

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

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	2500
Task 3	Leadership and Team Working	2500
Task 4	Coaching, Mentoring, Assessment	2500
	Bibliography	
	Total	10000

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:

This essay will critically evaluate the role of the College of Policing on professionalising policing in the United Kingdom. During this essay I will describe a policing incident where I have maintained professionalism whilst playing a key role with a victim. The current essay will also evidence how I am fulfilling the role of a modern professional police officer within my final year of probation. Furthermore, I will reflect on how my final year of probation has seen my role as a police constable change.

The police force within England and Wales has faced several challenges over the years. Firstly, numerous forces are fraught with failures. From the murder of Cardiff sex worker Lynette White in 1998 (Hudson, 2018) to the recent murder of Sarah Everard by a serving police officer (Bowden, 2021). Moreover, the role of a police officer is ever-changing, budget cuts have resulted in an increased demand on the police force, and there have been advances in crimes such as cybercrime and crime networks operation across borders (Martin, 2019). Thus, the need for a

professional police service in managing these changes is vital (College of Policing, 2014).

Following a review of Police Leadership and Training, Neyroud (2011) suggested that “police need to move from being a service that ‘acts professionally’ to becoming a ‘professional service’” (p.11). Professionalism can be defined as “belonging to a profession and behaving according to that profession's standards of conduct and performance” (Carter and Wilson, 2006). Neyroud further stated that a truly professional police force involves implementing accredited qualifications, upholding the code of ethics, and evidence-based learning. Moreover, there is a need for a professional police force who are accountable, honest, and adaptable which is essential to regain the trust and confidence of the public (Martin, 2019). Furthermore, there is a need for a standardised recruitment and learning package across all forces (College of Policing, 2020). This led to the establishment of a professional body for policing, The College of Policing (Lumsden, 2017). The College of Policing was established in 2012 to “develop the knowledge, standards of conduct, leadership and professionalism required by police officers and police staff in England and Wales” (House of Commons, 2016). Thus, they deliver, and accredit training and the professional development of police officers and police staff, promote competencies and codes of practice and ethics, and encourage the use of evidence-based learning (College of Policing, n.d.). This standardised learning and accredited training is delivered through the Police Education Qualification Framework (PEQF) (College of Policing, 2022).

However, since its establishment, it has become apparent that the College of Policing has continued to face challenges and has not reached its expected effectiveness. In 2021, a formal review of the College of Policing was launched by chair Nick Herbert, to assess its role and effectiveness by gathering the perceptions of 15,000 officers (College of Policing, 2022). Findings showed that many officers do not know the role of the College of Policing due to poor communication. Furthermore, it was reported that the quality of training and learning is insufficient. Specifically, it is noted that the learning outcomes are not connected to the policing needs. Moreover, it has been noted by officers including chief officers that there is a lack of communication and understanding of the PEQF programme. Furthermore, a lack of focus on continuing professional development (CPD) has been highlighted. It is noted that there is a need to incorporate CPD products aimed at all ranks.

Despite this, the College of Policing has made strides in promoting evidence-based policing and ‘what works’ by sharing this knowledge with members and partner agencies. Moreover, the

implementation of the PEQF programme has helped standardise the training and learning provided to officers. Furthermore, the guidance set by the College on professional standards and focus on the code of ethics has encouraged professionalism amongst officers which begins within initial training. Moreover, the College of Policing's response to the COVID-19 pandemic demonstrated their ability to adapt by offering guidance for officers and moving learning online (College of Policing, 2022).

The need for professionalism has also been highlighted by the Policing Vision 2025 which was written by the Police and Crime Commissioners. The vision emphasises the need for a diverse workforce who are able to meet challenges through obtaining accredited qualifications, the development of skills and knowledge and consistency through continuous professional development in response to the new challenges faced by police forces as described above (College of Policing, 2020). Moreover, the vision focuses on a whole system approach to investigating crime through working in partnership with the public and private sector. Other aims in developing a professional service include advances in digital policing allowing ease of reporting for the public and the development of digital intelligence. Furthermore, the vision aims to align local policing with public services, develop specialist capabilities to respond to complex threats, and efficiently deliver police business support (National Police Chief's Council, n.d).

The professionalism of police officers begins during the recruitment stage. Studies exploring police perception of professionalisation found new recruits have the highest level of professionalism (Crank, 1990). During initial training to become a police officer, the professional standards required of a police officer along with the code of ethics and the nine policing principles are embedded within the course (College of Policing, 2012). The code of ethics includes the following: accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect, and selflessness (College of Policing, 2014),

From the moment I began my journey to become a police constable, I was advised by my tutor that to fulfil the role of a professional police officer, a positive attitude, and the desire to learn is essential to develop professionally and to serve the public. Since I gained independent status, I have thrived to not only be a professional officer, but to abide by this within my personal life. As my time through my probation period continues, I have come to realise that an officer is never off duty, therefore it is essential to always remain professional, as this is the oath we took when attested as a police officer over two years ago.

