agency partners.

This incident demonstrated a number of critical communication abilities listed in the Competency and Values Framework (CVF) of the College of Policing, such as public service, teamwork, and emotional awareness (College of Policing, 2024b). Additionally, using trauma-informed communication techniques enabled a more comprehensive response that went beyond punitive measures by revealing broader contextual elements.

Social media

Following the event, the local police department used social media, particularly Facebook and Twitter, to reassure business owners that patrols were being enhanced and to alert the public of an increase in shoplifting reports. Even though

Liam's identity was never made public, the posts brought attentive to the larger problem facing the neighbourhood and encouraged locals to talk about it.

Social media is becoming an increasingly important forum for public interaction, enabling law enforcement to proactively disseminate information about crimes, safety tips, and policing activities. All UK forces currently use social media sites including Facebook, Instagram, Next-door, and X (previously known as Twitter), and many are branching out into YouTube and TikTok to reach variety of demographics, according to the National Police Chiefs' Council (NPCC, 2019). These systems' ease of use and speed allow authorities to communicate with the public in real time, fostering transparency and confidence. Additional information on the use of social media through policing is provided by (National Police Information Risk Management Team, 2018).

Evaluation

The benefits and challenges of using social media for professional police were both emphasised by the post-incident engagement strategy. On the other hand, it contributes to public comfort by informing the community that criminal activity was being addressed. It also provided a forum for two-way contact, allowing locals to express their worries, give ideas, and express gratitude to officers, all of which improved community police ties.

However, there were disadvantages as well. Police were accused in several comments on the post of being reactive rather than proactive or of not doing enough. Others made assumptions about the criminals identify, which ran the risk of spreading false information and escalating tensions within the community. This draws attention to a significant risk associated with social media use: once something is made public, there is no control over how it is interpreted or discussed.

(Crump, 2012) discovered that the use of social media in law enforcement is frequently predicted on the supposition of audience goodwill, which isn't always true. In reality, the platform may subject officers and forces to abuse, misunderstandings, or public criticism. Consent also raises ethical questions, particularly when pictures or case information are shared online. In this situation, the significance of safeguarding weaker people like Liam cannot be emphasised enough.

The speed at which the post sparked conjecture in the comments was one of its unforeseen consequences. The community swiftly guessed the likely offender based on location and recent events, even though names were never stated. Given Liam's anonymity and the possible fallout among his peers, this presented serious ethical questions. It demonstrated how poorly controlled social media might indirectly encourage "digital vigilantism", in which people start acting on incomplete information (Trottier, 2017).

Additionally, some neighbourhood members expressed their displeasure with the decision to draw attention to the extra patrols, wondering why theft was given more priority than drug trafficking or juvenile violence in the area. This illustrates a larger conundrum that forces encounter when developing communication plans that blend assurance and reality. According to (Goldsmith, 2013), police use of social media

entails controlling public expectations, which are frequently influenced by individual or sentimental experiences.

Force Policy

Like other forces in the UK, my force follows a set policy regarding the appropriate use of social media for work. The policy places a strong focus on maintaining objectivity and honesty, keeping personal and professional accounts separate, and avoiding tarnishing the force's reputation. All posts must be in line with the Code of Ethics and force values, and officers are urged to interact using authorised accounts (College of Policing, 2024c).

Officers must make sure that all content complies with Human Rights Act of 1998 and the General Data Protection Regulation (GDPR), especially with regard to privacy, proportionality, and necessity, before posting it. For instance, unless it is in the public interest and backed by legal justification, we are not allowed to disclose the identifying information of suspects or victims (Information Commissioner's Office, 2022).

Benefits of social media

The strategic application of social media in law enforcement has several advantages:

1. Community Engagement: It offers a way to interact with communities that are difficult to reach, such as younger populations that are less likely to attend events in person.
2. Accountability and Transparency: Providing real-time information about events or activities can show accountability and boost public trust.
3. Crowdsourcing Intelligence: Compared to conventional techniques, public appeals made on social media can assist with finding missing people or identify suspects sooner.
4. Crisis Communication: Social media is a useful tool for quickly sharing information during emergencies, such as road closures or public safety alerts (Reicher, et al., 2020).

Additionally, social media makes preventative efforts stronger. Online platforms are frequently used to create campaigns on knife crime, domestic abuse, and exploitation that target specific demographics, such as age, gender, or postcode. For example, ten years ago, it would have been unthinkable for forces to use YouTube and TikTok to target younger people in collaboration with influencers (Home Office, 2022).

