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LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT **PUBLIC SERVICE PROGRAMME**

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 2	Communication Skills – social media	2000
Task 3	Leadership and Team Working	2000
Task 4	Coaching, Mentoring, Assessment	2000
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	Total	8000

Task 1

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

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

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

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

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

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

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

ANSWER:

The College of Policing plays a crucial role in shaping professional policing across the UK. Established in 2012, its primary purpose is to support police forces in delivering effective, efficient and ethical policing while ensuring that officers and staff work to the highest standards.

The College of Policing (CoP) aims to establish Professional Standards and Guidelines which are to be strictly adhered to across all UK police forces, this meaning that the CoP sets out national professional standards, ensuring that police forces across the UK maintain a high level of integrity, leadership, and accountability. This includes defining standards for police leadership, ethics, and operational conduct (College of Policing, 2021 (a)). The CoP developed the National Code of Ethics, which sets out principles for officers' conduct and behaviour. This is designed to ensure consistency in decision-making and reinforce public trust in policing (Neyroud, P, 2012, p667).

Additionally, the CoP is responsible for developing and overseeing police education, training, and professional development. This includes offering guidance on initial training, continuous professional development, and specialized training for officers at different stages of their careers. This is something I consider whilst progressing through my training as a probationary officer, maintaining consistency in my decision

making whilst considering the National Code of Ethics whilst dealing with policing situations (Rasha Kassem et al, 2024).

The CoP has been instrumental in the introduction of the Police Constable Degree Apprenticeship (PCDA) and other degree-based entry routes, including the pathway I am currently undergoing. These initiatives aim to professionalize the service by ensuring that all recruits have a higher level of academic and practical training and being able to ensure the standards across all UK police forces are comparable and up to par. Through initiatives such as the Policing Education Qualifications Framework (PEQF) the College has redefined policing as a recognised profession grounded in learning, accountability and public trust (Wood,2020, p380).

The College of Policing as an organisation is responsible for disseminating guidance and frameworks on operational procedures and strategic initiatives: the framework intends to ensure consistency in how policing is delivered across different jurisdictions in the UK meaning all members of the public are receiving a standardised service. The College leads in fostering a research culture within policing, focused on data-driven decisions. By conducting, commissioning, and promoting research, the CoP ensures that policing decisions are based on evidence rather than intuition alone, which enhances the effectiveness of police operations and interventions (CoP, 2022, p6). The CoP utilises professional relationships with universities, research institutions, and think tanks to ensure that police officers are equipped with the best available and current knowledge.

It is important to note that the CoP helps with workforce planning by advising police forces on recruitment, retention, and career progression. It also ensures that the police workforce is diverse, inclusive, and reflective of the communities they serve. It emphasises leadership development, especially for senior officers, to ensure that future leaders of the police service are well-prepared to meet the challenges of modern policing. Additionally, the CoP supports initiatives aimed at increasing public confidence in policing by promoting transparency, accountability, and ethical conduct. It works to address public concerns around policing issues like discrimination, use of force, and community relations, providing a framework for police forces to respond to these challenges effectively (McDowall, A. et al, 2019).

It could be considered that the CoP is integral to the professionalisation of policing in the UK, ensuring that police officers meet specific academic and ethical standards, as well as have access to ongoing professional development. Through its initiatives, such as the Professionalising Policing Program, the CoP has advocated for the policing profession to be seen as a highly skilled and knowledge-driven occupation, similar to other professional sectors like law, medicine, and education. I have firsthand experience of how this could affect a probationary officer completing their entry programme by developing critical thinking and analytical review of actions and how they are in accordance with the law.

The College of Policing's strategic role is essentially to guide, support, and standardise the development of professional policing in the UK. It acts as both a leader and a partner in helping police forces across the country meet modern policing demands, while focusing on ethics, public trust, continuous professional development, and evidence-based decision-making. Through its work, the CoP

seeks to ensure that policing is effective, responsive, and accountable to the public. From research established by the CoP as a leading establishment of modern-day policing, the role of a modern professional police officer in the UK has evolved significantly to meet the complex demands of contemporary society. Today, it goes far beyond traditional notions of enforcing the law. A modern officer is expected to be a highly skilled, ethical, and community-focused professional with responsibilities rooted in public service, accountability, and evidence-based practice (Martin, D., 2022).

The focus of modern-day policing arguably remains the same as it has since the founding of society: maintaining Law and Order. Police officers are responsible for enforcing laws fairly and consistently to protect life, property, and public peace. This entails responding to calls for service, emergencies, and incidents ranging from minor disorder to serious crime which occur daily and affect all members of society. It is evident that officers are dedicated to using de-escalation techniques and proportionate force, when necessary, in line with national guidance and ethical standards set out by the CoP which is a main focus of both academic learning and practical learning within a probationary officers' training.