Moreover, I have always treated colleagues, witnesses, victims, and offenders with the utmost respect. An example of this was during an incident where I responded to the call for help from a victim of a serious assault, where her partner had held a knife to her throat the previous day. On attendance at the scene, my colleague and I located the victim and the offender and received information that the offender was in possession of a bladed article, contrary to the Criminal Justice Act (1988). Due to this, my primary focus was to safeguard the victim. I exited the vehicle and immediately drew my taser, which allowed my colleague to detain the offender. Instantly, I felt an object make contact to my left arm, and when I looked to my left side, I noticed the victim had struck me. I immediately put away my taser and escorted the victim away from the offender. After being assaulted by the victim, an option I consider was to arrest the victim, however, I showed empathy as I could see that this was a traumatic time for the victim. I ensured I remained professional and calm, and continued to be respectful to the victim, despite having been assaulted. Following returning to the police station, my colleagues and I reflect upon the incident. I reflected on ways in which we could improve upon the situation if it was to occur again. In hindsight, further units could have been called sooner to assist us in removing the victim from the situation sooner due to the seriousness of the threat. However, at the time, with two officers at the scene, I believe myself and my colleague acted as professional as possible to reduce the threat risk and harm. Moreover, I believe I prevented harm, effectively managed risk, and considered the vulnerability of the victim in line with the Policing Vision 2025 (National Police Chief's Council, n.d.)

Approximately 2-3 weeks following the assault, I attended an incident with the same victim. At first, I questioned why the female should be helped after her behaviour towards police officers, however my police training and focus on policing principles and the code of ethics enabled me to put these feelings aside. I assisted the female with the utmost professionalism and respect.

Due to being the second most experienced officer on my team, I have taken a leadership role and role of a mentor for those colleagues with less service than myself. I believe I am trusted to do this by senior officers due to the way I conduct myself at calls and when at the police station.

Furthermore, whilst within my final year of probation, I have aimed to continue working to fulfil the role of the modern professional police officer by putting myself forward for several courses. Courses include being trained in Method of Entry, a specially taser trained officer and a response

driver. By completing these courses, it has enabled me to gain accredited skills in other areas of policing allowing me to continually focus on my professional development. Furthermore, due to focusing on my professional development through being taser officer, response driving trained, and method of entry trained, I am regularly asked to attend other sectors and high-risk incident in comparison to my first and second year within policing. Therefore, my actions and decision making are more likely to be scrutinised resulting in a higher level of accountability. Moreover, the training has increased my workload due to being relied upon more. Despite this, the range of incidents and the high level of accountability has built my confidence within the role. Moreover, I can follow orders and instructions and am selfless and open to change. Thus, I am continuously adhering to the code of ethics (College of Policing, 2014).

Additionally, I have put myself forward to be considered to complete a course in becoming a “Domestic Violence Champion”, which would allow me to gain further training in the field and would enable me to put that into practise in my day-to-day work, providing the utmost service to the public. I feel strongly about thriving in this department due to the increased number of domestic incidents a modern-day policer officer attends (Office for National Statistics, 2020).

Moreover, I ensure that I keep up to date with current policies and policy changes. For instance, within domestic violence cases there is a policy of being required to take positive action in all cases (Association of Chief Police Officers, n.d.). For example, policy states that officers are required to keep their Body Worn Video cameras on at all times during mental health incidents. Thus, I continue to be open and honest.

During my final year of probation, I am now the second most senior officer on shift. As a result, I have naturally taken a leadership role where I offer advice and guidance to new recruits. Moreover, I am also challenging behaviour due to having a greater understanding of the role.

My time within the police force has allowed me to build a rapport with colleagues, superiors, and other departments. Additionally, I have taken a collaborative partnership approach towards my role as outlined in the Policing Vision 2025 by liaising with Social Services (National Police Chief’s Council, n.d.). Moreover, I have also built relationships with key members of the community including church members and members of the public. This has allowed trust and confidence to be developed.

Lastly, being in my final year of probation, I am continuing to reflect upon my learning thus far, including what works and what hasn't worked. This has been achieved through conversations with my colleagues and supervisor. I am also focused on the future and continuing my professional development. For instance, I am focusing on building skills in areas which I would like to pursue in the future.