Risks and challenges

Despite these advantages, there are notable risks and challenges:

1. Data protection: If personal information is improperly disclosed, the force may face legal action.

2. Reputation management: Controversial or negative posts can undermine public confidence, particularly if they are interpreted as being untrue or incentive.
3. Officer Safety: Officers may be the subject of doxing, or the publication of private information online. Advice against doxing provided by (Gov.uk, n.d).
4. Misinformation and Misinterpretation: When posts are taken out of context, they may cause misunderstanding or anger from the general population.
5. Digital Divide: Reliance on social media may deprive some groups of important information because not all communities are digitally active.

Internal misuse is another possibility. Officers have been disciplined in cases when they unintentionally violated confidentiality or posted political opinions online. It is crucial to guarantee proper training and continuous supervisor. Statistics for police misconduct 2024 are documented by (Gov.uk, 2025).

The absence of uniform training for all units is another issue. Officers are unsure of what best practices are since some agencies offer limited support, while others offer comprehensive advice and simulations for digital engagement. This discrepancy may lead to inconsistent policy violations.

According to research by (Crump, 2012), digital communication inconsistencies erode public trust, particularly when different units within a force seem to contradict one another. Standardised training and policy consistency will be crucial to protecting officers and public perception as social media becomes increasingly integrated into operational police.

Reflection

Reflecting on this occurrence and the media coverage that followed, I developed a better comprehensive of how communication tactics affect public opinion and community trust. Even though taking care of Liam's welfare was my main duty, I learnt to value how efforts at digital engagement fit into a larger story about regulating responsiveness and visibility.

I have since completed additional e-learning on social media ethics through the College of Policing learning centre as a learning result. I now use approved accounts to feedback information more proactively that might be used for community updates.

I became more conscious of the impact and durability of internet information as a result of this encounter. A tweet or Facebook post can be shared, screenshotted, and saved forever, but a face-to-face chat may be forgotten. Since then, I've pushed for my team to receive more training, including hand-on workshops on crafting morally sound and impactful community postings.

Conclusion

Using a real-life scenario as a basis for reflection, this essay has examined the function of social media and communication skills in UK policing. Effective face-to-face and digital communication has been shown to be crucial for fostering public trust and providing morally sound, responsible police. Although social media

presents many chances for interaction, openness, and information exchange, they must be weighed against the threats to one's reputation, ethics, and legal standing.

Forces must make investments in officer training on digital communication going forward, fortify internal social media guidelines, and guarantee that content consistently embodies fundamental policing principles. Upholding professional ethics online will be just as crucial as doing so in person as policing becomes more digitalised.

Total Count: 1953

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:

Introduction

Modern policing relies heavily on leadership and teamwork, which serve as the foundation for both organisational resilience and efficient operational performance. Building cohesive teams, responding professionally in a variety of situations, and adjusting leadership approaches to change in circumstances are all key elements of the national policing curriculum.

This essay reflects on an incident that I experienced during my active duty as a response officer. It looks at how I use leadership models, changed tactics in reaction to operational events, and showed flexibility as a leadership to control risk, motivate team members, and guarantee positive results.

Incident

For this incident I functioned as the team leader for the early morning execution of conducting arrest enquiries in connection with a high-risk domestic violence case. Permission to enter the house was provided by the victim whose name was on the tenancy agreement. The suspect, a 34-year-old man with prior convictions for coercive control and violence, was known to pose a threat to law enforcement and had previously evaded arrest. Intelligence suggested the presence of weapons and the victim, a female in her early thirties had provided recent statements detailing threats to kill and ongoing coercive controlling behaviour. As additional safety measures officers with tasers were also present to assist with the matter.

I was responsible for briefing the team, coordinating the efforts of multiple officers, ensuring risk assessments were dynamic, and managing the welfare of the officers. Warrant unexpected circumstances, such as the discovery of children within the property and the suspect's efforts to escape, required a change in tactics and leadership style as the case progressed. It was mentioned by the victim that the children were meant to be over their grandparents for that evening.

Leadership style

In order to inspire and encourage the team through a common goal and engagement, I first used a transformational leadership method, (Bass & Riggio, 2006). During the pre-briefing, I highlighted the objective, emphasised team cohesion, and encouraged open discussion to identify potential challenges. Officers were engaged in scenario planning, and each role was defined with clarity and purpose. This approach fostered trust, encouraged initiative, and built a sense of shared responsibility.

But as things got out of hand such as the suspect trying to escape through the rear garden and the children appearing in the address unexpected, I had to quickly change how I managed the situation. I then switched to a transactional leadership approach at that point, emphasises command, control, and structure, (Burns, 1978). I gave officers firm instructions, assigned work precisely, and made sure confinement zones were put in place quickly to stop escape. This flexibility was crucial in order to guarantee everyone's safety and the success of the arrest.