In like manner, UK police officers are tasked with the responsibility of protecting the public: safeguarding vulnerable individuals which includes victims of domestic abuse, children at risk, and those with mental health issues. As police protect vulnerable people through various strategies: they have a primary responsibility to protect life, prevent crime, and bring offenders to justice, focusing on safeguarding both adults and children. New guidelines help police officers recognise and respond to vulnerable individuals, ensuring appropriate support is provided. Police approaches include understanding the specific needs of individuals in vulnerable situations, such as those with mental health issues (Crawford, 2024, p335). They play a crucial role in identifying and supporting adults at risk of harm, ensuring their safety and well-being. The THRIVE (threat, harm, risk, investigation, vulnerability and engagement) approach is used to assess vulnerabilities and the associated risks, allowing for tailored interventions. These methods collectively enhance the police's ability to protect and support vulnerable populations effectively through the development of policies such as reasonable adjustments for vulnerable perpetrators and the use of an appropriate adult to represent a vulnerable person and ensure their view and rights are communicated effectively. (Stone, C. et al, 2011). Additionally, as stated by the College of Policing, the THRIVE approach establishes an individual's vulnerabilities in order to understand how the "vulnerabilities may interact with the situation to create harm or risk of harm" (COP, 2021). Following establishing vulnerabilities, officers are to then take appropriate and proportionate action that is required of them or other partner services with specialist skills.

Needless to say, engaging in crime prevention is a necessary requirement of police officers in modern society, by working proactively with communities to reduce offending and anti-social behaviour within their communities. This includes managing public events and demonstrations, ensuring safety while upholding human rights such as freedom of assembly and speech. This is particularly evident in recent weeks with Police forces at London protests involving a complex balance between maintaining public order and respecting the right to protest peacefully. Police forces,

including the Metropolitan Police, have been actively involved in managing protests, often deploying significant numbers of officers to ensure safety and maintain public peace (Hall, 2014, p6). The police's role extends beyond just maintaining order; they also play a crucial role in monitoring and managing the protests through the use of technology and communication tools to ensure that the public is kept informed and that the police can respond effectively to any disturbances. Overall, the police's involvement in London protests and all public events is a multifaceted endeavour that requires careful planning, coordination, and adherence to legal and ethical standards to ensure a safe and orderly environment for all involved.

The role of policing in the UK, includes building trust-based relationships with the community through visibility, accessibility, and respectful communication (McDowall, et al, 2019) . This means understanding and responding to local concerns, especially in underrepresented or marginalised communities which have previously been subject to previous bias or discrimination both internally and in the community.

Police officers are expected to be role models when considering leadership and Accountability, taking responsibility for actions, decisions, and outcomes, especially in high-pressure or high-stakes situations. This additionally includes supervising and mentoring junior colleagues, promoting good conduct and effective practice. This coincides with my changing role as I am now within my final year of probationary training: I am expected to take responsibility of investigations and complex incidents whilst mentoring less experienced officers who require guidance on policies and procedures.

The role of a modern UK police officer is multi-dimensional. It balances law enforcement with safeguarding, community service, and ethical leadership. Officers are expected to act with professionalism, emotional intelligence, and cultural awareness, while embracing technology and evidence-based practices. In short, today's police officer is not just a law enforcer, they are a public servant, problem-solver, peacekeeper, and community leader. Whilst crime prevention is a necessary part of policing, the investigation of crime remains a role predominant within policing focuses and public priorities. Gathering evidence, interviewing witnesses and suspects, and preparing case files for prosecution is the basic action of police forces, bringing offenders to justice and therefore working alongside other agencies (e.g. Crown Prosecution Service, social services) to ensure holistic support for victims and communities. This is something I can relate to and understand as part of my experiences as a probationary police officer within South Wales. I have been present at numerous policing incidents whereby I have had to ensure my actions have remained professional whilst acting with emotional intelligence. In the year 2024, it was recorded by the Office of National Statistics that officers attended 1,350,428 domestic abuse related incidents and crimes in England and Wales – this proving that domestic related incidents are a high percentage of all recorded incidents meaning officers frequently attend these sorts of matters (Justice OC, ONS 2024). As a probationary officer, I have attended at numerous incidents considered to be domestic in nature, sometimes being the only officer on scene or paired with a less experienced officer. During these incidents I must consider my actions or words utilised have significant impact on vulnerable victims and those experiencing abuse. I have engaged with various service users, offenders and victims throughout my

probationary period, and I have noted how my role as a police officer has changed in this time. I am more aware of how significant my interaction is for a victim of crime and the lasting impact I can make on their lives. During my tour of duty this year I have attended at a notable incident being a concern call raised for a young woman by her place of work. In this call the reporting person had stated that this female had attended work with various bruises and had displayed strange behaviours which were not her normal presentation. I attended at the place of work single crewed, and the female was initially reluctant to speak with me in front of other persons present, due to my knowledge and previous experiences as an officer I understood that this was potentially due to being uncomfortable disclosing sensitive details of her life to others or was potentially in fear of repercussions of disclosures she would make. I offered the female to move to a more discrete location of her choosing or to bring a friend or family member with her to provide her some comfort. I ensured that during all of my interactions with this vulnerable young female I was considerate of the trauma she had experienced and was disclosing to me and provided her with as much re-assurance and kindness as I could. At this time I was aware that every affirmation I provided her and moment I took to speak with her at length made her more trusting of me and allowed her to feel heard and supported at such a difficult time in her life. I am aware that this female had never disclosed any information regarding the abuse she had been enduring however at that time she felt as though she was able to speak openly about her experiences.

This incident made me more understanding of how my role has changed during the last year of my probation – I have become an independent member of the team, and I am able to reflect on my previous actions to provide a better and more personalised response to policing incidents whilst maintaining professionalism. The disclosures and subsequent evidential investigation into this matter led to numerous charges against the perpetrator of the offences and a lengthy custodial sentence being imposed in a court of law. I was able to obtain compelling evidence through identifying golden hour enquires and compiling a thorough casefile due to my dedication to the matter. I can reflect that my actions throughout this matter reflect the responsibilities of a modern day police officer – supporting vulnerable victims, investigating crimes, preventing further offences and engaging with members of the public to provide a positive interaction with police services.

