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BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

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

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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	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:

Police forces throughout the UK are renowned worldwide for adopting the policing by consent model. (College of Policing, 2015)

Despite this, public confidence in the police has always been an issue due to incidents such as the Brixton Riots (Lea & Hallsworth, 2012)

To combat this, in 2012, an independent body was appointed to oversee the police forces throughout the UK

In this essay, I will explore the introduction of the College of policing, highlighting the police reform act 2018 and the 2025 policing vision.

A key principle of the police reform act was the introduction of the Police education qualification framework.

Myself, being a product of this entry route, I will describe a recent incident that I have dealt with in my final year of the program, demonstrating how I have dealt with this in a professional manner using the training provided to me.

As this is a reflective paper, I will use the ERA cycle (Jasper, 2013) to explain the incident in question before concluding with my thoughts on the process to becoming an established Police officer of the future.

As this workbook is written reflectively, I will be using the ERA Cycle of reflection which simplifies the reflective process as, describing the experience, reflecting on

the experience and action taken. The cycle was developed in a book by Melanie Jasper in 2013 named “Beginning of Reflective Model” and is often compared to Kolb’s reflective cycle. (Jasper, 2013)

Prior to 2012, there was no professional body for policing. A review of police leadership and training by Chief Constable Peter Neyround recommended “A single, national, professional Body for policing in England and Wales; accountable and transparent which encompasses the whole police service”. (Neyround, 2010)

Neyround stated that a professional body would provide a framework that would allow the transformation of the culture of learning. The education of officers would be delivered at an academic level nationally rather than the training offered by each individual force, a new professional qualification was introduced. (Neyround, 2010)

In 2012 The College of Policing became operational with several objectives, Protect the public. Set and enhance first class national standards for professionalism to ensure excellence in operational policing. Identify evidence of what works in policing and share best practice. Support the education and professional development of police officers and staff. Enable and motivate staff and partners to work together to achieve a share purpose. (Home Office, 2012)

In the early stages of development, the COP introduced the national decision model which has been designed to assist in dynamic decision making as situations evolve. this was created to ensure that decisions are made to a high standard, ensuring the code of ethics is at the core. This model allows decisions to be examined and challenged at the time and later as a reflective learning tool. (College of policing, 2024)

The NPCC developed the workforce transformation 2018 and stated that Policing in the UK remains respected throughout the world due to the policing by consent approach. The Workforce transformation 2018 is described as a professional approach which develops and supports a workforce designed for the future, being agile and representative ensuring the skills and capabilities of officers are set for the twenty-first century, stating “it’s about developing a modern, adaptable workforce that is responsive to change”. (NPCC, 2018)

The first steps of the workforce transformation were the introduction of the policing vision 2025 stating, “By 2025 policing will be a profession with a more representative workforce that will align the right skills, powers and experiences to meet challenging requirements” (NPCC, 2018), this vision identified five priorities for reform.

These include local policing remaining as a high priority with more social interaction. Although agencies work effectively together with information sharing proving successful, the Covid pandemic had reduced community interactions placing this behind where was expected.

Police forces to develop in house specialist capabilities and police officers being trained and equipped to respond to the rise in crime and evolution of internet-based activities.

The college of policing to ensure police workforces are trained with the skills and powers required to meet evolving challenges, this was to be achieved by introducing the PEQF programme. (NPCC, 2016)

As part of the workforce transformation, a new recruitment process was introduced with new entry routes that allow for the recruitment of individuals that do not have an academic qualification, this allows for workforce with a variety of skills and backgrounds. (Police Federation, 2019)

The PEQF is considered an evidence-based approach as this has been developed through studies, research and best practice over a period of years. The programme has been designed to teach best practice, professional standards while sharing knowledge. (College of policing, 2016)

The PEQF was introduced in May 2018 and includes three entry routes.

The entry routes have recently changed however at the time of my recruitment the options were,

A degree holder entry programme (DHEP), involving a two-year programme with candidates achieving a diploma.

A police constable degree apprenticeship (PCDA), involving a three-year programme whereby, candidates could enrol with no formal qualifications and work towards a degree. This was the entry route that gave me the opportunity to join the police as well as achieve a degree.

The final option was a pre join degree which was open to student who were currently already attached to a self-funded degree in professional policing.

These entry routes ensure that all candidates are educated to the same standard by the end of their probationary period and in line with the college of policing requirements. (Police Federation, 2019)

To ensure professional policing is maintained and adapting to changing circumstances, The Strategic Policing Requirement (SPR), provides a clear document that highlights national threats and provides instruction to police forces.