In conclusion, the College of Policing in England and Wales has made great strides in professionalising the police force through the use of the PEQF programme and the focus on the code of ethics and standards of professional behaviour. Despite this, there appears to be room for improvements to be made in terms of the college's communication with officers in terms of their role and understanding of the PEQF programme. However, this continues to be a central focus as outlined by the Policing Vision (2025). Moreover, there are several strategies currently in place to deliver the aims outlined by the Policing Vision 2025 such as the workforce transformation (College of Policing, 2018), and the College of Policing's 5-year strategy (College of Policing, 2014). Workforce transformation aims to develop the skills and knowledge of the police force to manage the challenges of policing. The initiative aims to achieve this through a diverse workforce of a range of backgrounds and skills, continued professional development of officers, continued sharing of knowledge and skills, and a focus on leadership and the welfare of the workforce.

Thus, the focus on developing a professional police force is evidently a key focus. However, the focus on academia and qualifications may prevent individuals who are skilled in the key role required of a police officer, such as the ability to communicate with the public and the capability to investigating crime, who are deterred from joining the police force due to the academic aspect. As a police officer in my final year of probation, I have aimed to build upon my professionalism by adhering to the code of ethics and taking part in courses. Whilst the role of a modern-day police officer continues to change, as I've seen within my short service, through maintaining integrity and honesty and focusing on my professional development I have made great strides in becoming a professional modern police officer.

Total word count: 2305

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:

This essay will critically evaluate my experience of using social media to engage with communities and promoting force policy initiatives. The essay will discuss the force policy on the use of social media for professional information and engagement purposes and will also state the social media platforms that used in policing, along with the benefits and risks with using those social media platforms. The essay will also discuss media strategies used by South Wales Police and provide an example of differing strategies utilised within a major incident within the United Kingdom. Additionally, the essay will utilise Gibbs's model of reflection (Gibbs, 1988) to reflect upon and critically evaluate my experience of using social media.

Social media is defined as “websites and computer programs that allow people to communicate and share information on the internet using a computer or mobile phone” (Cambridge Dictionary, n.d.). Statistics show that there are 57.6 million social media users within the UK which is continuing to risk each year (Dixon, 2022). Social media is easily accessible with an estimated 15 billion owning a mobile phone (Statista Research Department, 2021).

The continued increase in the use of social media has impacted greatly on policing. For instance, there has been an increase in cybercrime which is a global concern posing a significant risk to the economy and national security (National Crime Agency, n.d.). Despite this, social media is also advantageous to policing. Social media allows the police to engage with the public which in turn has led to an increase of crime reported and offenders charged with those crimes (The Guardian, 2012). Moreover, it allows the public to be more aware of what the police are doing and why (College of Policing, 2022). The College of Policing (2013) notes seven principles of online engagement with the public. These include being:

"Credible, consistent, responsive to the public's engagement, being an ambassador the police service and being inclusive by using other means of communication to ensure all members of the public are listened to. Moreover, officers and staff should adhere to ethical guidelines and be personable" (College of Policing, 2013).

The police force began to use social media in 2008, however it is now used extensively, with all police forces in England and Wales having a twitter account (The Police Foundation, 2014). Digital policing is a key aspect of the Policing Vision 2025 which states that policing will aim to simplify digital contact between the police and the public and aims to improve the utilisation of digital intelligence and evidence (National Police Chief's Council, n.d.). This will assist in engaging with individuals who are more difficult to engage with in the traditional manner and managing cybercrimes.

Since joining the police force almost two and a half years ago, I have seen a change in the use of social media when engaging with members of the public. During the Summer of 2021 when the coronavirus lockdown guidelines were easing and social contact was allowed, there were vast numbers of issues with Anti-Social Behaviour (ASB) in an area which I patrol. As a result, the amount of foot patrols increased, and officers were instructed to utilise social media as a means of engaging with communities. South Wales Police uses a range of social media platforms which consists of Twitter, Instagram, and Facebook, along with other media sharing platforms, such as YouTube (College of Policing, 2020).

During this period, community tension was high, and it was vital to be transparent with communities by sharing the police's strategy to target these incidents. Ways in which this was shared with the public was by sharing twitter posts including taking photos of myself and

colleagues whilst in Anti-Social Behaviour hotspots and sharing them on Twitter. As I do not utilise social media accounts myself, I initially felt awkward by positing photographs of myself. However, the more I reflected on what the purpose of sharing the photographs were, the process seemed logical as many residents in the area shared their concerns about the ASB and began fearing the consequences of the ASB. Therefore, positing photographs were able to evidence high visibility patrol in priority areas providing reassurance to the communities (College of Policing, 2021). As per force policy, I signed the post with my collar number to ensure I was identifiable, without giving away personal information. I also remained professional in my post and was mindful of confidentiality such that I ensured there were no members of the public within the photographs. However, the post also received negative comments from some members of the public such as “the police have nothing better to do”. Despite this, I remained professional and did not engage in conversation with the negative comments. Moreover, the post received numerous positive responses from the public thanking South Wales Police for our efforts.