My adaptability is consistent with situational leadership theory (Hersey & Kenneth, 1988), Which suggest that successful leaders modify their approach based on the team's maturity, skill, and dedication as well as the urgency of the circumstance. Although cooperation and empowerment were beneficial in the initial stages of the operation, the incident's dynamic character required clear guidance. My ability to identify this need and react appropriately was essential to the suspects successful apprehension and the protection of those who are most in need.

The role of distributed leadership also became apparent during this phase of the incident. As the acting team leader, I had formal responsibilities, by mostly relied on enabling capable team members to take Charge of smaller duties. For instance, I assigned a seasoned Taser trained officer to coordinate with the other trained officers, due to his expertise in this area. This is in line with (Gronn, 2002) idea that team members with specific abilities are best suited to lead in complex, high pressure situations. The Police and Vision 2025, which promotes less hierarchical and more collaborative leadership styles to foster creativity and resilience across forces, is likewise in line with it (NPCC, 2016).

Additionally, I used concise, organised communication protocols during the operational phase, which were modified from the widely used SBAR (Situation, Background, Assessment, Recommendation). This strategy is mainly used in the healthcare field. Multi agency safeguarding partnerships have been promoting this communication strategy more and more to avoid miscommunication under pressure, even though it is not standard in all policing environment. (Park, 2020) discusses the effectiveness of using this tool. By using this tool, it had lessened the cognitive load in a high stress setting and in short that offices the changing priorities, such as separating the children from the suspect and securing evidence.

Analysis of Leadership Strategies

Applying both technical and emotional intelligence is necessary for effective police leadership (Goleman, 1995). In this instance, I had to maintain operational and health and

safety policy compliance while simultaneously being emotionally sensitive to the needs of my officers, some of whom were young in service and clearly nervous.

The national decision model (NDM) five stars decision making model was one of the main tactics I employed (College of Policing, 2013b). This allowed me to strike a compromise between the necessity of acting quickly and the morale and legal obligations related to making an arrest and providing protection. As soon as the children were found, I contacted the mother who was the victim in this instance. The relevant referrals were also made in order to inform social services of the recent incident.

This incident also demonstrated the necessity of ethical leadership in handling safeguarding issues. In addition to following the law and policy call my ethical policing calls for the application of moral judgement in situations that are unclear or emotionally charged (Millie 2004). In this instance, I had to decide right away whether to temporarily remove the kids or let them stay on the scene was the arrest was being made. I decided to carefully remove them from a scene before handcuffing the suspect, even though force policy would have justified either cause of action. This choice was in line with the (College of Policing, 2024c), which emphasises fairness and empathy as essential policing principles.

Additionally, I applied the concepts of servant leadership (Greenleaf, 1977), particularly in my interactions with the victim and the team members after the occurrence. After the high stress situation, I made sure that officers welfare came first and took the time to compassionately debrief the victim. I showed ethical responsibility and strengthened trust by prioritising the needs of others.

Application of Leadership Models

The contingency theory of leadership's usefulness is demonstrated by the incidents shift from a transformational to a transactional leadership style (Fiedler, 1967). According to this view there is no single leadership style that works for all situations, rather the best strategy relies on contextual factors such as structure, leader member relationships, and positional authority.

Because the location and behaviour of the suspect were unknown, the task structure was minimal during the early planning stages. The team needed to be motivated and cohesive, which is why the transformation approach was used. A direct, command-based leadership style proved more suitable as the situation became more organised and riskier. As the temporary team leader, I was able to exert control because of my positional authority, and the team's established trust made compliance easier.

Additionally, I included elements of adaptive leadership (Heifetz, et al., 2009), which pushes leaders to embrace complexity, promote creativity, and rally followers to take on obstacles. I demonstrated my readiness to empower others on adjust to operational disruption by giving authority to a colleague with technical expertise to quickly fix unforeseen barriers, such as malfunctioning body worn video camera.

Furthermore, I consciously reflected on emotional labour theory (Mann, 2004), during the post arrest safe garden phase. As the victim began to disclose more historical abuse, I had to balance empathy with professionalism, ensuring that I maintained boundaries while creating a supportive environment. This was particularly challenging given the victim's visible distress, but it reinforced the importance of emotional resilience and reflective practise in leadership.

Teamworking

The importance of interprofessional collaboration was also brought to light by this incident (Reeves, et al., 2010) . Only by working together with other organisations like social services and later, housing officers' what success possible. I served as the communication link, making sure that duties were well defined, and information was communicated effectively.

I used the joint decision model (JDM), provided by (JESIP, 2025). This model is particularly useful in multi-agency settings, as one of my leadership techniques. The models common philosophy of "working together to achieve better outcomes," made it possible for me to plan my work, avoid repetition, and ensure a seamless response.