“A “national threat”, as defined in s.37A of the Police Act 1996, is a threat (whether actual or prospective) which is: a. a threat to national security, public safety, public order or public confidence that is of such gravity as to be of national importance; or b. a threat which can be countered effectively or efficiently only by national policing capabilities to counter the threat.” (Home Office, 2023)

This is to ensure that national threats such as, Terrorism, child sex abuse, National cyber events and public disorder are dealt with at national level using a six-pillar approach which involves the outcomes that police are working towards, the capabilities and capacity of police forces, collaboration between different forces, agencies and partnership working. (Home Office, 2023)

One of the largest demands on police in recent years is mental Health with an estimated 20% to 40% of officers time being spent dealing with such calls. The BBC sent a freedom of information request to 48 Police forces in England, Scotland and Wales, 21 forces responded, all reporting a rise between 2017 and 2022. North Wales Police reported an increase of 500%. (BBC News, 2023)

As part of the PEQF programme, police officers receive very little training regarding mental health and as a result, dealing with incidents of this nature requires experience.

On an evening shift, I was allocated an emergency graded call-in relation to a male on the wrong side of a bridge. The bridge was at a height and over a busy road. I arrived on scene first; I could see the male straddled over the railings facing away from me. I conducted a dynamic risk assessment; this led me to make the decision to close the road below to prevent any vehicles becoming involved in the situation or any accidents being caused due to spectating drivers.

I provided instructions of the road closure required to other officers on route over the radio and requested more unit's approach from the other side of the bridge.

I then approached the male slowly. I identified myself as a police officer however received no response. The male was fixated looking down to the road and appeared to be crying. I noticed headphones in his ears which explained why he had not responded to my voice.

As I approached, the male appeared to prepare to move into a more suitable position to jump, I was still single crewed at this point, the road had been closed however no other officers had arrived at the bridge. As tactical communications were not an option, I resorted to grabbing the male by the arms and pulling him quickly back over the railings. The college of Policing states that the core operational duties of a police officer include, Protecting life and property. (College Of Policing, 2018)

For this reason, I felt I could justify the use of force. To minimise any potential injuries, I supported the male down to the floor.

Once led on the floor, the male became irate and aggressive towards me, he attempted to get back up off the floor to jump. To protect the male and myself I used physical restraint and pressure points which allowed me to place the male in handcuffs. At this point several officers arrived on the bridge and assisted in restraining the male until he calmed down.

I took this opportunity to step back and compose myself while conducting checks on the male to see if he was known to mental health services. I liaised with the force approved mental health professional to determine the best outcome now the male was in a safe position.

I have then reapproached the male and sat down on the floor to talk with him, at first the male has refused to speak but after a short time has come around and started to engage with me.

I have used tactical communications and agreed to slowly release the restraints if he agrees to walk off the bridge with me to a safer location.

Although the male has agreed to leave the bridge, he was not willing to engage with any help or support from mental health services such as NHS 111, option 2. (NHS 111 WALES, 2024)

As a result of this, the concern that the male was making a clear attempt on his own life and the concern that following police contact he may make further attempts, I made the decision to detain him under section 136 of the Mental Health Act

“If a person appears to a constable to be suffering from mental disorder and to be in immediate need of care or control, the constable may, if he thinks it necessary to do so in the interests of that person or for the protection of other persons, remove the person to a place of safety within the meaning of section 135”. (Legislation.gov, 2017)

I then escorted the male to a place of safety which was a local mental health assessment centre where an assessment was carried out and help and support put in place.

To ensure that all agencies are aware of the incident and that sufficient help and support is put in place, I followed this up by submitting a public protection notice, this is defined as, “A PPN is an information-sharing document that records safeguarding concerns about an adult or child. PPNs are shared with partner agencies to inform a multi-agency response”. (HMICFRS, 2023)

In reflection, I feel the incident was dealt with efficiently using the national decision model throughout. (College of policing, 2024).

Other options were available such as taking the male home with family members however due to the seriousness of the incident and the potential of death by misadventure, I felt that an assessment was necessary as the likelihood of the male making further attempts were high.

The experience that I have gained during my probationary period have aided me in making quick effective decisions which have prevented the male jumping. Had I attended this incident earlier in my career, I may not have had the confidence to act in the way I did.

In conclusion, it is clear that a professional body was required to oversee policing in the UK. The college of policing have adopted a one size fits all approach which ensures all officers are trained to a high standard and equally equipped to deal with evolving crime. This allows for a nationally recognised qualification with all police forces being trained to the same standard so they can affectively work together. This means that should officers need to transfer to a different force, this is possible due to all receiving the same training program. Due to all police forces being governed by an impartial body, public's confidence will likely increase.

However not all police forces are the same. Each force depending on location will deal with specific crime, therefore additional training should be provided.

With 20 to 40% of officers time being spent dealing with mental health concerns, more training should be provided to aide identifying conditions and dealing with them effectively.