My actions as a police officer in the modern day consider the Policing Vision 2025 which has been established to outline the long-term strategic plan for policing reform and modernisation over the decade from 2016 to 2025. This vision has been published by: The National Police Chiefs' Council (NPCC, 2016, p6) in collaboration with the Association of Police and Crime Commissioners (APCC) and supported by the College of Policing. Its intention is to provide clear objectives for all forces across the UK which should be considered by both senior leadership teams and all officers carrying out their role of a constable. It has been established that there should be a shift focus towards preventing harm rather than just responding to crime whilst embracing digital technology and data to improve investigations, public contact, and intelligence. Another focus to consider whilst acting in my role as a constable is the role of integrated partnerships to strengthen collaboration with health, education, local authorities, and criminal justice partners. Ultimately, the College of Policing represents a cornerstone of modern police reform and only through balanced

integration of academic and practical learning can a police force of truly professional, ethical and reflective officers be developed.

(2200 Words)

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

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

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

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

What social media platforms are used by policing?

What are the benefits and risks of using social media?

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

ANSWER:

Social media refers to digital platforms and applications that allow people to create, share and interact with content and to communicate with others across the UK and across the globe (Wolf, 2018, p4). These platforms support various forms of content, including text, images, videos and live broadcasts. Virtually all types of people are users of such social media, including the general public, businesses, media outlets and public services with all persons having different uses and intentions for accessing the platforms. Various age and demographics of people use social media with usage spanning all socio-economic and cultural groups. The different platforms often have different target audiences with their interactions reflecting the content being shared.

From both personal and professional circumstances, I have first-hand experience on how social media can be used and possible outcomes as a result of online in interactions on such a public level. There are about 54.8 million social media user identities in the UK as of January 2025 – this being around 79% of the UK population (Petrosyan, 2023). South Wales Police Facebook profile has 226 thousand followers (SWP Facebook) and remains publicly accessible for all other users searching for the page. The above statistics demonstrate the number of people that social media can reach on a daily basis. Due to the high number of followers and persons viewing social media platforms, forces such as South Wales use their relevant platforms for a policing purpose (Jones, 2025, p3)(.

South Wales Police and other forces utilise social media as a means of informing and engaging with communities and as a way to promote policy initiatives. Social

media teams use these platforms as an additional means to share various news and updates, to provide crime prevention advice and to establish appeals for information. Police forces maintain multiple social media platforms including Facebook, X, Instagram, TikTok and LinkedIn with South Wales Police using additional divisional and local pages which can be accessed in both English and Welsh. These platforms are monitored by appropriate corporate communications and digital teams which plan various content in advance and respond to public comments as an attempt to foster two-way interactions with communities (South Wales Police, 2025).

These platforms have various policies and are monitored consistently to prevent any abusive, defamatory, hateful, inflammatory or unlawful content being shared. Additionally, sensitive personal information will be removed, and options are provided to hide and delete comments deemed unsuitable for the pages. The force emphasises that these platforms are not to be used as a means of reporting information or incidents and that this should be submitted via specific channels such as website reporting, email and the appropriate phone numbers.

In addition to specific South Wales policies, there are broader frameworks that constrain and shape how social media is to be utilised for policing purposes as well as how officers and staff use social media (Martin 2017, p32). The College of Policing includes guidance that police officers are to use social media “responsibly, safely, positively and appropriately” whilst avoiding posting any material that could be considered as discriminatory, bullying or could undermine public trust. The Independent Office for Police Conduct has also warned officers about sharing such information via social media with The Nation Police Chief’s Council also warning that both professional or personal use of social media is expected to be in line with professional standards and should not bring any force into disrepute (MDP, 2013). South Wales Police holds themselves to high standards of professional behaviour both in person and online with considerations to be made about all posts and how they can affect public confidence.

Due to the strict policies regarding social media use, police forces have specific reasons for which posts are created and shared with the public. South Wales Police uses platform Facebook in line with other traditional policing techniques as a way to obtain information and intelligence regarding investigations and launch appeals to the public. Officers are able to engage with supervisors and social media teams to provide images of wanted offenders to be shared as a way of locating persons and share relevant CCTV for which persons cannot be identified by traditional means (Crump, J., 2011). The responses from members of the public can be collated and used to identify reasonable lines of enquiry and progress investigations effectively. A number of investigations of high-profile and serious crimes such as murders or organised criminal activities have been assisted significantly by those previously unaware that they had relevant information to provide. Members of the public can also be notified of relevant identifiable crime reference numbers to submit evidential CCTV and dashcam footage in relation to incidents occurring in the area.

Another use of social media is to launch appeals for missing persons in the community, often persons that are vulnerable or persons with significant concerns raised about their welfare. These posts are made with the consent of relevant next of kin and are removed when the missing person has been located. The use of these

posts can provide real-time updates regarding missing persons and can potentially provide life-saving results for those who are at risk of serious harm.