Additionally, I made sure that our debriefing procedure incorporated team reflexivity (West, 2000). We were able to pinpoint areas that needed work and recognise the successes by promoted candid communication, constructive criticism, and group learning. Officers conveyed gratitude for the briefings planned format and clear communication, which promoted confidence lessened and operational stress.

Reflection

This incident was a turning point in my leadership development. It confirmed the value of adaptability, self-awareness, and communication in dynamic law enforcement settings. But it also pointed out areas in which I could do better. For example, even though I managed pressure effectively, I realised that need to learn more about child protection laws because I was not as familiar with this part of the incident as others. To further improve myself in this area I aim to do complete independent learning that will assist both myself and other in the future.

I have also considered the significance of fellowship, the mutually beneficial interaction between team members and leaders (Kelley, 1992). Strong leadership is essential for effective teamwork, but so is other's readiness to participate, challenge, and encourage. I had the good fortune to oversee a group of people who valued initiative and accountability, which contributed to the positive outcome.

The Gibbs Reflective Cycle 1998 (Gibbs, 1988) , which I employed to organise a team debriefing, served as the foundation for my leadership reflection after the incident. Several officers talked about how emotionally taxing the operation had been throughout the "Feelings" and "Evaluation" stages, especially given the involvement of the young children. I strengthened emotional resilience by facilitating this type of structured reflection, which is important in frontline police to avoid burnout an aid retention, according to studies (Papazoglou & Anderson, 2014).

This incident also inspired me to improve psychological safety on the team, which (Edmondson, 1999) first proposed I started casual one-on-one talks with officers in the days after the operation to provide them a private space to voice their worries. My sergeants' comments subsequently emphasised increased morale and cohesiveness on shift, which further promoted trust an open communication. These small but significant leadership gestures had a long-lasting effect and demonstrated my dedication to both operational success and the long-term well-being of the team.

Conclusion

Leadership in policing is complex, situation for specific, and emotionally demanding. This critical analysis of a high-risk domestic abuse case has shown how I used and modified a variety of leadership theories and tactics in response to changing conditions. From servant

leadership to interagency collaboration, and from transformative inspiration to transactional command, the experience reaffirmed the value of adaptability, professionalism, and empathy.

I was able to accomplish operational success while upholding the welfare of officers and the dignity of victims by coordinating my practise with established leadership models including the national decision model, Kotter's change model, and Hersey and Blanchard's situational leadership. In addition to highlighting the ongoing importance of reflective practise in creating ethical, resilient, and successful law enforcement, this reflection has advanced my growth as a police officer.

Total Words: 1925

Task 4

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

Critically reflect upon your three-year probation:

How have you benefited from mentoring and coaching?

How has it helped you to meet personal, professional and organisational goals?

How has it aided you to learn, develop and perform in the workplace?

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

How do you provide and receive feedback?

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

ANSWER:

My three years of probation with Gwent police have been a life changing time for both my career and personal growth. During this process, my performance and mentality as a police constable have been greatly influenced by the methodical use of coaching, mentoring, evaluation, and reflective practise. These resources, which are part of the National Policing Curriculum, have assisted me in gaining self-assurance, learning from mistakes, giving and receiving feedback, and achieving personal and professional objectives. This essay offers a critical analysis of my probation, examining the ways in which coaching and mentoring aided in my development. It also describes how this process was aided by feedback mechanisms and how I want to incorporate these abilities into my future growth at a reflective practitioner.

Theoretical Foundations

According to the College of policing, coaching and mentoring are essential elements of both professional and personal growth, especially in the early years of a police career. Although the terms coaching and mentoring are sometimes used interchangeably, they provide different forms of help.

Unexperienced officer helps a less experienced colleague acquire skills, knowledge, and confidence through mentoring, which is usually a long-term developmental relationship (Clutterbuck , 2004). In policing, mentoring is typically more comprehensive and frequently includes unofficial advice on negotiating force culture, handling trauma, and professional behaviour (Hobson, et al., 2008).

Coaching, on the other hand, is more performance orientated and short term, with a goal of assisting people in realising their full potential and enhancing particular abilities or decision making via organised discussion (Whitmore, 2002). Frameworks such as the GROW model (Goal, Reality, Options, Will), which encourages introspective discussions about performance and problem solving, are frequently associated with coaching in UK policing (Alexander & Renshaw, 2005).

Both approaches are supported by the Zone of Proximal Development (Vygotsky, 1978) and adult learning theory (Knowles, 1980), which contend that students perform better and are guided assistance than they do on their own. Consistent with policing's workplace-based learning approach, where mentorship aids in bridging the gap between academic understanding and practical operational choices.