Due to the covid pandemic, the workforce transformation 2018 and policing vision 2025 are behind where required, this is likely down to lack of community engagement. Covid has also affected how the PEQF programme has been delivered with much of the material being delivered remotely, which impacts how well the information is absorbed for some students.

The demand on a response officer is substantial, between emergencies, ongoing investigations and a performance matrix, it is difficult to maintain a healthy lifestyle.

Although, on paper, the PEQF allows the recruitment of individuals who may not have been able to apply prior and allows officers to obtain a degree while working in the role. In reality, the PEQF programme, requires officers to complete assignments and workbooks which involves hours of personal time, this can cause difficulties balancing your home and work life as well as personal mental health.

Word count: 2275

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:

In recent years, the internet has become conveniently accessible to almost all. The internet-based platforms in the form of applications held within a mobile device allow fast access to an abundance of information at any time of day.

Facebook, Twitter, Instagram and Snap Chat are only a few of those available.

Search engines, artificial intelligence and social media, make it possible to obtain a wide variety of information in seconds. These advances in technology have led to a rise in crimes whereby criminals have utilised this information to carry out crimes such as fraud, identity theft and blackmail.

Dangers are clearly present in the use of the internet and social media platforms however these platforms can also be utilised by law enforcement to share valuable information regarding missing persons and outstanding offenders. Social media can also be used to request information from the public regarding crimes or incidents that have taken place and used to promote the good work carried out by law enforcement which in turn could improve public perception.

In this essay, I will look to address some positive and negative aspects of social media, highlighting legislation around the use of these facilities. I will describe an incident where social media has aided an investigation as well as incidents whereby social media has had a negative impact. As this is a reflective paper, I will use the ERA cycle (Jasper, 2013) to reflect on the incidents I have dealt with where social media has played an impacting role.

In 2013, The Association of Chief Police officers (ACPO) released guidelines when using social media in a policing capacity. Within these guidelines, police are encouraged to embrace social media, the internet and the benefits available through using these methods (ACPO, 2015). The guidelines reiterate that police conduct should present the same online as offline, ensuring that the Code of Ethics and policing behaviours and principles are adhered to (College of Policing, 2024).

The guidelines identify possible risks such as,

Breach of trust or confidence – information being disclosed by police could harm public confidence.

Unauthorised disclosure of personal data – where personal data is involved, permission to share should be sought.

Bringing discredit to the police service – members of the public may share footage or snippets of footage that imply the police are not acting in accordance with standards.

Revealing personal information – information that could fall into the wrong hands.

Revealing operational material or tactics – This information may enable perpetrators to evade the law (ACPO, 2015).

When utilising social media and the internet in a policing capacity, The Data Protection Act 2018 (Legislation.gov, 2018). This act governs the laws and requirements regarding sharing personal data. The Regulation of Investigatory Powers Act 2000 which regulates the interception of data and surveillance should also be considered (Legislation.gov, 2000)

Social media can be used for a number of reasons including, sharing information regarding road closures, sharing information regarding missing persons, media appeals for information following an incident and sharing information that can be used to boost public confidence such as criminals receiving charges or cannabis cultivations being located and shut down (Police Federation, 2014)

Although social media has clear benefits, this is also be utilised by criminals to commit offences such as, fraud and blackmail. Social media also enables persons not usually associated with crime to commit offences such as cyber bullying, revenge porn, trolling and virtual mobbing (Parliamentary.uk, 2014)

I recently attended an incident whereby social media played a substantial role. I was single crewed on a Sunday afternoon when the force control room allocated me an emergency graded call. The caller had reported that her father, who has progressed dementia had left the home address alone wearing his pyjamas and slippers. The caller stated that he does not leave the address alone and is vulnerable due to his condition. The caller stated that she last saw her father approximately 3 hours prior but was unsure what time he had left the address as she had been preoccupied in another room.

I made my way to the address, conducting an area search on the way. The force control room conducted checks with the local hospital on my behalf and made the local authority CCTV department aware of the male and his description.

On arrival to the address, I provided reassurance to the caller before beginning to obtain details that would assist locating the male.

When attending a time sensitive incident such as this, it is important to use the Police National Decision Model. (College of Policing, 2024)

The NDM assists officers in decision making when dealing with evolving situations, the model revolves around the police code of ethics which highlights the core principles held by police officers. The code of ethics comprises of the ethical policing principles (College of Policing, 2024) and the guidance for ethical and professional behaviour in policing. (College of Policing, 2024)

My first course of conduct was to gather any information that could be distributed to other officers in the area. This information included the description of the male, areas he may have a fondness of or previously visited or associates in the area. Following this, I conducted a search of the address, this was to ensure the missing person was not present within the boundaries of the home. This also allows officers to determine if the missing person has taken any clothing with them, this would suggest a planned overnight stay elsewhere. Missing persons that may be of low mood or considering ending their life may leave a note in their room. Due to the age and medical concerns involved this was not the case on this occasion.