Equally, social media can be used to provide updates to the communities served by police forces with news such as road closures, apprehension of offenders involved in crimes and community events held. Information such as road closures and areas of high police presence allows the public to plan ahead and avoid areas, both assisting the public in their day to day and reduce the strain on officers present at the incidents as less persons will be causing disruptions in high-traffic situations. Police forces are able to share updates of positive outcomes relating to offenders on social media, in a way to consistently update the public on police investigations and restore public confidence in public services. Additionally, by sharing planned community events on social media it raises awareness of community engagement opportunities and allows the public to attend and engage with neighbourhood teams.

As part of my role as a police constable in my appointed sector, I have been aware of an ongoing issue whereby an unknown perpetrator had been causing damage to various public infrastructure in the community by means of graffiti. This issue had been shared on social media platform Facebook by a number of persons and raised by the community council chair to SWP Facebook prior to being officially reported. This incident was of significant cultural importance due to the nature of the graffiti being hateful and supportive of prescribed political organisations and terrorist groups. Including myself, a number of officers reviewed these online posts and acknowledged the impact the graffiti was having on the local community. As a result of raising this issue, South Wales Police issued an update online which outlined the investigation progression and re-assured members of the public that swift action was to be taken to apprehend the offender and prevent any further hateful content being shared. This incident was followed widely by the community and caused discussion and disagreements within the publicly accessible comment section. The consequences of the posts were both positive by re-assuring action was being taken however negative as it allowed a platform for racially inappropriate hate related opinions to be shared. As a result of the comments by individuals, the posts were heavily monitored and insensitive and derogatory comments were removed immediately to prevent further racial hatred or instigating offences. The posts shared were heavily scrutinised with people stating South Wales Police should not have allowed for such content to be shared on their public page (Bullock, K et al, 2017).

It is evident that police use of social media offers several benefits but also comes with notable risks from the very nature of publicly accessible information (Dencik et al, 2018) . Public communication and transparency mean that real-time updates on incidents, emergencies and public safety alerts can be shared with the community: social media posts increase public trust through visible and immediate communications. The use of social media also humanises the public serving force as it allows communications with the community, both addressing concerns and building rapport. The public platforms used allows to help reshape public perception of the police, particularly pertinent after controversial events or incidents and attracts new recruits by showing a modern and engaged police force. By monitoring social media, police forces are able to identify potential criminal or gang activity or planned

disorder such as protests or riots within the area and quickly refute false claims or misinformation during ongoing events.

On the other hand, use of social media presents risks that would not have occurred otherwise. Use of social media raises concerns regarding privacy and surveillance as monitoring individuals can raise ethical and legal questions regarding free speech and profiling. Additionally, social media can cause reputational damage to the police force through posts that could be considered as insensitive or controversial being shared which can damage public trust in the force (Ralph L et al, 2013). Other reputational damage could be caused by the misuse or personal use of official accounts. The nature of immediate updates can create the risk of misinformation or misinterpretation of posts shared, this potentially resulting in inaccurate information being shared quickly – causing panic or confusion. In the same manner, sharing information on social media could present operational security risks by revealing too much about tactics, locations, or operations can compromise ongoing investigations or officer safety. Finally, social media can provide legal and data protection issues as GDPR and data retention laws apply to the collection and storage of information which need to be properly managed to avoid legal challenges.

In the context of modern policing, the use of social media platforms by police forces has emerged as a powerful tool for public engagement, communication, and policy promotion. On balance, it could be argued that police forces should utilise social media, as the potential benefits to transparency, community trust, and operational effectiveness outweigh the associated risks, provided that such use is guided by robust ethical and legal safeguards (Ralph et al, 2024, p210). Social media can be considered as a progressive move in the modern policing setting however a critical examination reveals that whilst social media can enhance public trust and operational intelligence, it also introduces tensions surrounding accountability, representation and the blurring of professional and public boundaries. Engagement is often uneven with it privileging articulate and digitally literate individuals which may amplify the voices of already empowered groups within society whilst excluding those already marginalised.

Social media however enables police to engage directly and rapidly with the public in ways that were previously impossible. Through platforms such as X (formerly Twitter), Facebook, Instagram, and TikTok, police can share real-time information during emergencies, issue public safety alerts, and provide updates on investigations. This immediacy not only enhances public safety but also builds trust by demonstrating openness and accountability. Moreover, the ability to counter misinformation, particularly during fast-moving events, allows forces to maintain control of narratives and reduce public confusion or panic.

Beyond information dissemination, social media plays a critical role in community engagement. It provides a platform for dialogue between the police and the public, particularly with younger demographics and marginalised communities who may feel disconnected from traditional policing. When used appropriately, it humanises officers, showcases positive policing work, and opens lines of communication that can improve mutual understanding and cooperation. This is especially important in

building legitimacy and reinforcing the notion of policing by consent (Brown et al, 2023, p4).

In terms of promoting policy initiatives, social media offers a valuable space to educate the public on new policing strategies, changes in law, crime prevention efforts, and recruitment drives. It allows police forces to demonstrate transparency around controversial issues—such as stop and search, use of force, or diversity policies—while inviting constructive feedback from the communities they serve.

However, these advantages must be carefully balanced against legitimate risks. The potential for privacy infringement, particularly in surveillance and intelligence-gathering activities, raises significant ethical and legal concerns. There is also the danger of reputational harm if officers or official accounts post inappropriate, biased, or poorly judged content. Missteps can quickly go viral, eroding public trust and undermining the very legitimacy social media aims to build (Cartwright, A et al, 2020).

