

BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based
Workbook 5 (PCDA)
12 elements 10000 Words - BMPF 6000D**

**(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) BMPF 6000D

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.

2500 words (+/- 10%: include your actual word count at the end of each section)

Answer –

In 2020, the College of Policing published a guidance document outlining what the Policing Education Qualification Framework (PEQF) is and how it is utilised for the training of modern day Police officers. The PEQF is defined as 'a professional training framework for police officers and staff. It is based on a modern curriculum of dynamic operational training, underpinned by sound theoretical education' (College of Policing, 2020).

The PEQF sets out to address the standard in which Police officers operate. It also provides a framework of revision and learning tips to officers and staff from the initial entry routes, and provides guidance to assist existing officers and staff to achieve their full potential.

It appears that the College of Policing provide this standard of service in order to adhere to the Policing Vision 2025, which was set out by the National Police Chiefs' Council in 2016. Within the Policing Vision 2025, it is highlighted that more individuals who are applying to become Police officers have different career aspirations. Therefore, a workforce model and education framework must be developed to 'attract a representative mix of people with the right skills, knowledge and potential, behaviours and values to deliver the policing vision' (NPCC, 2017).

Within this answer, I will discuss a Policing incident I was involved in and how I upheld the standards expected of me whilst providing a positive experience to a victim of the crime. I will be using Borton's Reflective Tool to evidence my own experience and discuss how professional bodies such as the College of Policing, National Police Chiefs' Council and UK Government are having a positive and negative impact on modern day policing. The incident I will be discussing will relate to my five-day attachment with the Criminal Investigation Department (CID) whereby I assisted in an allegation of Rape contrary to Section 1 Sexual Offences Act (Legislation, 2003). Section 1 of the sexual offences act requires several points to prove including, the penetration of the vagina, anus or mouth with a penis, the victim does not consent to the penetration and the perpetrator does not reasonably believe the victim to consent to the penetration.

In July 2012, the UK Home Office published a Policy Paper 'Strategic Policing Requirement' (SPR) in accordance with Section 77 of the Police Reform and Social Responsibility Act 2011. Section 77 refers to a piece of legalisation which requires the Secretary of State to issue a document setting out their views on 'national threats at the time the document is issued, and appropriate national policing capabilities to counter those national threats' (Legislation, 2011). In 2015, the SPR document focused on areas that government held responsibilities in relation to ensuring there were sufficient capabilities in place to respond to serious incident. Within the 2015 document, a number of changes were revised in order to target other areas of policing which were considered a 'national threat'. Amongst these changes, the 2015 SPR version highlighted 'Child Sexual Abuse' (CSA) as an additional national threat.

This meant that modern day Police officers were now 'expected to inform and assist with building capability to tackle the threat through more efficient sharing of resources, specialist skills, best practice and intelligence' (Gov UK, 2015). The Secretary of State and Chief Constables were hoping to target this national threat by training officers and developing specialist units with additional training in order to improve their ability in identifying CSA and safeguarding children from serious harm.

During this year, I was able to complete a five-day attachment with the Criminal Investigation Department (CID) which were based in the Cardiff area. Whilst working alongside the unit and observing the way in which they operated, I was involved in an investigation relating to an allegation of rape from a 17-year-old female. My role was to assist the CID officer in obtaining a statement from the victim by carrying out an ABE interview. ABE stands for Achieving Best Evidence and is also known as Video Recorded Evidence in Chief (VREIC). The purpose of an ABE interview is to obtain the best possible evidence in criminal proceedings.

These interviews are carried out by two specially trained officers, one of which interviews the person whilst the second overlooks the interview via a monitor in a separate room. The reason for this is to allow the interviewing officer to provide their full attention to the victim whilst the observing officers makes notes of what is being said, and to pick up on any missed questions. In order to provide the victim with the best service, the two officers I assisted had been given additional training in relation to child interviewing and investigating serious sexual assaults.

In order to safeguard the child from serious harm, she was taken to a place of safety whereby she would be interviewed as a 'Vulnerable' victim. Section 16 of the Youth Justice and Criminal Evidence Act 1999, (YJCEA, 1999) states any person under the age 18 at the time of the hearing would be considered 'Vulnerable' and therefore eligible for 'Special Measures'. Special Measures are subject to the discretion of the courts but if awarded to a victim a series of provisions can be put in place to help the person give their evidence in court and to relieve some of the stress. The court can provide twelve different measures, including Live Stream (through video call), Screens (a number of screens are placed around the victim to prevent any unwanted persons from seeing them) and Removal of Wigs and Gowns (judges and barristers remove wigs and gowns in the court).

As well as Section 16 YJCEA, the female victim was immediately deemed eligible for 'Special Measures' under Section 17.4 YJCEA due to the nature of the offence being of a sexual nature. These sections are there to aid victims who are considered 'Vulnerable' or 'Intimidated' by giving them the choice of whether they wish to provide a VREIC or a standard Section 9 statement. A Section 9 PACE statement is a statement in which officers obtain an account from victims or witnesses of a crime which can be used as evidence for interviewing purposes and court.