I then left the address and began knocking the doors of the neighbours, this was to determine if anyone had witnessed the male leaving the address or had CCTV available that would provide an updated description and direction of travel.

The male was captured on CCTV heading away from the address, this allowed me to provide other officers in the area a direction of travel, the time he had left the address and an updated description.

With this information, a police dog unit was allocated to conduct a search and The National Police Air Service, NPAS were deployed. (NPAS, 2024)

It was determined that the missing person had left 2 hours prior to police attendance so had a substantial head start.

I have then reattended the callers address and explained the information I had retrieved, this helped narrow down areas that he may be heading towards.

The caller, explained that her father has limited mobility and as a result, didn't believe that he could walk that far, he had left the address with no money so was unlikely to be using public transport.

The search conducted by NPAS, and the dog unit returned with negative results. This led me to believe the male was indoors and no longer on the streets. I have requested permission from the caller to conduct a social media appeal, this would allow me to place the missing persons photograph and clothing description of social media to determine if any persons had seen him.

Within a short period of time, the force control room received several reports of sightings, thankfully the description of a dressing gown and slippers stood out.

The reports led in the general direction of the local canal and came in frequently before suddenly stopping. Due to the location being by a body of water, concerns were raised. Police officers flooded the area and began speaking with passersby and residents in the nearby cottages.

The force control room then received a call from a member of the public who had seen the post on social media, she explained that a short time ago, she had located the male, cold and confused on the canal and took him in her home for a warm drink. The address was nearby to where officers were searching.

The missing person was picked up and taken home to his family where the Herbert's Protocol paperwork was completed, this is a document that is held by police that contains important information that can help locate the missing person should this happen again. (Age UK, 2018)

Social media played a crucial role in locating the missing person and proved to be an asset, my actions at the incident were taken based on the experience that I have obtained from attending incidents of a similar nature. This incident was managed well with the best possible outcome.

In September 2011 the use of social media when investigating the London riots was a welcome tool, this not only helped gather intelligence and information of persons involved which led to arrests but also assisted in the clean-up operation following the riots. Unfortunately, social media was also blamed for promoting and starting the disorder in the first place. (Morton, 2012)

Social media appeals are not always an option, for example, I have dealt with another high-risk missing person that has previously been linked to organised crime in another area and as such has been relocated to the local area for their safety. A social media appeal would likely help find the individual however this would also place them at risk by providing information regarding their location.

With every phone capable of accessing the internet and social media being fitted with a camera, it is not only possible to post images and videos, but to also live stream incidents. In recent months I have attended a call whereby the subject has experienced the effects of acute behavioural disturbance, (The Royal College of Emergency Medicine, 2022)

The individual was irate and aggressive towards officers and running between moving vehicles. Due to concerns for his safety and others the male was restrained by several police officers while awaiting the arrival of an ambulance. This took place in a public place and as a result, other members of the public chose to live stream the incident on Facebook. Although our actions were in the best interest of the male, the live stream was shown out of context and likely impacted public confidence in the police.

In recent news, a video emerged on social media which appeared to show a police officer kicking a member of the public to the head in Manchester airport. The member of the public was on the ground and had been subjected to taser. This caused massive implications for the officers involved and damaged the public perception of the police. The video, however, was shared out of context and failed

to capture the events that led to this incident where the member of the public had assaulted 2 armed police officers and could have potentially had a weapon in his possession that may have been taken during the assault. (Stanley, 2024)

Another high-profile case that was historically negatively impacted by the use of social media was the disappearance of Madeleine McCann. The case was in the media at the time and generated a substantial amount of attention online. This led to the police receiving false information from members of the public which likely impacted the investigation. This also led to members of the public internet trolling the family on social media which damaged the public's perception of the family and the investigation. (Whitehouse, 2017)

In 2011, Sean Duffy became the first person to receive a custodial prison sentence after posting grotesque comments on a social media page that had been set up in the memory of young girls that had sadly passed away. (Synnott, et al., 2017)

In conclusion, social media is a true double-edged sword with many positive and negative aspects. There are clear implications of crime involving social media including Black mail and identity fraud as well as platforms being used to promote riots and public disorder. Social media provides the context of the person posting and as a result the information is not factually correct and does not provide the true scope of the situation, for this reason social media is a real risk to the public perception of the police.

On the other hand, social media can be an asset if used correctly, this was especially effective in locating a high-risk missing person and has been effective for locating persons wanted by the police, media appeals for information regarding offences and promoting the positive outcomes achieved by police.

If social media is managed by the police and used responsibly, this will continue to be an asset however risk assessments need to be conducted on each individual case.