To mitigate these risks, police use of social media must be governed by clear policies, regular training, and strict oversight. Ethical use must prioritise proportionality, accountability, and respect for civil liberties. Furthermore, data protection laws, such as the UK's GDPR framework, must be adhered to rigorously to ensure lawful and transparent practices.

In conclusion, while social media is not without its challenges, it represents a critical opportunity for modern policing. When used strategically and responsibly, it can enhance communication, foster community relationships, and support the delivery of key policy objectives. Therefore, police forces should embrace social media as a core element of 21st-century policing—while ensuring its use is rooted in ethics, legality, and public interest (Fernandez, M., et al 2017). For UK policing to utilise social media ethically and effectively, police forces must confront ongoing contradiction and develop clear guidance to acknowledge that visibility is not synonymous with accountability.

(2030 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?

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

ANSWER:

Policing involves various leadership requirements in order to effectively work as a team serving the community. This meaning police officers are required to be well versed in various leadership strategies available to manage a range of different operational situations (Filstad, 2021, p770).

Officers should consider the practice of situational leadership which requires adapting leadership style based on the team's competence and the situation's urgency. This meaning that a directive style of leadership could prove the most effective in critical incidents where harm is significant or imminent such as a person with an active firearm or other weapon however a supportive or delegative style of leadership should be implemented during routine operations or community policing. This sort of situational leadership enhances decision-making speed and appropriateness under pressure, making a team work more effectively and efficiently (B., Brunetto et al 2021).

Another leadership style to consider is data-driven decision making which utilises crime data, intelligence, and analytics to inform operational decisions. This is usually considered over a length of time with more senior and analytical areas of policing which allows for the deployment of resources to high-crime areas using predictive policing. This approach increases the efficiency and response effectiveness.

Similarly, officers should consider the clear communication and command structure that's aim is to ensure orders and information flow clearly during operations. This is to be considered in policing situations as using appropriate Incident Command Systems such as METHANE principles for major incidents and ensuring radio discipline and clarity of task assignments (Hunt et al, 2017). This direct approach

benefits all attending officers no matter their rank as it reduces any confusion and enhances coordination between officers.

Correspondingly, officers in leadership roles and parts of responding teams should analyse and consider collaborative leadership techniques meaning engaging multiple stakeholders, both internal and external. This would translate to policing incidents that work with other emergency services such as the fire service or ambulance services and partnering with community leaders during protests or civil disturbances. This approach benefits the police force as it builds trust and fosters coordinated responses (Zaghloul, 2022, p780).

Comparatively, a leadership technique used and considered is performance and accountability culture which entails holding teams accountable while supporting professional development (Elmore, 2005, p147). This can be practically demonstrated by using after-action reviews and body-worn camera footage to evaluate decisions and reflecting of actions taken. This approach works by encouraging ethical behaviour and transparency and promotes public trust and internal integrity.

Similarly, officers should include critical incident stress management coinciding with other techniques, leading with an awareness of the mental health toll on officers. This meaning that alongside other techniques, leaders should offer psychological support after traumatic events and be aware to rotate officers out of high-stress duties when possible (Cho, 2023, p1856). This would prevent burnout of individuals dealing with serious incidents and enhances operational readiness.

There is no single "best" leadership model in policing that fits all contexts, but it is argued that the most effective model is often a hybrid approach tailored to the specific needs of the organisation, community, and situation (Floyd, 2020). On the other hand, some leadership models consistently stand out in policing for their practical effectiveness, ethical grounding and ability to adapt to dynamic environments.

In response policing it is of utmost importance that leadership models are adapted and amended with situational awareness being considered. Transformational Leadership (Bass, B.M et al, 2006) is widely regarded as the best overall leadership approach as transformational leadership emphasises inspiration and vision, moral and ethical behaviour, development of teams and adaptability and innovation. This model is especially effective in modern policing, where public trust, officer morale, and community engagement are crucial. The core principles of transformational leadership in Policing include idealised influence with leaders acting as role models with integrity and ethics and inspirational motivation which aims for leaders to inspire other officers with a clear and shared objective.

Additionally, encouraging creative solutions and adaptive thinking allows for the intellectual stimulation of teams and individual officers. This adaptive style also allows for individualised considerations to support officer development and focus on individual well-being of officers (Turbitt, 2010, p225). This intentional style of leadership builds trust and morale within teams and departments and enhances community relationships through ethical, community-based policing. Additionally,

this technique encourages innovation, especially in complex or changing operational environments that requires quick and effective decision making.

Throughout the UK, police forces attend a large number of mental health incidents on behalf of other services or if the threat and risk level deem it more appropriate for police officers to attend in the initial circumstances provided. In 2021-2022 police forces in England and Wales recorded over 600,000 incidents attended linked to mental health (Home Office & NPCC, 2023), this meaning officers often engage with service users that are experiencing mental health crises. From my experience as a response officer there have been numerous occasions where I have attended at a mental health incident. These incidents can be unpredictable and present huge risks to the subject person and also officers in attendance.