During probation, assessment is also essential since it offers a framework for evaluating conduct standards, competence and progress. Formal assessments are supported by the Competency and Values Framework (CVF) of the College of Policing, which enables line managers and mentors to monitor progress and provide tailored assistance (College of Policing, 2024a).

In the contacts of law enforcement, mentoring is also consistent with social learning theory (Bandura, 1977), which promotes learning via modelling, imitation, an observation. Informal yet effective learning opportunities were offered by watching seasoned officers handle difficult interpersonal circumstances, such as defusing tense situations or interacting with vulnerable people. These were very helpful in the beginning of my shifts when I wasn't sure how to apply theory to certain situations. Reflective debriefs, where I was able to examine what worked, what didn't, and why particularly strategies were successful, strengthened this observation learning.

With the guidance of a mentor who helped me understand the subtleties of officer behaviour and decision making, I was able to transition from passive observation to active learning in this way. This emphasises how crucial it is to have a psychologically secure learning environment that encourages experience development free from judgmental anxiety.

Reflective Practice

It is increasingly acknowledged that a fundamental component of competent policing is reflection. Reflective practise, according to (College of Policing , 2020), is making a deliberate effort to consider past choices, actions, and experiences in order to grow and learn. I was able to critically assess both successful and difficult instances throughout my probation, which improved how I would handle such circumstances in the future.

In order to examine my interactions, communication abilities, emotional reactions and operational decisions, I created organised reflections using models like Gibbs reflective Cycle 1988 (Gibbs, 1988) and Kolb's Experiential Learning Theory 1984 (Kolb , 1984). After high stress situations, this was very helpful since I was able to better manage my trauma, modify my communication techniques, and use my procedural knowledge.

Debriefs, online portfolio entries, and one-on-one supervision sessions all helped to promote reflective practise. I eventually started using reflection to not only get better but also to control my stress, avoid burnout, and comprehend the moral ramifications of my position. Additionally, improved my emotional intelligence, which is critical for establishing rapport, settling disputes, and demonstrating empathy.

Benefits of Mentoring and Coaching

Throughout my probation, mentoring was a reliable and beneficial component. In addition to assisting me with practical competencies, my assigned tutor offered unofficial support when I found it difficult to handle the emotional demands of frontline policing. I first worked night shifts and shadowed A colleague who demonstrated legal concepts, tactical communication, and officer safety using real world scenarios. I was able to put my training into practise thanks to their coaching.

As I developed, coaching took the stage. During performance development reviews (PDRs), supervisors used the GROW model to ask insightful questions that aided in my personal decision making regarding how to get better. Approach promoted responsibility and increased my self-assurance in my capacity to make decisions. Managing a domestic abuse report with contradictory evidence from witnesses was one noteworthy instance. I was asked, "what other options could you explore based on the DASH risk assessment?", rather than being instructed on what to do. This inquiry made me go over the instructions again and make a better choice, which eventually made the victim's outcome safer.

Both coaching and mentoring's encouraging but demand and styles provided a "safe space" where I felt free to express my doubts, ask questions, and grow from my errors. This is similar to the idea of learning by practical experience in introspective observation mentioned by (Kolb , 1984).

Meeting personal, professional and organisational goals

From a personal perspective, organised mentorship enhanced my communication, time management, and resilience abilities. For instance, I had trouble at first transmitting over the radio when under pressure. My confidence and fluency progressively increased as a result of my mentor's candid criticism an opportunity for practise in non-emergency situations.

Professionally, achieving PDR goals required both coaching and feedback. I received assistance in developing 3 fundamental policing skills: risk management, decision making, an evidence collection. The forces objectives of integrating community policing values were in line with coaching, and I was urged to take the lead in neighbourhood involvement initiatives. Without earlier encouragement, I wouldn't have thought to apply for a community liaison position, but this gave me the confidence to do so.

I grew closer to Gwent Police is strategic aims, which include collaborative working and victim-centred services. My understanding of integrity and transparency in every choice was formed by mentors who emphasised the significance of our code of

ethics. The CVF values evolved into more than just an evaluation instrument; they got ingrained in my work mindset.

During my probation, I had a particularly noteworthy experience vulnerable missing person case where there was a tight deadline an intense emotion. Managing coordination between response officers and members the persons family was my responsibility. I was able to carefully organise my strategy with the guidance of a senior constable, who reminded me to use the National Decision Model (NDM) when and the pressure. I managed expectations from family members and internal teams while giving safeguarding issues top priority.

I considered what I had done well clearly assigning tasks and what I needed to work on, my initial lack of clarity in radio communication, through post incident coaching. Not only did this occurrence boost my confidence in multi-agency work, but it also served as a case study for my PEQF evaluation, making it a significant developmental milestone. It demonstrated the intersection of theory, practise, and personal growth in actual policing by bringing together formal assessment, coaching and mentoring.