In order for myself and my CID mentor to provide this female victim with the best possible service, early interaction was key in order to build a good rapport and gain her trust. Along with her mother and Police first responders, the female attended the Sexual Assault Referral Centre (SARC) whereby she consented to having a forensic medical examination which was carried out by a specially trained doctor, also known as the Force Medical Examiner (FME). Once all relevant forensic examinations had been completed, the female was placed in a room where she was supported by myself, my mentor and other staff members in the centre. By engaging with the female, explaining the process she has been through and will be going through and what we would be asking her in relation to the offence, we were able to develop a good relationship whereby she was comfortable to speak with my mentor who was a female and myself who is a male.

As this was my first encounter dealing with an allegation of Rape, I felt nervous in myself as I was not familiar with policies and the investigative role in which the CID department conducted after a first account was given by the victim. My feelings prior to and after the situation were completely opposite as post interview, I was fortunate to have a de-brief with the interviewing officers about their work. Having what appeared to be a minor input into the interview resulted in me taking so much more knowledge away with me as I was able to see first-hand, how these trained officers set out their questions to ascertain as much detail as possible to gather evidence. When speaking to the officers who interviewed the victim about their feelings, I noticed how confident my mentor was when interviewing. I asked if there was a certain type of layout she used when questioning victims. She explained that there is a general sense of direction in which she wants interviews to go however, by not using a formal layout, it allows the interviewee's story to flow. Having reflected on the de-brief and reviewing the interview video again, I would say I feel more confident when dealing with victims of sexual assault as I have seen first-hand how officers engage with victims and the questions they ask. However, I am aware that I am not knowledgeable enough to conduct that level of investigation at this time without the relevant training.

One factor I felt went well during this experience was my immediate honesty when asked about my knowledge surrounding the CID investigative role and my interest in the role. I explained to my mentor that CID had never been nor was it a role I had considered for my future and that my knowledge of the role was minimal. I felt that going into this attachment with an open mind was beneficial as I was able to learn new skills from several experienced officers without having the pressure of being expected to know the procedures from day one. Due to the attachment being only five days, I did not find at any point that I experienced a negative situation. Despite my minimal knowledge going into the attachment, the positive contributions I brought to the role was my communication skills and early investigative mind-set that I use on a daily basis as a response officer. As highlighted in the Policing Vision 2025 by the NPCC, I could bring my own skills and knowledge to this role and assist others in any way I could.

I feel that my attachment within the CID department was successful and a contributing factor was ensuring that my attitude going into the role was positive. By being positive, open minded and eager to learn, I was able to learn from others and develop my own working strategy that I could take back to my role as a response officer. Wilson (2016:47), states

‘Open-mindedness is viewed as socially desirable when individuals encounter viewpoints that are compatible with conventional social norms. However, open-mindedness is viewed in less desirable terms when individuals encounter viewpoints that undermine these norms’

Having now reflected on the attachment I wish I had asked more questions regarding other topics that the CID department investigate rather than primarily focusing on incidents of a sexual nature. By going into the role so open-minded with minimum knowledge, I found myself agreeing with officers when in a group environment and not giving my own viewpoint regarding certain topics. Throughout the attachment, I found that the expectation of investigate officers in the CID department was that first responders like myself had the ability at scene to ascertain all details, safeguard persons involved, secure evidence and other enquiries. Having now reflected on this, I feel as though I should have given my own viewpoint in order to evidence to CID officers how difficult it is on times for first responders at scene to manage multiple enquires with minimum resources.

Within my short time in the CID department, I gained knowledge in key areas relating to victim focus, how to extract as many details as possible from victims and witnesses to achieve best evidence, and investigative skills I could use when first on scene. As discussed, although my experience from this attachment was a positive one overall, I feel the experience could have been further enhanced for everyone involved had I expressed my thoughts and experiences relating to being at an incident with minimum resources. I believe that if I had shared my experiences with the CID officers it would have allowed them to have an insight into the pressures response officers experience whilst on scene, and how what’s considered to be key investigative enquiries to CID may be missed by an officer when dealing with several enquires at once. I believe that by further developing my communication skills, being open and honest with my opinions, and encouraging myself to

Speak openly to other departments, it will build a good foundation for a relationship as we may discuss concerns and possibly find a positive solution.

Being in my third year, and considering the standards of behaviour expected from me, as reiterated throughout the PEQF, my standard of professionalism remained at the highest standard from the first interaction all the way through until the end of the ABE interview and the victim leaving the SARC. Having observed the sense of victim focus and duty of care shown by the CID officers, I enrolled myself on to the Sexual Offences First Responder (SOFR) course, which I have recently completed. During the course, the trainers followed the PEQF guidelines to assist myself as an existing officers and other officers present in achieving our full potential. The course focused primarily on sexual offences and how officers who are working on the front line should address reports of sexual offences and how to ensure best practice and victim focus reaches its highest level. By enrolling myself on this course, I aimed to further develop my skills in each area of policing so that I can provide the best service to each person I come in to contact with as a constable. Since enrolling on the course, I have been asked to obtain numerous first accounts from victims of sexual offences and support them through the initial stages of the investigation. Each time I've assisted in these first accounts, I have gained more confidence in myself obtaining the account and a better understanding of how effective early engagement is.

(2273 Words)

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?