Additionally, a small local business had suffered substantial damage to their property due to the ASB. After reviewing CCTV footage, I was able to get obtain a still photograph from the CCTV footage. I consulted with South Wales Police media team to share the photograph with the public. I ensured I followed force policy where the communication and media team are the only department that can issue media appeals when involving operational issues (South Wales Police, n.d). The media and communication teams put out an appeal on my behalf for any information on the possible suspect. A few hours after the media appeal was issued, I was shocked to see how many responses had been received. Some responses were inappropriate and were derogatory about the police force. However, the appeal produced a lead on the suspect and as a result I was able to arrest the suspect for criminal damage (Criminal Damage Act, 1971). I recall the satisfying feeling when arresting the suspect, due to the apprehension being a community effort. Specifically, the use of social media allowed the force to reach members of the community in one platform which might not otherwise have been possible. It is widely accepted that engagement with communities is essential in building trust and confidence in the police enabling policing by consent (Government, 2012).

Upon reflecting upon my use of social media, albeit a minor use, I was instructed to complete high visibility controls of an area which had instances of Anti-social behaviour. I was also asked to utilise the force Twitter page to engage with the public. During these patrols I used South Wales Police’s twitter account to share photographs of myself on patrol. Initially, I felt

embarrassed about posting photographs of myself as I do not have social media. However, following receiving positive comments from members of the public I felt as though I was reaching a wide audience and I was providing reassurance to the public. The high visibility patrols were positive in making the public feel safer, however no instances of anti-social behaviour occurred when I was present and instead occurred after I had left the area. Despite this, the patrols which were shared over social media appeared to deter the anti-social behaviour for a period of time. Moreover, the CCTV photograph shared on social media resulted in the apprehension of the suspect. In conclusion, the use of the CCTV photograph was successful in locating the suspect. Additionally, I believe the patrols which were shared on social media deterred instances of anti-social behaviour at that time. In the future, I believe I would feel more comfortable in utilising the twitter account by positing more photographs and updates.

Social media allows the police force and members of the community to effectively engage with one another through a range of actions such as commenting on posts, sharing posts, retweeting to build relationships allowing the force to identify the needs of the community and gather and share information and intelligence (The Police Foundation, 2014). Moreover, the use of social media enables members of the public to be anonymous. This is important for members of the community as survey research has shown that 69 percent of participants stated they would engage with the police if they were able to remain anonymous (Accenture, 2012).

However, the use of social media does not come without risks. There have been several investigations by the Independent Office for Police Conduct (2021) into serving police officers distributing inappropriate material on social media. The inappropriate material includes photographs of crime scenes and racist and offensive remarks regarding colleagues and members of the public. For example, in 2019 messages between were unearthed between serving police officer Wayne Couzens and his police colleagues during the investigation into the murder of Sarah Everard (Tidman, 2021). This negatively impacts upon the reputation of the police affecting their trustworthiness and integrity.

Despite this, social media is invaluable in appeals for missing persons for example to gain relevant information. The use of social media in allowing messages to reach across the world has been seen in many cases of missing children, including the disappearance of Madeline McCann (Kinnard et al, 2019) Moreover, survey research from several forces shows that 90 percent of respondents trusted information provided by the police. Thus, during times of disorder, updates

provided by police can aid in informing the public and making them feel at ease. For instance, during the collapse of the Whaley Bridge Dam, Derbyshire police force continued to keep the public updated of the situation. This resulted in 147 social media posts by the police being shared 21,000 times (Stephens, n.d.). However, in the case of Madeline McCann, the large media attention resulted in abuse being directed at the parents of Madeline also known as ‘trolling’ (Kinnard et al, 2019).

To utilise social media positively and to its potential, force policy provides guidance to officers and staff on the use of social media. The social media policy followed by South Wales Police states that the code of ethics must be always adhered to. Moreover, each post or social media account should be identifiable as being written or created by an officer by providing a collar number. Posts and engagement should remain impartial, and no personal views should be shared. Professionalism and a conversation tone is to be adopted. Moreover, the policy also provides guidance on utilising personal accounts on social media. Specifically, officers should not post photographs of themselves or colleagues in uniform or disclose any confidential information. Moreover, caution must be taken when ‘liking’ or joining ‘groups’ to prevent any offense being taken by members of the public (South Wales Police, n.d.).