Learning, Development, and Workplace Development

My understanding of growth consists of a combination of coaching, reflection, and formal assessment. I gained not knowledge on how to take constructive criticism well and rapidly adjust to it. My mentor guided me through a structured reflection following a trying event involving a mental health crisis, highlighting what worked and what needed improvement. Through the process, I became aware that, despite adhering to protocol, I could have spoken with greater empathy. That realisation has influenced my approach to vulnerable people ever since.

My ability to make adaptable decisions has improved thanks to coaching. It is easy to fall back on strict standards in chaotic environment. But via supervised coaching, I learnt to trust my instincts and adjust as necessary. In situations involved in public order, where dynamic risk assessment was essential, this was especially important.

In the end, these development tools allowed for ongoing learning, which improved my performance. I gained confidence in my ability to lead low level investigations, interact with diverse communities, and apply regulations. I discovered that being a good police officer isn't about knowing everything; It's about knowing where to look for the answers and having the confidence to ask.

Providing and Receiving Feedback

Feedback was crucial to my development. In addition to receiving feedback informally during peer conversations and debriefs, I also received formal input through PDR's and tutor reports. Positive and negative constructive criticism had the most effect when it was given promptly, precisely, and with respect. One Sergeant employed the "praise sandwich" method, which consists of encouraging remarks, constructive criticism, and a closing statement. This strategy boosted my drive to get better and reduced my defensiveness

I've learnt to emphasise behaviour over personality when providing criticism to coworkers or probationers. For example, rather than condemning a new recruits ability level, I gave them comments on radio use during a combined foot patrol by citing operational implications. This promoted a culture of learning and help to establish trust.

Emotional intelligence and empathy, which I have developed via reflection and mentorship, are also necessary for providing effective feedback. I attempt to live true to the FBI's Law Enforcement Bulletin 2012 (McDermott & Hulse, 2012) , which states that corrective criticism should emphasise possibilities for learning rather than punishment.

When providing feedback, I also realised how important it was to modify my communication approach depending on the person. While some coworkers valued a more conversational tone, others liked direct, concise information. I started asking open-ended questions like "How do you think that went?" to promote reflection. More productive conversations resulted from this tactic, which pushed people to assess their own performance before I contributed my own observations. With time, I discovered that provided constructive criticism is only one aspect of successful feedback; it's also a cooperative learning process that calls for empathy, trust, and attentive listening. I also began asking for input on my own behaviour at team debriefs, setting an example of the transparency I wanted to see in others.

Learning and Future Development

My probation has established a solid basis for future performance, learning, reflection. I was able to improve both personally and professionally, adjust to operational obstacles, and move from theory to practise with the support of mentoring and coaching. I stayed accountable and in line with the organisation's values thanks to structured evaluations. I was able to identify my strengths and blind areas thanks to feedback.

In the future, I want to share the advantages I experienced by being a mentor myself. In addition, I plan to include reflective practise into my daily routine as a component of my professional identity, not just after making mistakes. These resources will continue to be a sensile to my growth, allowing me to provide professional, resilient, and empathetic public service.

During my three years of probation with Gwent Police, mentoring, coaching, assessment, and reflective practise have all been essential to my growth. They made it possible for me to reach and surpass both professional and personal objectives, adjust to operational requirements, and develop into a more kind, capable, and moral officer. These are lifelong skills that I will use throughout my policing career, assisting others and myself in developing within the field. They are not for probation.