2500 words (+/- 10%: include your actual word count at the end of each section)

Answer –

Since the introduction of social media pages such as Facebook (2004), Twitter (2006) and Instagram (2010), there has been a rise in people using social media platforms in order to get their news and communicate with one another. As the decades have gone on, organisations and businesses have adopted these platforms in order to publicise their work and engage with their followers and the communities in general. Amongst these organisations, law enforcement agencies have created accounts to communicate with the public. South Wales Police, for example, first joined the social media trend in September 2009 when they launched their first force wide account on Twitter. Over recent years, South Wales Police have created more localised social media accounts to target those communities with local policing updates, good news stories, engagement events and crime statistics. It also gives those communities in which the officers serve an opportunity to communicate back to them with local issues and information.

Within this answer, I will be discussing an incident I was investigating, which was a Commercial Burglary contrary to Section 9(1a) of the Theft Act (1968) whereby a safe containing a large quantity of cash and documents was stolen. I will be using Gibbs Reflective Cycle (1988) in order to provide my account on the incident and how I investigated the matter. I will provide a full account of what happened, how I felt before, during and after the investigation, evaluating and analysing my work within the investigation, the effectiveness of social media throughout the investigation and what I

learnt from the incident and the action I would use again or change should I deal with a similar incident in the future.

Whilst booking on duty on a morning shift, a report was received via our Public Service Centre (PSC) from a worker at a local warehouse outlining that they believed the warehouse had been subjected to a burglary and unsure if person(s) were still on site. As a first responder, my role was to attend this incident on a Grade 1 response, which is an Emergency Response on blue lights. Prior to leaving the police station, I ensured I was in full possession of my Personal Protective Equipment (PPE) including my Taser, baton, irritant Spray, Handcuffs, Body Worn Video camera and gloves, so that I was fully equipped to deal with any threat, risk or Harm that may be present on site. Whilst on route to the area, I requested further updates from our force control room in order to ascertain key information such as where the incident happened, what type of warehouse it was and roughly what size, who was present at the location and if further units were required.

On arrival at the location, my priority was to eliminate or reduce any potential threat present whilst being mindful that the location was considered an active scene and that any forensic opportunities needed to be preserved. Initial details of the location were that the warehouse was a training site for industrial building. The warehouse made one ground level building with approximately 10-15 smaller rooms inside. Only one worker was on site who stated he had not been inside nor touched any surfaces and that he had noticed the front shutter lifted and the entrance door damaged and opened. I requested my colleague to conduct a search around the warehouse to ascertain whether there were any other entrances or exits that had been used whilst I entered the warehouse to conduct a search. Following a thorough search of the warehouse and surrounding areas, it was confirmed that a burglary had taken place and that the person(s) responsible had made good their escape prior to police arrival. Now that the threat, risk and harm was reduced, it allowed myself and colleagues to begin our initial investigation and start our 'golden hour' inquiries. The 'golden hour' is a 'term used for the period immediately after an offence has been committed, when material is readily available in high volumes to the police' (College of Policing, 2013).

By following these principles and obtaining initial details surrounding the incident, I requested Scenes of Crime Officers (SOCO) to the scene in order to assist in the investigation and obtain any forensic opportunities that may present themselves. Following SOCO attendance, we were able to obtain fingerprints from a number of surfaces. These fingerprints were then tasked to the fingerprint bureau who would analyse the fingerprints to see whether there was any match for persons on the Police database. Other than fingerprints being obtained, the only other enquiry for myself and my colleague to conduct was CCTV footage on site and the surrounding area. From checking a number of cameras on site, we were able to locate an angle which captured the subject coming on to site and forcing entry via the main entrance. This footage was of good quality and captured the side of the subjects' face. Now that we had gathered effective lines of investigation, my hope was there would be either or both a match for the fingerprints and that the CCTV angle would be clear enough to be used for Automated Facial Recognition (AFR). Unfortunately, both lines of enquiry were negative due to there being no matches for the fingerprints and the CCTV angle being too unclear for AFR. As there were now no witnesses for the incident,

no forensic matches and no other lines of investigation to be carried out, I was unable to progress the matter.

Due to the type of crime I was investigating and the financial loss the victim had encountered, I was reluctant to close down the investigation with the potential that the person on the CCTV may lead to positive identification should it be viewed by other persons outside the police service. It was then I decided to seek advice from our force social media team, who manage all media platforms. By liaising with them, I was educated on what our force policy was when using social media before being guided on how they use information and intelligence in a professional format and for engagement purposes. By providing the media team with the circumstances of the incident, the point the investigation was at and what enquiries could still be evidential, I was informed that from the CCTV footage captured at the scene, we could place still images on our media platforms such as Twitter and Facebook in hope that local intelligence from the community may be able to assist in identifying the subject.

From here, I was requested to provide a post template for the media platforms along with still images. The template consisted of the crime reference number which was held on our Police database, circumstances surrounding the incident including times, dates and location, who the officer in case was leading the investigation and a safe number to contact with any relevant information. This template was then sent directly to our social media team in order to proof read prior to being posted to the public. Why the social media team needed to proof read the post prior to going public was to ensure that the information being given to the public was not breaching the Data Protection Act (2018). Once my template was read, it was authorised to be published on two platforms, Twitter and Facebook.

Within only two days of posting the images on social media, a number of persons had contacted 101 and the safe number with who they believed the person to be in the images and why they believed it to be that person. After reading each report individually and contacting the reporting persons, one name was provided numerous times and amongst these reports, one person was able to identify the subject, provided an address for the subject and his place of work. I then took a witness statement from this person who identified the subject in the matter and stated they were happy to attend court to provide their evidence. I then liaised with my supervisor to authorise arrest inquiries.