Word Count: 2083

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:

Although the police have traditionally been linked to military style leadership styles such as authoritative due to the hierarchy structure, modern demand has changed the way police work is conducted and as a result a number of leadership styles are now utilised. In this workbook, I will look to define leaders and leadership before exploring a variety of leadership styles. I will briefly look at the PEEL report (HMIC, 2016) and the College of Policing's leadership standards (College of Policing, 2023) before highlighting situations I have found myself to be in.

I will reflect, Using the ERA cycle on incidents I have dealt with in my first three years as a police officer, I will explain which leadership styles I have adopted and been subjected too.

As this workbook is written reflectively, I will be using the ERA Cycle of reflection which simplifies the reflective process by, describing the experience, reflecting on the experience and the action taken. The cycle was developed by Melanie Jasper in 2013 in a book named "Beginning of Reflective Model" (Jasper, 2013).

A leader is defined as "the set of characteristics that make a good leader" (Cambridge Dictionary, 2025) while leadership is defined as "a set of mindsets and behaviours that aligns people in a collective direction, enables them to work together and accomplish shared goals, and helps them adjust to changing environments" (McKinsey and Company, 2024).

Mindtools describes leadership as in “its simplest form, leadership is influencing other people to follow. Therefore, anyone who can influence people to follow them has the qualities of a leader” (Mindtools, 2025)

There is an endless list of leadership styles to fit different situations however, the more common leadership styles are,

Laissez-faire Leadership – This form of leadership is where the leader often delegates to others and allows them to manage their own work giving an element of freedom without the pressure of micromanagement (IMD, 2025).

Transactional Leadership – This form of leadership utilises reward and punishment, goals are clearly highlighted with the promise of rewards for achieving these goals or punishment for failure (IMD, 2025).

Democratic Leadership – This form of leadership highlights the need for the leader to listen to their employees and consider their thoughts, feelings and skills when making decisions. This is useful when the team has mixed abilities and different skill sets (IMD, 2025).

Servant Leadership – This form of leadership is described as a style that puts others needs first, focused on the development of others. At the core of this leadership style is ethical decision making and understanding the teams’ personal goals (IMD, 2025).

Authoritative Leadership - Traditionally with the police force being a hierarchy structure similar to the military, authoritative Leadership has been in the forefront for many years, this leadership style puts the leader in full control where the staff are expected to follow orders. With police forces adapting and changing to fit the changes in demand, this approach, although still present in respect of a rank structure, is no longer as effective as it once was. As a result, other leadership styles are being explored to obtain the best from officers (Fritsvold, 2025)

Transformational Leadership – This leadership style is considered a “people centred approach”, with emphasis on committing to a shared objective, working together, utilising individual skills and supporting each other (Fritsvold, 2025).

Situational Leadership – This form of leadership is possibly the most common form of leadership when dealing with live, adapting events. The leader can quickly assess the situation and delegate the most appropriate officer. This is a reactive leadership style that would not only be utilised by persons in a position of power but also to officers on the ground during the incident (Cain, 2024)

A leadership style can be determined by the leaders’ traits and skills. Common traits that have consistently been found within successful police leaders are, commitment, honesty, integrity, humility and mentorship. These leaders have also demonstrated the ability to communicate effectively, evolve to adapting situations and view the situation from different perspective (Fritsvold, 2025).

W.C.H. Prentice said “Effective leaders take a personal interest in the long-term development of their employees, and they use tact and other social skills to encourage employees to achieve their best. It isn’t about being “nice” or “understanding”—it’s about tapping into individual motivations in the interest of furthering an organization wide goal” (Prentice, 2004)

In 2016, the PEEL leadership report was released by the HMIC. This was produced to assess the current leadership development within police forces throughout England and Wales. The report found that the majority of police leaders were effectively leading however the approach was not consistent. The report also found that some leaders failed to create a policing vision, which prevented the inspiration of their officers. Essentially, a set of standards were needed and continued investment into leadership programs to ensure all forces were at an adequate level (HMIC, 2016)

Following the PEEL review, the College of policing have set out leadership standards, these have been categorised as,

Stage 1 – Leadership foundations

Stage 2 - First line leaders

Stage 3 – Mid level leaders

Stage 4 – Senior leaders

Stage 5 - Executive leaders

Each stage sets the national benchmark for expected standards at each level and include the code of ethics, professional behaviours and trust and confidence.