On occasion, the results of a mental health episode can prove life threatening or life altering with teams having to work efficiently together sometimes appointing a leader or officer in charge whilst dealing with a serious incident. I have developed relevant leadership skills from my attendance at a serious incident involving a male that had caused himself harm with a blade, resulting in an arterial bleed. I was the first officer on scene for this incident and immediately began administering first aid to the subject whilst engaging with him and providing him with reassurance. Due to building a rapport with the subject, I maintained this contact and instructed additional officers to attend scene in order to effectively manage the scene. I was aware that at this time there were no supervisory officers on scene however I was the officer with the longest service and at this time was the most informed regarding the male's bleed and previous mental health. Due to this, I considered various leadership techniques and believed that there were a number of contingencies I needed to consider. I assessed the changing circumstances on the arrival of additional officers and understanding why a change is needed. I noted that the other officer in attendance with me was seemingly affected by the graphic nature of the injury of the subject and was not the best person to assist with first aid, in this case when additional officers arrived, I instructed those units to assist with holding the bleed whilst I applied a tourniquet to the subject's arm. I realised that the demand of this bleed required effective communications with supervisors and other agencies therefore considering a collaborative technique with other services being the ambulance service. I also ensured that I used a clear communication and command structure to inform the public service centre of all updates, including the actions of officers on scene and requirements of further assistance to ensure I had coordinated the need for all officers' present and any concerns that remained. This was the most appropriate technique to use under the specific circumstances as it allowed for decisions to be made immediately, without delay and for various services to provide a swift response.

Whilst effectively organising the management of resources at scene, I identified the dominant leadership approach currently in place being command structure and considered if another leadership approach would benefit the policing response or if I needed to maintain my current stance. I believed that due to the chaotic scene and numerous emergency services present the current needs of the situation deemed that the autocratic and directive approach remained suitable in the specific circumstances. I considered that a more participative and strategic response could

have been appropriate with different officers or in slightly different circumstances but re-evaluated that I needed to be clear and direct with all instructions given.

I ensured that at this time I communicated to additional officers that I was being direct with them at this time to ensure our collective calm response and that if they had any specific concerns, they were to raise them also in order to address what was expected of each person present. I was sure to communicate if my leadership approach was to change and explained that stress management approaches would be considered when the situation was more controlled, and we could reflect on the incident appropriately. Throughout my attendance I made it sure that I was visible and accessible to those looking for guidance and was honest and transparent about my first aid knowledge and actions taken. Additionally, I considered stress management techniques and aimed to rotate officers out of high-stress duties when possible. I ensured that each officer had time to take a break from restraining the combative male in order to prevent burnout of officers whilst enduring a physically and mentally challenging ordeal.

When the local supervisor arrived on scene, I was sure to communicate all relevant information and allowed for the sergeant to establish their leadership technique that they chose to utilise. The sergeant showed significant emotional intelligence and communication skills both in relation to officers in attendance and the subject who was clearly suffering from a mental health episode. The sergeant also displayed transactional leadership whilst considering the fast-paced scenario and biding a clear command structure based on reward or punishment. After this incident was suitably resolved, the team as a whole evaluated and reflected on each action taken. I was advised that there was positive feedback from my team who stated that due to my direct yet transformational approach we were able to communicate effectively and prevent any repetition of tasks in a calm manner. Officers responded positively to the leadership approach I displayed and operational aims to assist the subject were successfully met. I was able to remain flexible whilst in a leadership role by changing my approach when it was required and also remained flexible when the command structure had changed, and I was no longer required to provide leadership response. I was able to quickly adapt and listen to instructions asked of me under a high-pressure situation (Passmore, J et al, 2020).

Additionally, I have demonstrated leadership responsibility at an event in a local rugby club that began to get out of control and tensions began to rise when a group of rival rugby team began to shout and demonstrate aggressive body language towards the home team. The crowd began to form of around 50 people, with most persons initially presenting as verbally aggressive only. Whilst in attendance I took initial leadership responsibility to protect the public and manage limited resources at scene. It was pertinent that I adapted leadership strategy quickly to meet the competing demands of the increasing crowds. The immediate response I demonstrated was an authoritative and decisive nature, issuing clear instructions to officers in order to establish a cordon of some sort. I then began to engage with the community groups in a collaborative and influential way, ensuring my communications were calm and preventing further panic. I used my local knowledge and rapport with the youth rugby team to prevent further conflict and demonstrate the respect I held for local competitions and sporting rivals. Following the dispersal of youths, I ensured I transitioned into a reflective and coaching strategy whereby I

debriefed with junior officers and student officers. I provided the officers with constructive and positive praise whilst liaising with the sergeant now present. My flexibility demonstrated supported my effectiveness to dynamically assess the risks present (Maile, A, et al, 2023) and manage the level of guidance needed at each stage of this incident.

In other complex situations over a length of time, various leadership structures would prove more beneficial and appropriate. In UK policing, especially in response and operational situations, several leadership models are commonly used alongside another to ensure effective decision making, public safety and officer coordination. The flexible command structure of a Gold-Silver-Bronze command model used during major or critical incidents ensures that Gold command is a strategic role to produce an overall strategy, Silver command translating the dictated strategy into a operational plan and Bronze command executing the appointed plan with operational capabilities (Davis, C., 2017). This sort of command model sets the general response to spontaneous major incidents such as terrorist attacks, firearms operations or large-scale collisions. This structure is evident when reviewing incidents such as the Manchester Arena Bombing in 2017 which prompted a wide-spread reaction to save lives and preserve evidence.

(2004 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?

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

ANSWER:

The College of Policing defines Coaching in a policing context to be “A structured, time-bound, goal-focused conversation designed to enhance an individual’s performance, development or wellbeing, led by a trained coach who facilitates the process without offering direct solutions” (College of Policing, 2015). This meaning that there is an emphasis on performance improvement and self-awareness, ensuring it is your personal responsibility. This approach is used widely in areas such as leadership development, performance issues or career progression.