Following a negative arrest enquiry at the subjects home address, I attended the work place he was at and located him. The subject was arrested on suspicion of burglary, contrary to Section 9(1a) of the Theft Act 1968 and conveyed to custody where his detention was authorised. Due to the item stolen being identified as a safe, I requested the custody Sergeant to hold the subject 'Incommunicado' whilst I sought authorisation to conduct a lawful search of his property. 'Incommunicado' is a term used by Police for persons in Police custody who have had their right under Section 56(1) of the Police and Criminal Evidence (PACE) Act (1984) revoked. Section 56(1) refers to any person who has been arrested and is currently in police custody to have a friend or relative notified that they have been arrested. Section 56(5a), however, outlined in PACE legislation (1984) that an officer of at least the rank of Inspector can delay a person being notified if 'the recovery of the value of the property constituting the benefit will be hindered by telling the named person of the arrest'.

As it was unknown if this person had committed the act of burglary alone, I requested a Section 18 PACE (1984) search to be authorised by the Inspector for the home address of the subject. Following a search of the subject address, a safe matching the description provided by the victim was located in the address unopened. This item was then forensically examined and photographed by SOCO officers to ensure it was the same one as reported stolen.

During the situation, I felt a sense of responsibility towards the victim as he had been a victim of a crime in which he felt personally targeted. As I was the most experienced officer at the scene, I felt I needed to direct my colleagues to conduct early lines of enquiry in order to achieve the best evidence and manage the threat, risk and harm which may be present. Prior to attending the call, I felt confident in my experience on how to deal with any form of burglary and what lines of enquiry are expected when following force policy.

My priority at scene would be the safety of any officer and member of the public present and to prevent any contamination of areas which could be deemed evidential. After the incident, I reflected on my actions at the scene and felt happy with how the initial response had played out, as we were able to manage the scene effectively, obtain relevant information and intelligence and secure evidence that proved beneficial in the investigation.

Throughout the entire time my colleagues and I were at the incident, we liaised with one another effectively and efficiently. We discussed strategies for how we were going to search the warehouse and surrounding area and would update one another with information frequently.

As a team, myself and colleagues tend to have a de brief following any form of incident and discuss positives and negatives, as well as any area they would do differently or similar should we attend a similar call. Whilst de-briefing, it was clear all officers were happy with how the incident was managed and that all enquiries had been conducted efficiently. Thinking about the incident now, I believe the incident was managed well and that all officers and police staff involved in the investigation worked effectively to ensure a positive outcome for the victim.

Having now been able to evaluate the incident and reflect on the work my colleagues and I carried out on the day and the following weeks, I have found a number of areas in which I feel went well and not so well. Although, the most positive part of this incident is the outcome that we were able to identify the subject using social media as a source, arrest him and return the stolen property to the victim, the negative side was the lack of victim contact I was able to offer throughout the investigation and the delay in using social media to my advantage.

When allocated as the officer in case of an investigation, it is my duty to update the victim with any relevant updates relating to the incident as well as cater for any of their needs and concerns. The difficulty of leading any form of investigation as a response officer is the constant demand for you to attend emergency response calls whilst dealing with a number of other incidents at the same time. Because of the demand, it is difficult to find time on

your shift to make contact with victims and provide them with updates as well as answer any questions they may have.

The positive contribution my colleagues and I provided to this incident was our ability to assist one another when needed. By liaising with each other, we would seek support to make contact with victims on behalf of one another when needed. By doing this, we were able to maintain a sense of relationship with our victims, although not as much as we would like to.

Why things went so well during this investigation is due to the knowledge and experience each person associated shared with one another. Most officers shared a good understanding relating to the forensic window and early lines of investigation. However, one thing all officers lacked, was knowledge of how to use social media and how effective social media can be when used appropriately during an investigation.

Being a response officer, I was ignorant to the effectiveness of social media and how frequently media platforms are used on a daily basis to assist my colleagues and me in our role. Having now had input from our force media team, I am conscious of how they can assist with any form of incident such as missing persons, community engagement events and good news stories.

I believe now that I have used our force media team and have had additional input on how they may assist us with investigations, I have a better understanding of the role they provide. I am also mindful that should social media platforms be used incorrectly they can be a risk concern as they can have a damaging effect on the individual using it, the organisation they serve and the community that follows. Why it is so important to have a designated team who monitor media platforms is to ensure that the platform follows force policy and does not breach data protection.

What I learnt from this incident was how, by sharing information and seeking support from alternative departments inside the Police organisation, you may open up a number of enquiries which can be used to assist you during an investigation.

Although this incident in particular could not have been a more beneficial outcome than it was, what could have been more beneficial was the amount of time the investigation took before coming to an end. If my colleagues and I were more aware of the role the social media team carried out, we might have utilised them at an earlier point which may have resulted in an earlier identification of the subject.

I have obtained key skills following the end of this investigation, as I personally sought out further training and requested input from our media team on the boundaries we as officers can reach when using social media and when going beyond these boundaries could result in breaching data protection.

If I were to deal with a similar incident in the future, I am confident that the knowledge I had prior to this incident, the investigation I conducted during the incident and the skills I

have learnt following the incident, I would be competent to carry out a more effective and time-efficient investigation should the lines of investigation allow me to.