Moreover, media strategies should be adopted if appropriate. Media strategies are frameworks utilised by the police which are dependent upon the circumstances being faced by the police. Media strategies are adopted to ensure the code of ethics are being adhered to (College of Policing, 2017). Prior to engaging with the media, an officer must first establish whether they have a policing purpose to communicate with the public and if they are the correct person to do so. The Authorised Professional Practice (APP) defines policing purpose as "protecting life and property, preserving order, preventing and detecting offences, bringing offenders to justice, any duty or responsibility arising from common or statute law" (2017). Moreover, guidance states that a suspect’s identifiable information should be kept confidential until a charge is authorised except in certain circumstances such as where there is a threat to life.

The use of media departments within forces are encouraged as they provide support and guidance and assist officers in utilising the media to engage with the public. In high profile investigations, a media strategy will be in place to prevent any negative effects on the investigation (College of Policing, 2017). High profile investigations can include serious crimes, celebrities, or terrorism. Strategies will be agreed by senior officers and all officers adhere to

this.

Little research exists exploring media strategies by police forces in the United Kingdom. However, research has been conducted into the London Metropolitan Police (MET) and Greater Manchester Police (GMP) use of twitter during the riots in August 2011 (Denef, Bayerl and Kaptein, 2013). Analysis of twitter posts utilised by police forces during this time demonstrated two types of media strategies. The MET developed an instrumental approach in their communication which enabled them to portray a sense of control whilst keeping a distance to the public, whereas GMP developed an expressive communication approach where they provided reassurance to the public whilst utilising an informal tone (Denef, Bayerl and Kaptein, 2013). The study concluded that the different approaches resulted in the police having different types of relationships with the public. Findings noted that the adoption of a personalised communication style was well received by the public.

In conclusion, effective engagement between the police and the community remains one of the most essential components of policing by consent as it encourages accountability, trust, and transparency by the police force (Bullock, 2017). Moreover, traditional methods to facilitate engagement such as face to face meetings has proved ineffective in achieving this goal (Bullock, 2017). Thus, as outlined in the Policing Vision 2025 (National Police Chief's Council, n.d.), police forces are adapting to utilising social media to achieve this aim. Despite this focus on digital policing, there are benefits and risks to the use of social media both by the police force and by the public. Risks include the ability for persons to share offensive and inappropriate comments which has been regularly reported to the IOPC. Moreover, social media allows members of the public to write negative and derogatory comments about the police which can results in 'trolling'. The risks demonstrate the importance of utilising force policy, media strategies, and dedicated social media officers to provide guidance and support to police officers and staff. The increase in use of social media is a time for the police service to show their openness and flexibility to change and safely adapt to a new way of policing.

Total word count: 2306

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:

In this essay, I will describe a policing incident where I have played a significant role in and reflect what happened by utilising Gibbs's reflection method (Gibbs, 1988). Furthermore, I will evidence, and critically evaluate my flexibility in leadership style during the chosen policing incident. I will also critically analyse leadership strategies that I have developed to manage diverse operational situations, whilst considering leaderships models commonly used in policing. Lastly, I will discuss leadership strategies which I have used outside of policing.

“Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal” (Kruse, 2013). The police force regularly faces complex situations and challenges. Currently, the police have seen a change in the way crime is being committed, with an increase of cybercrime and a reduction in funding (Pearson-Goff and Herrington 2013). Moreover, the police have seen an increase in scrutiny and accountability following several high-profile cases such as the murder of Sarah Everard (Mark Townsend, n.d.).

The presence of a strong leader has been noted as significantly related to the ability to effectively operate in complex and changing situations (Peterson et al, 2009). Within the literature there is no agreed style of leadership which is said to make the most effective leader due to confounding

variables (Campbell and Kodz, 2011). Leadership styles have generally been categorised into leadership styles: Transformational leaders aims to encourage employees to achieve their goals and inspire them to excel in their professional development. Transactional leadership focuses of organisation and supervision through tasks and goals. Moreover, the style focuses on reward and punishment to influence behaviour. Mixed style leadership combines both transactional and transformational leadership styles. Whereas active leaders actively engage with their employees, build relationships, and encourage them to succeed. Some leaders alter their leadership style dependent upon the type of employee and length of experience. Participative leaders oversee and encourage group discussions where all members provide ideas. It has been noted amongst research that Laissez-faire leaders who are inactive and allow employees to make their own decisions and be accountable are the least effective (Li, 2018). Lastly, a leader with high emotional intelligence is motivated, self-aware, empathetic and possess a high level of social skills (Goleman, 1998).