Alternatively, mentoring has been defined in a policing context by the National Police Chief’s council (NPCC, 2012) as “A longer-term developmental relationship in which a more experienced individual (mentor) supports and guides a less experienced colleague (mentee), sharing knowledge, experience and offering advice”. This meaning a mentor focuses on career development and identifying core values and professional identities of new officers.

Throughout my three-year probation as a student officer I have developed in all aspects of performance with help from officers that have both mentored and coached me throughout this process. I have been able to meet professional goals expected of me whilst in my probation and personal goals that I identified I wished to achieve. It is evident that over a three-year period a probationary police officer undergoes significant professional and personal transformations. Initially, the focus is on acquiring operational skills, but as responsibilities increase, so does the need for sound judgement, resilience and ethical decision making. Coaching and mentoring play a vital role in this development, offering structured support and reflective learning. However, the pressure to meet performance standards while adapting to organisational culture can cause stress and self-doubt even to the most confident individuals. Critical reflection highlights the value of continuous feedback

and support systems in navigating complex challenges. Ultimately, successful probationary periods requires balancing competence with confidence whilst maintaining a commitment to professional growth and development (Hersey et al, 2012).

I have developed through current coaching and mentoring theories used in UK policing including the simple and structured approach of a GROW model (Jackson et al, 2007). This model was introduced by John Whitmore in 1992 and is widely used in police coaching. This acronym stands for Goal, Reality, Options and Will, asking individual officers what their personal circumstances and intentions are. Officers are to establish first what their personal goals are, then what their reality is that is currently happening, how they could achieve their goals and finally what they are going to do in order to achieve their outlined plans. I have utilised this structure whilst progressing as a probationary officer and it has assisted me particularly in career planning for the future. Whilst acting as a response officer during my probation, I established my passion for investigations and understanding complex crimes. I established that my goal was to become an officer within the investigative hub within the next two years. I accepted that the reality of this progression in such little time would require dedication to investigations and demonstrating my eagerness to progress. I detailed this plan to my mentor who advised that an option for this career progression would be to apply for internal attachments and voluntary placements on the investigations team as a way to develop my skills and demonstrate my abilities. As a result of this discussion in a structured mentoring session I showed my intentions and will by applying for an extended voluntary attachment within the investigations department. My actions were in line with the GROW model and allowed a simply structured way to plan my progression. I received feedback throughout this GROW model structure by asking how much I had developed and listening openly when my mentor provided performance-related feedback in relation to my goals. Additionally, I was able to observe my mentor officer and explain how watching them conduct interviews allowed me to be better informed on the interview process for complex investigations and linked their work to my own goals (Clutterbuck, 2004) .

Similarly, an additional coaching model established is the OSKAR acronym which is a solution-based approach, particularly helpful during change and wellbeing contexts especially (Tse, 2024). OSKAR focuses on strength-based conversations with officers establish their desired Outcome, Scaling of their situation, if they Know-how they are currently working, Affirm and action their strengths and finally review their actions throughout this process. This model focuses on incremental gains rather than fixing all issues at once whilst encouraging self-efficacy and ownership. I have utilised this model in a policing context by establishing a desired outcome of improving my confidence in prisoner handling and casefile management. I wanted to feel confident conducting interviews independently and building a substantial casefile as a result. At the time of my progression, I scaled my confidence level as a 5 out of 10 and identified that I was already fairly good at planning and organising interviews. I discussed this development plan with my mentoring officer who highlighted and affirmed my investigative skills and suggested that she could attend an interview to observe my actions and provide feedback. After another suspect interview my confidence increased to a 7 out of 10 and I felt more confident in my

ability without relying on other officers. I was able to build on my existing strengths whilst using this model and experienced realistic improvements over a small length of time.

On the other hand, the Mentoring Stages theory introduced by Clutterbuck in 2004 is the framework for a mentoring life cycle. This framework is informal in nature with rapport building and direction setting initially outlining the nature of the evolving relationship. The mentor and mentee then aim to establish the progression and development of the student officer before winding down and either redefining or closing the established relationship. This mentoring theory is displayed generally in all new recruits within the police force. Student officers are assigned to mentors and usually meet informally in the first instance to understand each other's communication styles and expectations of others. Together areas for development are identified which could be established areas of policing such as managing sensitive investigations, case file building or managing conflict situations. Over the course of this relationship and students' progression, the mentor provides regular feedback and shares real life examples to be used for development, this ensuring the progression stage of the new officer. Following further development of probationary officers, the meetings become less frequent as the officers gain confidence in their ability and seek support for complex or serious issues. The formal mentoring stage then ends with a review of progress, with the mentor encouraging the mentee and assuring them of their progress. I have personally experienced this mentoring theory in practice and believe that this method has assisted me to progress as a probationary officer and become more independent throughout my training.