(2638 Words)

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?

2500 words (+/- 10%: include your actual word count at the end of each section)

Answer –

Kets de Vries (1999, cited in Gill, 2011, p.11) defined the relationship between leaders and followers as ‘Without followers, a leader’s journey is solitary and unproductive. If the conductor of an orchestra lifts his or her baton and none of the musicians respond, there is no music’. Within this answer I will be demonstrating my flexibility as a leader within my role as a Police constable, and analysing different methods of leadership I’ve adopted. I’ll refer to a situations I’ve faced whilst working on the front line and the techniques I’ve used when new information and intelligence presents itself.

Having now served as a Police constable for almost three years, I have been in the presence and learnt from numerous experienced officers, higher ranked officers and supporting agencies that I have been able to adopt my own alternative styles of Policing to suit the environment I am in. The incident I will be discussing within this answer relates to a serious road traffic collision which resulted in a driver being arrested for the offence of Causing Serious Injury by Dangerous Driving, contrary to Section 1A of the Road Traffic Act (1988). I will describe the details surrounding the incident, as well as, how it happened, who was present at the time and who was require during the incident, what I did on scene and what other persons liaised with did and the outcome of the incident.

Having observed a number of different leadership styles, I found myself adopting the ‘Transformational Leadership’ style approach. Transformational Leadership is defined as ‘a

leadership style in which leaders encourage, inspire and motivate employees' (CIO, 2018). I suited this leadership style due to my ability to encourage and inspire others to carry out a task by leading by example. Published in (2019), an article was released referring to 'Challenges for Police Leadership'. Within the article, Hoggett, Redford, Toher and White (2019) state from their research that 'direct-entry police leaders face credibility issues linked to their lack of shared police identity'. This article highlights that in modern day policing, persons from a civilian style role who have management experience are able to apply for direct routes to management roles in the Police service, and due to their lack of Police service, current officers do not give them the same sense of respect as officers who have been in their place and experienced first-hand what it's like to be an officer. Having been an unexperienced and newly recruited officer, I am able to relate to the concerns my colleagues may be experiencing, I am able to use that knowledge in my leadership style to help guide my colleagues on what actions they need to do.

Whilst on duty during a busy afternoon shift, a report was received by the Public Service Centre (PSC) outlining that there had been a three vehicle road traffic collision (RTC) on a nearby junction and one person was seriously injured and still in a vehicle. Being the most experienced officer in the area, I answered the call via the police radio and informed my Police control room that I would be attending along with my colleague who was fairly new to the Police role. On route to the incident, I requested regular updates however, no other information was known as it had been passed to Police via the Ambulance control room.

One of the main models Police officers are taught to use for any incident is the National Decision Making Model (NDM), which has been developed by the College of Policing since 2013. This model is described as 'Six key elements. Each component provides the user with an area for focus and consideration. The element that binds the model together is the Code of Ethics at the centre' (2013). Within the model, it directs the officer to consider and evaluate 1. Code of Ethics 2. Gather information and intelligence 3. Assess threat and risk and develop a working strategy 4. Consider powers and policy 5. Identify options and contingencies 6. Take action and review what happened. Each of these components aren't only used once but a cycle of areas an officers evaluates continuously during an incident.

On arrival to the location, I was able to obtain information immediately and identify that there were three vehicles involved in the collision, one vehicle was on its side with a person still inside, whilst two other vehicle were stationary in the middle of the road with major damage on the body work. My priority at this moment was to ensure the safety and wellbeing of everybody involved and account for any persons involved. I took lead of the situation and directed my colleague to speak to the drivers of the two stationary vehicle whilst I attended the vehicle on its side, from here I identified a female driver who was extremely upset and stating she was trapped due to the seatbelt not ejecting. I quickly liaised with my colleague who confirmed that all persons were accounted for from all three vehicle and not others parties were known at this time.

From here, I was able to assess the threat and risk known to me and develop a working strategy. Knowing that in line with South Wales Police force policy (2021) referring to RTC's, any incident resulting in a period of time a person must spend at hospital either immediately or after a road traffic collision it must be classified as a serious injury. As I was

unable to deem the trapped drivers' injuries serious at the time, I requested supporting agencies to assist and called for an ambulance and the fire service to my location to assist with any casualties. Whilst awaiting for other emergency services I liaised with my colleague and requested her to take details of all vehicles involved and details of drivers and witnesses. As the collision took place on a main road which was resulting in heavy traffic flow and disruption, I requested for any additional policing units to assist with traffic management and liaised with our force social media team to place a public post on social media to notify road users to use alternative routes.

Following a short wait, additional units arrived on the scene and sought instruction from me on their roles at the incident. I directed two Police Community Support Officers (PCSO) to either end of the road to re-direct remaining traffic and requested they wore high visibility jackets so that they were visible to other road users and reduce a potential chance of them being unseen and injured. When paramedics and fire service arrived on scene, I liaised with both senior officers from that service to provide all relevant information regarding to the incident. By taking the time to liaise with both officers at an early point and sharing information, we were able to develop a working strategy and identify what roles each service would play at the incident.

A 'Major Incident' is defined by Northumbria Police (2017) as 'An event or situation with a range of serious consequences which requires special arrangements to be implemented by one or more emergency responder agency'.