Total Words: 1984

Bibliography

- Alexander, G. & Renshaw, B., 2005. *Supercoaching: The missing ingredient*. London: Random House.
- Association of Police and Crime Commissioners , 2020. *National Digital Policing Strategy 2020-2030*. [Online]
Available at: <https://www.apccs.police.uk/national-digital-policing-strategy-2020-2030/>
[Accessed 18 June 2025].
- Bandura, A., 1977. *Social Learning Theory*. Englewood Cliffs: Prentice-Hall.
- Bass , B. & Riggio, R., 2006. *Transformational Leadership*. 2nd ed. New York: Psychology Press.
- Burns , J. M., 1978. *Leadership*. New York: Harper & Row .
- Clutterbuck , D., 2004. *Everyone needs a mentor: Fostering talent in your organisation*. 4th ed. London: Chartered Institute of Personnel and Development .
- College of Policing , 2020. *Resources for reflective*. [Online]
Available at: https://assets.college.police.uk/s3fs-public/2020-11/Resources_for_reflective_practice_v1_0.pdf
[Accessed 7 August 2025].
- College of policing , 2025c. *Executive leaders programme (ELP)*. [Online]
Available at: <https://www.college.police.uk/career-learning/courses/executive-leaders-programme-elp>
[Accessed 18 June 2025].
- College of Policing, 2013a. *Curriculum and training*. [Online]
Available at: <https://www.college.police.uk/app/public-order-public-safety/curriculum-and-training>
[Accessed 18 June 2025].
- College of Policing, 2013b. *National decision model*. [Online]
Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model>
[Accessed 18 August 2025].
- College of Policing, 2023. *Curriculum and training*. [Online]
Available at: <https://www.college.police.uk/app/public-order-public-safety/curriculum-and-training>
[Accessed 25 June 2025].
- College of Policing, 2024a. *Competency and values framework (CVF)*. [Online]
Available at: <https://www.college.police.uk/career-learning/competency-and-values-framework>
[Accessed 18 June 2025].
- College of Policing, 2024b. *Competency and values framework (CVF)*. [Online]
Available at: <https://www.college.police.uk/career-learning/competency-and-values-framework>
[Accessed 25 June 2025].
- College of Policing, 2024c. *Code of Ethics*. [Online]
Available at: <https://www.college.police.uk/ethics/code-of-ethics>
[Accessed 25 June 2025].
- College of Policing, 2025a. *victim care standards CODE*. [Online]
Available at: <https://www.college.police.uk/guidance/victims-code/victims-rights-policing>
[Accessed 18 June 2025].

- College of Policing, 2025b. *Corporate strategy 2022 to 2026*. [Online]
Available at: <https://www.college.police.uk/about/corporate-strategy>
[Accessed 18 June 2025].
- Crump, J., 2012. What Are the Police Doing on Twitter? Social Media, the Police and the Public. *Policy & Internet*, 3(4), pp. 1-27.
- Edmondson, A., 1999. Psychological safety and learning behaviour in work teams. *Administrative Science Quarterly*, 44(2), pp. 350-383.
- Fiedler, f., 1967. *A Theory of Leadership Effectiveness*. New York: McGraw-Hill.
- Gibbs, G., 1988. *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Oxford Polytechnic.
- Goldsmith, A., 2013. Disgracebook policing: social media and the rise of police indiscretion. *Policing and Society*, 25(3), pp. 249-267.
- Goleman, D., 1995. *Emotional Intelligence: What It Can Matter More Than IQ*. New York: Bantam Books.
- Gov.uk, 2023b. *The role of the YOT/YJS Police Officer*. [Online]
Available at: <https://www.gov.uk/government/publications/the-role-of-the-yotyjs-police-officer>
[Accessed 25 June 2025].
- Gov.uk, 2023. *Strategic Policing Requirement 2023*. [Online]
Available at: <https://www.gov.uk/government/publications/strategic-policing-requirement-2023>
[Accessed 18 June 2025].
- Gov.uk, 2024. *What Works Network*. [Online]
Available at: <https://www.gov.uk/guidance/what-works-network>
[Accessed 18 June 2025].
- Gov.uk, 2025. *Police misconduct, England and Wales: year ending 31 March 2024*. [Online]
Available at: <https://www.gov.uk/government/statistics/police-misconduct-england-and-wales-year-ending-31-march-2024/police-misconduct-england-and-wales-year-ending-31-march-2024>
[Accessed 25 June 2025].
- Gov.uk, n.d. *Doxing*. [Online]
Available at: <https://www.security.gov.uk/services-resources/gsecs/security-education-and-awareness-centre-seac/campaigns/doxing/>
[Accessed 25 June 2025].
- Greenleaf, R., 1977. *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press.
- Gronn, P., 2002. Distributed leadership as a unit of analysis. *The Leadership Quarterly*, 13(4), pp. 423-451.
- h&f, 2025. *MARAC (Multi Agency Risk Assessment Conference)*. [Online]
Available at: <https://www.lbhf.gov.uk/crime/violence-against-women-and-girls-vawg/marac-multi-agency-risk-assessment-conference>
[Accessed 18 June 2025].
- Heifetz, R., Linsky, M. & Grashow, A., 2009. *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organisation and The World*. Boston: Harvard Business Press.