The final mentoring and coaching model I wish to discuss is the Kolb's experiential learning cycle which is often used whilst discussing police training. This cycle focuses on concrete experiences, reflective observations, abstract conceptualisation and active experimentation. This is aimed to support reflective practice and learning from operational experience. This cycle is used heavily in mentoring of probationary officers and I development plans of other officers. An example of considerations of the Kolb's experiential learning cycle includes the reflection of a stop search procedure that I completed (Bone, et al, 2017). First, I demonstrated the concrete experience by conducting a stop search of an individual believed to be involved in the handling of stolen goods. Following the experience, I used reflective observations to review my body worn video with my mentor and discuss the stop search: establishing what could have been done differently and discussing how my actions were perceived. I critically reviewed my actions and established that should I be in that situation again I would ensure that my search was more thorough as it became apparent the person had initially attempted to conceal items within their waistband and if I had not been with my mentor who informed me of this, I may have missed hidden items. My mentor then explained best practices and legislation through abstract conceptualisation which helped me to better understand the importance of communication whilst conducting a stop search. Due to this model, I then applied a new communication technique on another stop search which built my confidence through active experimentation. I consider

this process to be highly beneficial by allowing productive feedback to be acted upon after considering best practices and other abstract ideas.

Developing effective feedback skills has proven critical for me as a student police officer in UK policing. Feedback underpins all learning ,(Poulos, 2008, p150 performance improvement and professional development expected of a probationary officer. I understand that feedback is most effective when it is given in form of a post-incident debrief soon after the incident and focuses on behaviours displayed rather than my personality. I believe that balanced feedback is the most effective, with strengths and areas for improvement being discussed equally. Principles of policing have also established that constructive feedback should be aimed at learning and development rather than direct criticism, which I personally have found allows me not to dwell on mistakes but understand how I am able to improve. This also allows me to not take feedback as personal criticism and understand that feedback is about my actions not my individual character. The process of providing feedback should encourage questions from students and allow for the discussion of incidents in a two-way conversation. When I give any feedback to student constables or other team members asking for advice, I consider the way in which feedback should be delivered and intend to use affirmations on a regular and informal basis explaining actions that I admired or seek to improve on also. I aim to use reflective prompts which instigate peers to consider their own actions and reflect effectively.

In conclusion, coaching, mentoring and assessment are fundamental pillars of professional development for probationary police officers in the UK (Kram, 1985). These processes are not merely procedural but are essential mechanisms for shaping confident, competent and ethically grounded officers who can meet the demands of modern policing (Cockcroft, et al, 2022). Coaching provides a goal focused approach that supports probationers in developing critical thinking, problem-solving and reflective capabilities. Models such as GROW and OSKAR help student officers take ownership of their learning by encouraging self-awareness, accountability and continuous improvement. Coaching conversations often take place with tutor constables or line managers and focus on specific performance areas to assist officers to translate theory into practice in high-pressure policing environments. This forward-looking, solution-focused methodology is particularly valuable during early operational experiences where officers must develop resilience and adaptability (Hawkins, et al, 2013). Mentoring on the other hand offers longer-term developmental support, often provided by more experienced colleagues. Grounded in models like Clutterbuck's mentoring cycle and supported by reflective theories such as Kolb's Experiential learning cycle, mentoring relationships foster personal growth, values alignment and emotional intelligence. Mentors provide a safe space for officers to explore ethical dilemmas, navigate workplace culture and develop leadership potential (Vince, 2022, p985). Crucially, both coaching and mentoring create feedback rich environments where developmental conversations can thrive. This is particularly important in the early stages of probationary officers careers' where constructive feedback can build confidence, correct errors, and reinforce positive behaviours (Evans, 2019) . When used effectively, these approaches foster a culture of learning and continuous improvement for individual officers and organisational goals.

Assessment is the formal mechanism that underpins the entire probationary process and ensures that probationary officers meet the required competencies and ethical standards to operate independently and safely (Binti et al, 2020). The use of structured performance assessments such as Operational Competency Portfolios and work-based evidence is vital to maintaining public trust and professional accountability. Assessment also reinforces the developmental aims of coaching and mentoring by providing clear benchmarks for progress and areas for further improvement. Importantly, assessment in policing had evolved toward a supportive and encouraging model that supports learning, encouraging reflection and integrates feedback rather than criticism.

To conclude, investing in high-quality coaching, mentoring and assessment processes during probation builds the foundation of a capable, ethical and reflective workforce. Officers should be encouraged to utilise the Gibbs' Reflective Cycle (Gibbs, 1988) in order to analyse the situations and learning and in order to develop further action that could be taken if the situation arose again. While assessment ensures professional expected standards are met by students, coaching and mentoring support the holistic development of officers, both operationally and personally. This integrated approach aligns with the College of Policing's emphasis on professionalisation, the Competency and Values framework (CVF) and the National Policing curriculum. For student officers like myself, these tools are not only key for passing probation periods but to become effective, resilient officers committed to serving the public with integrity and professionalism throughout their careers. I continue to build towards my goal of becoming a detective constable and working with departments such as CID, however at this time realistic measures have prohibited me from doing so as probationary officers can not apply for alternative job roles and focuses other than response. I believe that my continuing management of investigations has allowed me to improve as an investigator and when opportunities to manage complex investigations occur, I volunteer to become the officer in case. I feel as though my continuing dedication to investigations has allowed me to analyse my progress and establish changes I will make on further occasions. I have developed an action plan based on an investigation I have handled and believe that identifying key points of improvement such as ensuring evidential statements are as detailed as possible has allowed me to develop in an investigatory role. I have completed an attachment with CID as part of my developmentary action plan when reflecting how I would further improve my skills.

(2003 words)

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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important

that you are aware of the importance of ensuring that the work submitted is your original work.

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