Although, this collision was not deemed a 'Major Incident' by any of the emergency services at scene, I carried out a major incident style working strategy. I informed both senior officers that Police would take ownership of the incident and requested that all agencies carried out their roles uninterrupted and for all three senior officers to have a joint update together in the same place in 15 minutes time. By doing this, it allowed each agency to work independently at scene and work as effectively and efficiently as possible.

Being the lead officer at this incident, I ensured I was updated fully by Police officers and Police staff at scene and checked on their welfare regularly. Whilst being updated by my colleague who I had previously requested to take details of all parties involved in the incident, it was brought to my attention that one male driver refused to provide details and was becoming hostile to other persons and emergency staff. Although to this point, I had been the officer overlooking others and ensuring each task was flowing smoothly, this situation needed my full attention as the threat, risk and harm was escalating. On approach to the male driver, it became quickly apparent that he was intoxicated and becoming aggressive. By using the NDM for the forever changing circumstances, I was able to assess the threat quickly and take action by taking hold of the male and detaining him by placing him in handcuffs. Whilst the male was in handcuffs, I was made aware that the vehicle he was driving was uninsured. In order to ascertain details for the detained male, I arrested him on suspicion of Driving, or being in charge, when under influence of drink or drugs, contrary to Section 4 of the Roads Traffic Act 1988.

Once the subject was escorted to the rear of a marked Police car, I again liaised with Emergency Services supervisors on scene who were able to provide a full comprehensive

update relating to the vehicle and trapped driver. From this update, I was informed that the trapped driver had been removed safely from the vehicle by the fire service and was in the care of paramedics and all vehicles involved were placed to the side of the road not causing any obstruction. This allowed the road to be re-opened. By carrying out this style of leadership on scene, I was able to accomplish what I wanted in an effective and efficient manner with minimum issues.

During the situation, I felt a sense of obligation to take lead and assist my colleagues as I was the most experienced officers present. Immediately before the situation, I did not feel the urge to manage my colleague as we had both completed the same initial training, we we're both out of our Police tutorship stage and both awarded our independent patrol status by a training officer.

Although we were considered the same rank, I recall how I felt when I was new in service and working alongside an officers with more service than me, I would rely on them sometimes to assist or guide me at incidents to ensure I was doing what was needed correctly. Looking back at the situation now, I feel I managed the incident well and did not manage my colleague as though I was of a higher rank, but directed them in a safe learning environment.

After each incident my colleagues and I attend, we carry out an informal debrief whereby we discuss the incident in detail and highlight areas we think went good, not so good, what could have been done differently and the end result. Speaking to all my colleagues after this particular incident, it was evident that no officers at the incident felt undermined or looked down on and that the leadership tactic was beneficial and effective for all involved.

During this incident I had the confidence to take lead and was able to use my knowledge to adapt to any changing scenarios. Throughout my time as a Police Officer, I have been applauded by my colleagues and supervisors on my ability to manage a situation and remain calm and complacent in a challenging incident.

Why this incident was of a particular good experience for myself was by being open minded and professional from the moment the call was received to the point of the road being reopened. By ensuring that all workers at the incident were comfortable with their roles and developing a safe learning environment, the incident seemed to manage itself smoothly as any issue that did arise was dealt with immediately and managed appropriately.

One area that didn't go so well was my inability to identify the uninsured driver at an earlier stage. When dealing with most road traffic collisions, I request a check to be conducted on every vehicle involved immediately so that we can ascertain basic details such as named drivers, addresses, vehicle insurance and MOT status and insurance company. By focussing primarily on the trapped driver, this request was left unanswered until I liaised with my colleague. If I were to have requested the checks earlier, it may have assisted my colleague more when speaking to the uninsured driver and preventing the escalation later on. Like every incident I attend, I would not be able to do my job without the assistance of Police colleagues and other emergency service staff. All persons on this occasion

contributed as effectively and equally as the next one and as a result, the best outcome was achieved.

Highlighted in my first year as a student, I discussed the meaning of 'Eustress' and how I used it to minimise my stress in my new role and how it aided me with my coping strategies. McGuinness (2020) defined Eustress as 'Something that you perceive to be within your coping abilities and it feels exciting'.

Having now reflected on this particular incident, I know that 'eustress' was a great contributor to the positive end result, as although there were multiple jobs going on at the same time and the circumstances were forever changing, I was feeling a great deal of excitement to address the issues.

I have shared my style of coping mechanism with other persons on my team and others outside my work place for them to be aware of how I remain calm under pressure, and deal with any scenario that comes my way with positivity and confidence.

From this incident, I've learnt how to develop my leadership skills, my confidence is growing tremendously in comparison to what it was since the beginning of my Police training, and my management skills have matured appropriately to the level I was hoping to have achieved coming in to my final year.

Reflecting of the incident, I cannot see how it may have been a more beneficial outcome for everyone involved. By working in partnership and collaboratively, we were able to prevent further injury to the trapped driver, reduce to traffic congestion and arrest the subject in order to allow an investigation to begin.

Skills I would require in order to handle a situation like this more effectively would include management training group and future opportunities to act as the supervisor for my team during shifts.

If I were to be involved in a similar incident again, I would carry out a similar style approach however, prepare differently by planning in advance. Relating to other incidents I've managed such as missing persons, burglaries, sexual offences and others, each of the offence types I have a pre-written check list which I follow in order to ensure every detail or enquiry is captured before taking action.