These standards have been set out to support and enable leadership development, promotion and progression for all police officers and staff in corresponding ranks (College of Policing, 2023)

Although history suggest that an authoritative leadership approach is traditionally best, there are times where an authoritative approach may not be the correct approach. A recent example of this is where I have attended a call where Method of entry (MOE) is required. I am an officer trained to use MOE and have received comprehensive training in conducting the entry in a safe affective manner. As part of the training, entry through a glass panel which contains more than 50% glass, is not considered a safe option. The call was in relation to an individual who had not attended a court hearing and as a result a warrant was issued for his arrest. Under section 17 of The Police and Criminal Evidence Act 1984, a police officer may enter and search any premises where a warrant for arrest has been issued (Legislation.gov, 2024).

The Sargant at scene instructed me to gain entry through a glass panel door that contained approximately 80% glass, due to the training I have received, I refused. Needless to say, the Sargant was not initially happy with my response as they clearly out rank me. Following a discussion where I have explained the dangers of entry through a glass panel such as this, the Sargant agreed with my assessment and stated that I was correct to push back. Entry was later gained by drilling the lock of a side door and the male was arrested.

In reflection, I feel that had I gained entry as instructed, the likelihood of injury would have been high, therefore although outranked by my sergeant, the additional skills and training I have received put me in a position where I was able

to refuse orders and offer an alternative. This is consistent with a democratic leader which is described as a leadership that encourages the leader to listen to the advice of their staff and utilise their skills and opinions in the decision-making process (IMD, 2025)

Although I feel that I am a new police officer with limited experience, I have quickly become one of the most experienced police officers on my shift. As a result, other officers, often look to me for guidance and support when dealing with situations. Its on these occasions I find that I utilise, situational leadership and transformational Leadership. An example of this would be when I have attended an emergency graded call to assist other officers. The force control room had received three calls from persons passing by that witnessed a male sat on top of a female with his hands wrapped around her neck. When the call initially came in, I was committed with another call but attended shortly after to provide support to the officers that attended first. As I arrived, the male was walking up the street, the female was in the back of the police car. The officers explained that the female had not disclosed any assault, and that the male had been allowed to leave. The officers were going to take the female home to the address she shares with the male. I reminded the officers that evidence led prosecution would be appropriate and that the three calls made to emergency services were sufficient to suspect that an assault had taken place (College of Policing, 2024) A discussion was had between officers at scene and the male was arrested on suspicion of non-fatal strangulation.

I feel that my experience in dealing with situations of a similar nature allowed me to share my thoughts with the other officer's present which inspired them to make the arrest. Had the arrest not been made, the likelihood of further incidents would have been high.

In the United Kingdom, police forces have adopted the policing by Consent policy which was developed by Robert Peel using the nine principles of policing. This notion is based on the belief that in order for policing to be effective, public support is essential (London Assembly Labour, 2020). Unmesh Desai describes police officers as "public servants who put themselves in danger every day to keep Londoners safe" (London Assembly Labour, 2020).

Although police officers are part of a hierarchy system, they are also public servants, in a position of authority and as a result show elements of servant leadership towards the public. This is highlighted by the fact that police officers make ethical decisions based on the code of ethics (College of Policing, 2024). Other needs are put first whereby the leader focuses on the needs of others in order to achieve the desired outcome, this is described as the leadership style that promotes the solution that is best for everyone rather than a select few. (IMD, 2025).

An example of this is where I have attended a road traffic collision and made the decision to close the road and the debris on the road posed a hazard to other road users and the injured party needed medical treatment. As a result, I have made the ethical decision to divert traffic from the area as this was the most suitable outcome for all involved as well as other road users, although other road users likely did not appreciate the diversion. I feel that this approach is a combination of authoritative, situational and servant leadership styles and suited the situation best.

I have encountered Transactional Leadership where I have been rewarded for good work, as an example, courses are limited, and officers' development depends on these courses. Due to high interest from the team in undertaking courses and limited spots available, supervisors reward good work. As a result of this leadership style, I have been rewarded by being put forward for Method of entry and taser courses.

I have also encountered Laissez-faire Leadership on a daily basis, as a police officer, although there is a hierarchy, I am expected to manage my own workload. This is very similar to Laissez-faire; I am allocated crimes by my sergeant which I then deal with by conducting any investigation required and taking action based on the information I have obtained. I am able to approach my supervisor for support should this be needed however the majority of the time; the investigation is my own to manage.

In conclusion, there is no, one style fits all in modern policing when considering leadership models. Policing a varied role where officers are expected to lead as well as be led. Police officers deal with a wide variety of situations that require different leadership styles to achieve the best outcome.

Although, traditionally, police utilise Transformational Leadership and Authoritative Leadership, during my first three years' service, I have experienced and benefited from many leadership styles including Laissez-faire, situational and transactional. The police force is a hierarchy service focused of serving the public with rank and structure however modern policing has changed the variables and as such, leadership styles have also adapted to the changing situations. To achieve the best results and operate effectively, a number of leadership styles should be considered and utilised to meet the objective.