Research has highlighted general qualities of an effective police leader such as they encourage reflective thinking, are flexible and open to changes, and have the ability challenge improper conduct (College of Policing, 2022). Moreover, evidence suggests that leaders who adopt a positive role model encourage behaviours such as integrity, and proactivity amongst other officers are the most effective (College of Policing, 2022). However, leadership is ineffective without an effective team (Sohmen, 2015). A leader's vision cannot be carried out without a team who are motivated to achieve these goals (Sohmen, 2015).

A policing incident in which I displayed flexibility in my leadership style was during a dynamic operational incident where it was reported that an unknown person kicking a door of a premises. During the initial stages of the report, there was limited information and intelligence. I was partnered with a colleague, who I have worked with since I gained independent status, thus, our teamwork and rapport has developed over this time, and we are able to effectively communication with one another, share ideas and encourage each other to learn which are key qualities of a participative leader (Sagnak, 2016).

Whilst en-route to the incident, my colleague and I shared ideas by discussing potential approaches to the incident. Approximately five minutes away from the incident location, further information stated that the male had left the area prior to our attendance. Due to the updated information, my colleague stayed in the van, whilst I went to inspect the door. As I was

inspecting the door, a person within the flat next door, stated that the person who had made off might have been banging on the door which was situated around the corner of the flat. I communicated with my colleague to inform him that I was going to check the other door. My colleague had no objections to this. I positioned myself where my colleague and I could see each other. I believed it was important to work as a team with my colleague despite also taking the lead in the situation which is a key component of a participative leader (Wang, Hou, Li, 2022).

I instantly noticed the door to the premises was slightly open. I initially thought this was unusual as it was approximately 03:00 hours in the morning. I instructed my colleague to come out of the van and I approached the door. Due to the lack of information and intelligence available to my colleague and I, I called for another unit, who were nearby. Whilst at the door, I introduced myself as a police officer and called for any person inside the premises. An unknown person began shouting and swearing from inside the address. I immediately drew my taser, following completing a dynamic threat risk and harm assessment as the unknown person may have had a weapon (College of Policing, 2013). Due to the nature of the incident, I took a leadership role in the situation to attempt to de-escalate the individual by actively listening and effectively communicating (College of Policing, 2020).

As my colleagues arrived, I instructed them to go around the back to contain the premises. When communicating with these colleagues, I instantly adopted a telling approach within the situational leadership style whereby I was required to be more authoritative and tell my colleagues what was expected on them as they rarely use their initiative (Cherry, 2020).

I continued to make attempts to communicate with the unknown person inside, who became increasingly verbally abusive and stated there was another person inside the address with them. Due to there being potentially another person inside, I utilised my power under Section 17 of the Police and Criminal Evidence Act (1984) to protect life and limb, and instructed my colleague whom I arrived with that we were going in. My colleague informed the control room and stated he would cover me whilst we conducted a search of the premises with tasers drawn. I knew that I did not have to inform my colleague to carry out those duties as he would do so independently. Therefore, I was able to adapt my leadership style in a fast-moving incident, a quality of leadership sought after in the PEEL assessments of police forces in England and Wales (HMICFRS, 2018).

As we entered the property, we located a male, who was irate and appeared to be under the influence of a controlled substance. His speech was slurred, eyes were glazed, and there was drug paraphernalia in the room. As I had my taser drawn on the male, I instructed him to keep his hands where I could see them and turn around. Without uttering any words, I communicated with my colleague with a nod, who approached the male and detained him, by placing him in handcuffs under Section 117 of the Police and Criminal Evidence Act (1984).

Due to there being a potential risk that there could have been another person in the premises, I communicated with the control room to ask colleagues who were outside, to come in and assist with the detained male, whilst my colleague and I continued to search the remainder of the premises. At this time, I knew that my colleagues work better as part of a team when there are clear instructions and an objective. My colleague and I completed the search of the premises, and it transpired that the homeowner was in bed sleeping whilst his male was inside the premises, consuming control substances. The male who had been detained, was arrested for possession of control substance, as he had a quantity of unknown substance on his person (Misuse of Drugs Act, 1971).

By being flexible in my leadership style and adapting it depending on the situation through a continuous dynamic risk assessment and adapting based on who I am working with, we, as a team, were able to work towards the same goal and achieve it (College of Policing, 2013).

Upon returning to the police station, myself and my colleagues reflected on the incident. The incident arose from a report made to the police of an unknown person kicking the door of a premises. Upon arriving at the address, the door appeared to be open which was peculiar due to the time of the night. I called for assistance and entered the property with my taser drawn with my colleague. A male was detained and arrested for possession of a controlled substance. I felt as though I controlled the situation well. I was able to consider other people's feelings, such as a need for direction by my colleagues which arrived later.