- Hersey, P. & Kenneth, B., 1988. *Management of Organizational Behaviour: Utilizing Human Resources*. 4th ed. Englewood Cliffs: Prentice Hall.
- Hobson, A., Ashby, P., Malderez, A. & Tomlinson, P., 2008. Mentoring Beginning Teachers: What We Know and What We Don't. *Teaching and Teacher Education*, 25(1), pp. 207-216.
- Home Office, 2022. *Serious Violence Duty*. [Online]
Available at:
https://assets.publishing.service.gov.uk/media/639b2ec3e90e072186e1803c/Final_Serious_Violence_Duty_Statutory_Guidance_-_December_2022.pdf
[Accessed 25 June 2025].
- Information Commissioner's Office, 2022. *Guide to the Ge*. [Online]
Available at: <https://ico.org.uk/media/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr-1-1.pdf>
[Accessed 25 June 2025].
- JESIP, 2025. *The Joint Decision Model (JDM)*. [Online]
Available at: [https://www.jesip.org.uk/joint-doctrine/thThe%20Joint%20Decision%20Model%20\(JDM\)joint-decision-model-jdm/](https://www.jesip.org.uk/joint-doctrine/thThe%20Joint%20Decision%20Model%20(JDM)joint-decision-model-jdm/)
[Accessed 18 August 2025].
- Kelley, R., 1992. *The Power of Followship: How to Create Leaders PeopleWant to Follow, and Followers Who Lead Themselves*. New York: Doubleday/Currency.
- Knowles, M. S., 1980. *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. 2nd ed. Englewood Cliffs : Cambridge Adult Education.
- Kolb , D., 1984. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs : Pretence-Hall.
- Mann, S., 2004. 'People-work': emotion management, stress and coping. *British Journal of Guidance & Counselling* , 32(2), pp. 205-221.
- McDermott, P. & Hulse, D., 2012. *Focus on Training: Corrective Feedback in Police Work*. [Online]
Available at: <https://leb.fbi.gov/articles/focus/focus-on-training-corrective-feedback-in-police-work>
[Accessed 7 August 2025].
- National Police Information Risk Management Team, 2018. *Use of Whats.App and other*. [Online]
Available at: <https://www.npcc.police.uk/SysSiteAssets/media/downloads/about-us/governance-and-accountability/policies/mps-use-of-social-media.pdf>
[Accessed 25 June 2025].
- NPCC, 2016. *Policing Vision 2025*. [Online]
Available at: https://assets.college.police.uk/s3fs-public/policing_vision_2025.pdf
[Accessed 18 June 2025].
- NPCC, 2016. *Policing Vision 2025*. [Online]
Available at: https://assets.college.police.uk/s3fs-public/policing_vision_2025.pdf
[Accessed 18 August 2025].

- NPCC, 2018. *Workforce Transformation in the Police Service*. [Online]
Available at: <https://npcc.police.uk/Publication/Workforce%20Transformation%20Baseline.pdf>
[Accessed 18 June 2025].
- NPCC, 2019. *Social Media Project: Target operating model*. [Online]
Available at: <https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2019/npcc-police-social-media-target-operating-model.pdf>
[Accessed 25 June 2025].
- Papazoglou, K. & Anderson, J., 2014. A guide to utilizing police training as a tool to promote resilience and improve health outcomes among police officers. *Traumatology: An International Journal*, 20(2), pp. 103-111.
- Park, L., 2020. Using the SBAR handover tool. *British Journal of Nursing*, 29(14).
- Police Federation, 2019. *Policing Education Qualifications Framework*. [Online]
Available at: <https://www.polfed.org/Wilts/media/1580/policing-education-qualifications-framework-faqs.pdf>
[Accessed 18 June 2025].
- Reeves, S., Lewin, S., Espin, S. & Zwarenstein, M., 2010. *Interprofessional Teamwork for Health and Social Care*. Oxford: Wiley-Blackwell.
- Reicher, S., Stott, C. & Neville, F., 2020. Policing the pandemic: Public order, legitimacy and compliance. *British Journal of Criminology*, 60(3), pp. 603-610.
- Safelives, 2025. *DASH Resources*. [Online]
Available at: <https://safelives.org.uk/resources-for-professionals/dash-resources/>
[Accessed 18 June 2025].
- Trottier, D., 2017. Digital Vigilantism as Weaponisation of Visibility. *Philosophy & Technology*, Volume 30, pp. 55-72.
- Vygotsky, L., 1978. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press.
- West, M., 2000. Reflexivity, revolution and innovation in work teams. In: M. Beyerlein & D. Johnson, eds. *Product Development Teams*. Stamford (USA): JAI Press, pp. 1-29.
- Whitmore, J., 2002. *Coaching for Performance: Growing People, Performance and Purpose*. 3rd ed. London: Nicholas Brealey Publishing.
- Youth Endowment Fund, 2019. *Our strategy – how we'll deliver on our mission*. [Online]
Available at: <https://youthendowmentfund.org.uk/about-us/our-strategy/>
[Accessed 25 June 2025].

CONFIDENTIALITY and PLAGIARISM

This is automatically checked via Turnitin submission of your workbook.

Please sign below to confirm that the work submitted is your own.

Sign: Brandon Elliott

Date 18/09/25