Word Count: 2074

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:

Becoming a police officer is possibly the greatest achievement I have to date. It is a role I am proud to hold, and I have enjoyed the journey so far. The role is rewarding at times and has given me the opportunity to build lasting relationships with other officers and staff.

That being said, the position is not without fault. The job is incredibly demanding, stress levels are at a constant high, mental health concerns are an everyday issue and irregular sleep patterns do not give the body time to recover.

An added stress factor however a long-term benefit is the need to complete a university degree.

In this workbook, I will reflect using the ERA cycle on my first three years as a modern police officer, I will highlight my tutorship period through to the point where I am now providing new officers with the support they require. I will explain some of the challenges I have experienced and how these were overcome.

During my first three years I have needed to utilise several learning styles to fit the situation and develop new skills through styles which are out of my comfort zone, I will discuss these styles throughout the workbook highlighting which I feel have worked best. I will also explain the GROW model and SMART objectives which have aided my development.

As this workbook is based on reflection, I will be utilising the ERA cycle, the cycle was developed in a book by Melanie Jasper in 2013 named "Beginning of Reflective Model" and is often compared to Kolb's reflective cycle. (Jasper, 2013) The cycle simplifies the reflective practice by describing the experience, reflecting on the experience and the action taken.

The entry route I have taken to become a police officer is through a police constable degree apprenticeship (PCDA) (Police Federation, 2019). This begins with six months classroom-based learning heavily based on definitions of crime with two exams taken within this period. Following this and over the next six months, student officers spend three months with a tutor, initially watching and learning before taking control of situations then three months as an independent officer. During this time, students complete a workbook and an evidence-based matrix whereby students are required to complete every day policing tasks to the required standards in order to move through to the next stage.

The second year is spent as an independent officer who now manages their own workload and development. In addition to this, the officer also needs to complete another matrix and a selection of workbooks and assignments.

The requirement for year three is another evidence-based matrix, workbook and Dissertation before officers are signed off.

The first six months of employment were classroom based, learning was heavily based on PowerPoint presentations and lectures. Prior to this position, education was something of the past with many years passing since I stepped inside a classroom.

During this period, I utilised learning styles such as visual whereby, I learnt by watching presentations and Read/Write whereby note taking and books assisted (Wilfrid Laurier University, 2008). Personally, I found this difficult as my concentration levels in this environment would dip and I regularly suffered from headaches when I returned home. The learning was heavily based upon definitions of crimes and committing these definitions to memory. I found that personally I benefitted from learning through Auditory (Wilfrid Laurier University, 2008). I would sit down and record myself reading through the notes I had taken during the day and the definitions I needed to learn. I would then listen back to the recordings while in the gym or driving in the car which greatly assisted in the absorption of the information.

The tutorship period was my first taste of policing and the stage where I feel my development really started. I consider myself to be a Kinaesthetic learner, this is where learners benefit from a hands-on approach, actually doing activities and taking part really helps me absorb the information. Kinaesthesia is defined as “the ability to understand your body and how your body parts are moving which is why kinaesthetic learning happens when we have a hands-on experience” (Engage Education, 2023). During this period, I spent shifts watching and learning from a tutor, I would consider this as the coaching stage. Coaching is defined as “someone who provides guidance to a client on their goals and helps them reach their full potential” (Push Far, 2021). Coaching is where the performance is measured, and the coach is the main drive of the relationship (Goldstein, 2023).

The second half of the tutorship period is where I began demonstrating that I can deal with situations while being supported by my tutor.

I found this period to be very beneficial as you are protected to a degree by your tutor and able to ask any questions as well as talk through your decisions whilst acting them out. I would however say that this period is far too short for most students including myself.

Once signed off by my tutor, I was given independent patrol status. For me, this was a difficult but exciting time. I was incredibly worried that the actions I took when

dealing with situations were not the correct ones. I no longer had the safety net of the tutor and as a result all responsibility now sat on my shoulders.

It was at this stage I came to really appreciate the National Decision Model (NDM) which is a decision-making tool centred around the code of ethics. Essentially, the NDM has six key elements whereby the mnemonic CIAPOR is used. (College of Policing, 2024)

C – Code of ethics, this is the core principles and behaviours all police officers should hold (College of Policing, 2024)

I – Information and intelligence is gathered, this can be carried out through police system searches prior to arrival.

A – assess threat and risk and develop a working strategy, this is where, based on the information gathered, risks are identified, and the best approach considered.

P- powers and policy's, simply put, making sure that the correct police powers are utilised.

O - options, this is where options are identified, and contingency plans put in place.

R - act and review, reviewing the process is essentially to learn reflectively from our actions.

The NDM can be used throughout incidents and when reviewing at a later date, it is a continues cycle that should be used as situations change (College of Policing, 2024).