In this policing incident, I believe I displayed Situational Leadership where I was able to adapt my behaviour depending on the context and individuals involved. Specifically, I was able to be participative leader with my colleague which I attended the scene with and adapt to a 'telling leader' with the other colleagues, which relates to one of the four styles of a situational leader (Cherry, 2022). Upon reflection, due to the fast pace of the situation and potential risk, I believe

it was necessary for me to alter leadership styles and give direction to those who felt less confident. As a result, no persons were harmed, and a male was arrested for a criminal offence.

In conclusion, I believe I was flexible in my leadership style depending on the situation I was faced with. I believe I was able to make decisions in a small amount of time and be a consistent leader. However, upon reflection, a leader taking an authoritative approach could be deemed overbearing (Greenfield, 2007). I could also have asked how my colleagues were feeling and asked their opinions. I presumed from past experiences that they lacked confidence in making decisions which might not have been the case. Despite this, I believe the potential risk of the situation and the time pressure I was able to lead the team and managed the situation well. If I was faced with a lower risk incident in the future such as a criminal damage case, I would consider taking on a participative leadership role to encourage decision making which has been found to positively impact on job satisfaction (Mohsen and Sharif, 2020). I will always consider the environment, colleagues I am working with, and the situation I am faced with, when choosing a leadership style.

The concept that leadership style is dependent upon the situation can be explained by the situational leadership model (Hersey and Blanchard, 1969). The model explains that leaders adapt their style to fit their team and the team members abilities (Hersey and Blanchard, 1969).

As a police officer, we experience a range of operational situations daily which requires an officer who can adapt, and be flexible with leadership styles, a core competency of a police officer (College of Policing, 2016).

One key role of the police is to attend reports of deaths, whether suspicious or not. When attending these instances, I utilise emotional intelligence, both towards my colleagues and members of the deceased's family. During these emotive situations, it is important to be self-aware, whereby I understand my strengths and weaknesses and emotions and how these can affect my colleagues (Landry, 2019). Moreover, by accomplishing this, I am then able to manage these emotions. For instance, I am aware that I can remain professional and am able to regulate my emotions in uncomfortable situations. Therefore, if I am attending a sudden death call with a colleague who finds speaking with the family of the deceased too upsetting, I take the lead in this situation. Having empathy for others and understanding their emotions is obtained through being socially aware which enables me to manage my relationships with my team effectively.

However, this leadership style is not always appropriate. For instance, in a high risk fast paced situation, it is imperative that all team members can remain professional and carry out their duties despite how they might be feeling (College of Policing, 2014).

Moreover, outside of the workplace, I have developed leadership styles within my personal life. For instance, I am a keen rugby player. From captaining my rugby team at the age of 21 years old, with there being several older players, I have had to adapt my leadership styles from a Laissez-Faire style, due to being withdrawn and not confident in coaching a large group with strong personalities. However, I adapted to the role and developed a transformational leadership style where I was able to motivate the players to inspire them to achieve our collective goals. This was achieved by dictating instructions and game plans for example. Reflecting upon leadership styles has demonstrated that effective leadership is required in all areas of life and not only in the workplace.

In conclusion, the police force states that all members of the force have a leadership role (College of Policing, 2021). Theories of leadership state that there are a range of leadership styles, each having advantages and disadvantages. However, leadership style is dependent upon the type of situation being faced and the individuals within the team. Thus, a leader must be adaptable and flexible in altering their leadership style to suit these changing circumstances. Despite being of a constable rank with little service, I have strived to take a leadership role in many situations.

Total word count: 2256

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:

In this essay, I will critically reflect upon how mentoring and coaching has benefited my career as a police officer within my three-year probation period, and how it has helped me meet personal, professional and organisational goals. Furthermore, I will reflect upon how mentoring and coaching has aided my learning, development, and performance in the workplace. Moreover, I will describe coaching and mentoring models used in policing and discuss how I provide and receive feedback.

Coaching and mentoring are becoming more popular within organisations and are utilised as valuable tools to develop employee's skills and to achieve organisational goals. Coaching is a development tool to improve an individual's performance at work by focusing upon their skills, personal attributes, and goals (Hayden, 2021). Whereas mentoring focuses on a longer process where the sharing of experience from one staff member to a less experienced member to develop their skills and meet their goals (Hayden, 2021).