By creating an action plan relating to a road traffic collision, I may be able to ascertain all basic details in an orderly fashion at the earliest stage. This may allow me to then focus on more pressing matters and any changing circumstances I encounter. In order to do this, I could liaise with professionals in the Roads Policing Unit (RPU) and learn exactly how they approach traffic incident and what they deem priority. This is an area I can develop on my own without any requirement to participate in work groups or online learning.

(2558 Words)

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?

2500 words (+/- 10%: include your actual word count at the end of each section)

Answer –

Throughout my three-year probationary period as a Police Constable with South Wales Police, I have been required to complete individual stages of my probationary period. Prior to my initial application to become a Police Constable, I familiarised myself with the role description and what the course consisted of. Highlighted on South Wales Police website (2019), there are a number of alternative entry routes available for individual applicants. The entry route most appropriate for myself was the Police Constable Degree Apprenticeships (PCDA).

South Wales Police supplied a detailed overview of what the PCDA course would include and what the three-year probationary period would entail. The course was described as being split down to a 6 month initial training programme at a South Wales Police facility, followed by a 12 week tutorship period in the work place whereby you were expected to achieve independent patrol status. The remainder of the probationary time would be spent performing operational activities in the workplace as well as completing academic elements given by a partner university.

After successfully completing my initial 6-month training, I was assigned a station and tutor with whom I would work with for the next 12 weeks. My tutors' job was to coach and guide me, as well as give any necessary support and assist me in achieving independent patrol status. Independent patrol status demonstrates to others that I have been deemed capable of working with other officers and staff without the need for a tutor.

To date, there is no single agreed definition for *coaching* but is described by Ross (2018) as an individual with a 'specific skill set and approach dedicated to stimulating increased excellence and goal attainment for individuals, teams and organisations' (p.3).

I benefited from the initial coaching stage because I was partnered with an experienced officer who had undergone additional training to become a tutor. On my first day, the tutor assigned to me explained that he would be my single point of contact if I needed anything or had any concerns, and that he would help me gain confidence, understand how to use my policing powers, follow force policies, and achieve my goal of becoming an independent patrol officer.

Over the 12 weeks, alongside my tutor my confidence grew tremendously as I was able to develop my own working strategies, learn how to manage incidents, gain a better understanding of laws and legislations and build relationships with my colleagues and the community I served in. One of the key benefits of being assigned a tutor for the initial 12 weeks was the comfort of knowing that there was someone there to assist you and step in should I need any further guidance or manage an incident incorrectly. Although there were minimum occasions my tutor was required to intervene, by being encouraged to manage situations in a way I deemed appropriate, I felt myself develop as an officer quickly as my confidence was continuously growing.

On successful completion of my 12 week tutorship stage and achieving independent patrol status, I then entered the mentoring stage whereby I was expected to work alongside any member of my team, manage my own work load, and continue to show I was developing myself. Although I was not assigned to any individual officer, the mentorship stage was over an extended period of time and consisted of members of my team working alongside me as an equal but being mindful that I was still fairly new to the role. Every quarter, a meeting was arranged with my area training office. The meeting would be an informal conversation whereby I would raise any of my concerns or discuss areas I wanted to progress or develop in.

'A mentoring relationship develops over an extended period, during which a student needs and the nature of the relationship tend to change. A mentor will try to be aware of these changes and vary the degree and type of attention, help, advice, information, and encouragement that he or she provides.' (National Academies Press, 1997:1)

Being mentored by other members of the team provided me with the opportunity to observe first-hand how different officers handled problems in their own distinctive way. By monitoring each officer's unique policing approach and learning how they communicated, managed, and resolved conflicts. I would observe these officers and note how effective or ineffective their approaches were based on the individuals involved. Once observing these different approaches to incident management, I would try them out myself while working with the same officer and ask for feedback after the incident was over. Following the incident, I would ask that officer if they had any suggestions or criticism so that I could be more aware the next time.

Although coaching and mentoring share similar traits, the College of Policing outlined the differences between the two in an online course for coaching.

‘Coaching differs from mentoring in that coaching focusses on actively intervening during specific coaching sessions to help the individual develop the most suitable action plan for results, whereas mentoring consists of a longer period of shadowing and light-touch role-modelling or guidance’ (College of Policing, 2022)

The assigned tutor guided me on areas where I need development and concentrated on obtaining specific goals, such as independent patrol status. We were able to build a good relationship. The mentorship stage aided me personally by providing me with long-term support and guidance, but from a reciprocal rather than a tutoring position. I was fortunate to be able to further my training and participate in specialised courses after gaining independent status. Now that I've almost completed my probationary phase and am in my final year, I can see how both parts of the course have helped me achieve personal goals whilst still allowing me to contribute to my organisation's objectives.

Every year, I set a number of personal goals for myself that I aspire to achieve in both my personal and professional lives. Applying for specialised training in operational policing areas was one of my professional career ambitions. I was authorised to participate in several courses, including the Taser X2 course, Response Driving course, Sexual Offences First Responder course, 999 Red Box course, and Police Support Unit (PSU) Method of Entry course, by continuously developing my skills and demonstrating willingness to my supervisor and colleagues.

Each of these courses were on my list of 2019 career goals. My goal was to attend and pass each course within three years of starting as a Police Constable. I was able to accomplish this thanks to my supervisors' encouragement and guidance. Despite the fact that these are personal goals for me, attending the courses has assisted my organisation in achieving its goal of having more officers trained in specialised training.