I found that following the NDM in these early stages really boosted my confidence in my ability when dealing with incidents and anything I was unsure of, other officers and supervisors were always available for assistance.

I would consider this the mentoring stage, mentoring is defined as “someone who shares their knowledge, skills and/or experience, to help another to develop and grow” (Push Far, 2021). Mentoring is whereby, the performance is not measured, and it is myself that drives the relationship with support from my mentors, supervisors and colleagues (Goldstein, 2023).

In the second year, I quickly discovered that being a police officer is a role that is constantly being developed. I found myself mentoring officers with far more experience than I in either new practices that they were unfamiliar with or tasks they simply hadn't needed to complete prior. For example, within my first few weeks I was required to apply for a Domestic violence Protection Notice, this is a court order that can be put in place to protect victims of domestic violence where charges have not been possible (GOV.UK, 2022). A few months later, I provided guidance on completing the application to an officer that had been in the force for a number of years but had never had the need to apply prior.

I also found my self-seeking help and advice from the same officers regarding everyday tasks that I were unsure of.

It is in year two, I began having development meetings with my sergeant, in these meeting we discuss my workload and highlight tasks that need to be completed on each job. We would discuss actions I have taken and reflect upon these actions to

reassure my confidence and aide my development. It is in these meeting that my development would be discussed and courses I seek for the future would be booked. To do this, the SMART model was used, this model ensures that goals are clear and obtainable (Mindtools, 2016)

S – specific, identifying the goal that I want to achieve, this could be an arrest, a course or a certain outcome of a case.

M – measurable, how are the results going to be measured to ensure success.

A – achievable, is the goal achievable.

R – relevant, is the goal relevant for the team, victim or goal.

T – time, highlighting a deadline for the goal to be achieved (Mindtools, 2016).

I found that using the SMART model not only helped me manage my workload more effectively, but this also helped me identify courses such as Taser and Method of Entry that I wished to enrol on.

Now in my third year, I have quickly found myself as one of the most experienced police officers on shift. Other officers, old and new regularly come to me for help and advice and I still find myself seeking help and advice from others, I anticipate that this will remain the general stance throughout my career.

I have begun assisting with the tutorship of new officers and am currently enrolled on a tutor course which will begin on completion of the degree. When providing guidance and support to other officers, I have adopted the GROW model. The GROW model is a model to assist with coaching and mentoring, this is achieved by breaking the situation down into categories. The model was created by Sir John Whitmore in the late 1980s and has been used for coaching and mentoring since. Sir John Whitmore said, “To get the best out of people, we have to believe the best is in there – but how do we know it is, how much is there, and how do we get it out?” (Performance Consultants, 2025)

The GROW model is broken down as follows,

Goal – This is where the objective is clearly identified.

Reality – This is where the situation is assessed as things are often not as they first appear.

Options – This is where option are identified, this could be from conversations within the team, assistance from supervisors or outside agencies such as mental health services or ambulance.

Way Forward – This is where the decision is made, and action is taken (Hanock, 2025)

The GROW model works well because this puts control in the students’ hands while being assisted by supervising officers, it promotes teamwork and can be used for a

wide variety of situations where the goal does not change for example mentoring a student officer in completing a bail application. GROW however may not be as suitable for live dynamic situations such as an ongoing domestic incident as the variables and goals may change throughout. (Upskillist, 2025)

Within a policing concept I have used this model in conjunction with The National Decision Model (College of policing, 2024) and The Code of Ethics (College of Policing, 2024)

The role, although rewarding is incredibly demanding, the area I work has exceptional demand and is severely understaffed. My personal workload has at times been unmanageable due to the lack of time available to deal with the work. During the three years, my mental health has hit low several times, this is due to the nature of the position, the irregular working pattern of two-day shifts, two afternoons and two evenings and the worry of personal workload. At times I have found my anxiety levels are extremely elevated before a shift which has regularly prevented me from resting only making any mental health concerns more prominent.

To overcome these issues, it is important to talk through the issues with colleagues and supervisors, take advantage of help and support available within the police and take personal time to reflect.

In reflection, becoming a police officer has been a roller-coaster ride from start to finish. The process has been demanding and rewarding. I have learnt that I am adaptable to a variety of learning styles yet prefer a hands-on approach and that my career will likely always involve learning new things.

The NDM has been essential throughout my development as has the SMART model and the GROW model and these will continue to be utilised going forward.

A combination of learning styles, coaching from my tutor and sergeant and mentoring from colleagues has helped me complete the required evidence-based matrix each year and has ensured I have stayed on track to meet the requirements of the police force. However, with the demands of everyday policing, shortages of officers and mental health concerns, completion of the university degree has been a challenge to say the least.

Word Count: 2151

Bibliography

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

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