By having successfully passed the Taser X2, Response Driving course and PSU Method of Entry course I can assist my colleagues and other departments in a physical way as I've been requested to assist in arresting high value suspects who are violent, respond to emergency calls and also provide a safe entry to officers conducting warrants or trying to gain entry to safeguard victims. Aside from providing physical support, I've been able to aid my colleagues and others with investigations by completing courses such as 999 Red Box and Sexual Offences First Responder. As I've been trained in 999 Red Box, I have secure access to all Police calls that have been recorded for court proceedings, as well as playback if the incident has to be examined by a supervisor. As a first responder to sexual offences, I am trained to attend situations of this sort and provide the victim with the necessary guidance and support.

The coaching and mentorship stages have helped me learn, develop, and perform better at work by providing me with guidance, trust, and support from supervisors and more senior officers, allowing me to gain confidence in my knowledge and ability to work. Although the most popular way among newly recruited officers is for them to act as mentees and their tutors to act as mentors, there is a tactic highlighted on the College of Policing website in 2022 that I can relate to. The College of Policing provided material on 'Reverse mentoring' in 2022.

Reverse mentoring is a programme in which a senior officer is paired with a lower-ranking frontline officer and completes a shift as the mentee. The advantages of this approach include increased visibility and engagement by senior leaders, a better understanding of the challenges that under-represented units face on the front lines, and the ability for senior officers to demonstrate a direct connection to front-line officers in order to better understand current concerns.

During 2020, my Local Policing Inspector (LPI) asked me to engage with a senior ranking officer, in this case a Chief Superintendent, to facilitate them in their shift and to highlight specific difficulties that we as frontline officers faced on a regular basis. According to the LPI, this scheme was implemented in response to a direct request from the Chief Officer, who wanted to learn more about frontline policing after being off the street for nearly fifteen years.

By participating in this scheme, I volunteered to accompany the chief officer on mobile patrol in a marked police car and respond to any emergency calls, assist with any outstanding calls, and conduct proactive patrols in the area where I worked. Following this shift, both the senior officer and the LPI complimented me on my efforts and praised me for my professionalism and honesty when expressing current concerns and areas where I believed frontline police were under-represented.

Having reflected on the reverse mentoring programme, I feel more confident in my abilities to manage my own workload while also assisting others. This scheme, as well as other instances that I've attended as the most senior officer, have helped me perform better than I did in my first year. Now that I'm in my final year of probation, my supervisor has asked me to step in as acting sergeant when he's absent or unavailable due to other commitments. My ability to manage incidents and lead others has improved as a result of understanding the main principles of coaching and mentoring.

Being asked to step in as an acting sergeant is a great opportunity for any person who may be looking to progress through the Police ranks in their career. The role came with a number of important responsibilities as I was expected to understand policies and procedures so that I was able to manage any incidents effectively and efficiently. One of the areas I was keen to understand was the Chief Constable's Delivery Plan.

The importance of being aware of the Chief Constable's Delivery Plan (2021) was initially highlighted to me by training staff during my initial training. The Senior Constable's Delivery Plan is a public document in which the chief officer outlines their force's priorities and the work they want to perform in the future. South Wales Police Chief Constable (CC) Jeremy Vaughan released his 2021-2025 strategy this year, highlighting the four primary areas for development as Organisational, People, Operational, and Partnership. Within these four areas, CC Vaughan describes how the South Wales Police Service will improve in each of the four areas. By ensuring that I am conscious of the goals outlined in the delivery plan, I can ensure that I am always improving in accordance with the CC goals and aiding my organisation in meeting its objectives. Despite the fact that I do not work directly under CC Vaughan, having a CC who is passionate about the continuing development of the Police

organisation is important and he serves as both a coach and mentor to all those who work within South Wales Police.

There is a part in the CC's delivery plan devoted to what the public expect from the police service. The organisation was able to obtain a better knowledge of our communities' needs and expectations by inviting the public to submit comments on the force delivery strategy. During my three-year probation, I provided and received feedback from members of my team on a daily basis. I believe that feedback is a critical component in improving a person's performance in both the workplace and in their personal lives. There are several feedback models that are considered 'effective' and 'ineffective,' including Situation Behaviour Impact (SBI), Pendleton Feedback Model (PFM), and STAR Feedback.

The model most beneficial for myself when providing feedback to others was the PFM. The PFM allowed myself to take an active role in the feedback process with my colleagues. It allowed me to self-reflect during my discussion with the other officers. Pendleton's rules encourage the person receiving feedback to be more open by allowing them to initiate the conversation and direct each part. By understanding this, I allowed my colleagues to openly discuss areas freely without any interruptions. I found by carrying out this method of feedback it made my colleague feel heard, which I feel is an important aspect that other systems often overlook.

It is critical for all students to get feedback from local training officers, supervisors, and other members of their team during their probationary period. I appreciated any recommendations in areas where I may need to improve, as I have always been open to support and feedback. For any positive feedback I received, I ensured that I did not become complacent and therefore, I continued to develop my knowledge and aimed to further succeed in my tasks. Although I am coming to the end of my probationary period, I will continue to receive annual reviews with my supervisor regarding my development as an officer.

(2269 Words)

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