Since the start of my career as a police officer, I have continuously set personal and organisational goals which I have been able to achieve and work towards with the help of coaching and mentoring. This started from my very first day of my 6 months initial training. During this time, I was appointed a coach, who would oversee my initial training. Throughout

the 6 months, my coach was responsible for a small group of 10 students due to COVID-19 guidelines (Public Health England, 2020). The covid-19 guidelines were new for all officers and in particular the organisation.

Due to the ‘work from home’ guidelines set by the government (Public Health England, 2020), coaches utilised recorded online lessons and computer packages to deliver training to student officers. Studies show that online learning is beneficial in improving the quality of training (Panigrahi, Srivastava and Sharma, 2018). During the first couple of weeks, I felt comfortable in retaining the information being taught, however, as time went on, I recall thinking to myself that the amount of information was increasing, and I found it difficult to keep up. However, at this time, my coach began individual meetings, where they would set specific and individual targets. This enabled me to break the course down into individual targets set by my coach, rather than focusing on the 6 months. This was a useful method in improving my organisation skills during initial training and during my probation period as it has enabled me to develop methods to retain the information and develop my knowledge (Boogaard, 2019). During the initial training, stress levels were often high and there was a great deal of pressure placed on officers due to media coverage of failings by the police, such as the case of George Floyd where police were scrutinised for violating Floyd’s human rights (BBC, 2021). This scrutiny has resulted in officers leaving their job or leaving due to stress. However, research has shown that coaching has improved the management of stress, job satisfaction and engagement with the community (Magny, 2021).

Due to being away from education for approximately 10 years, the volume of information being learnt and retained for the examination in police training was initially stressful. However, having had one-to-one meetings which my coach, breaking down the information into small chunks, I was able to contain my stress levels and successfully complete my exams.

Once I completed my initial 6 months of classroom and online based learning, I began my mentoring period, where I was assigned a ‘mentor’.

“Mentoring is a reciprocal and collaborative at-will relationship that most often occurs between a senior and junior employee for the purpose of the mentee’s growth, learning, and career development” (Atd, n.d.)

The role of a mentor is to offer advice and guidance to the mentee to reach personal and organisational goals. Furthermore, the mentor identifies key points to work on, whilst continuously reflecting upon and evaluate both their own progress and the mentees (DO-IT, 2022).

During my mentoring period, I was assigned an officer, who has a vast amount of experience as a response police officer and as a mentor. Prior to beginning my mentorship period, I felt it was vital to reach out to him as it would give us a chance to meet informally, and introduce myself to not just my tutor, but the team I was joining also. I felt that it was important to begin to build a rapport early on and to make a good impression as this is where I would be working for the next 3 months. Once I met the team and my tutor, I instantly felt at ease as they were all welcoming and easy to get on with, which I knew would have a knock-on effect on my performance in the job. From experience, I did not find it easy joining a new team, however I knew that being part of a successful team is key to providing an effective service to the public and building morale and confidence (Bergner, 1997).

On my first official day of my mentoring stage, I was nervous as it was a new experience, however, I realised that the mentoring stage could go either way, I could either get on well with my mentor, which would transfer into my performance in the job, or there could be no common interests and it would be a long 3 months. Fortunately, my mentor and I had similar interests and we instantly got on well. I recall feeling instantly at ease after my first shift with my mentor as we got on well and our interests were aligned. This was extremely important as building an effective mentor and mentee relationship is key to the mentoring process.

A widely utilised model to describe the process of mentoring identifies four stages. The first stage, the 'initiation stage' describes the process of building a relationship between the mentor and mentee which is critical in forming a successful mentorship (Cole, n.d.). Furthermore, this stage can be seen as challenging as the mentor and mentee attempt to communicate effectively and the process of building a relationship requires time to build trust.

Whilst reflecting upon the initiation stage during my mentoring period, it set the direction in how I wanted to conduct myself as a police officer and on a personal level. Prior to beginning in the police force, I was a closed off individual. However, I realised that to build relationships with mentors and team members it is essential to be open (College of Policing, 2016). Fortunately, my

mentor and I quickly became comfortable with one another and I began to make progress in this stage immediately.

The second stage is 'Negotiation', which is where the mentor and mentee set goals and objectives. They also need to agree on expectations and develop a working strategy on how to achieve the goals they set. However, this is not always simple as it involves talking about confidentiality, boundaries, and shared responsibilities, which at times are not easy to speak about (Mentoring complete, 2019).

Despite this, my mentor and myself had no concerns discussing sensitive matters. I recall thinking to myself that if I am unable to do that with my mentor, how could I be open and flexible with members of the public which are key competencies of a police officer (College of Policing, 2016). I recall during this stage, my mentor and I set goals on a 2-week cycle. By setting goals and objectives, I thrived on ensuring I reached these goals. At times I contemplated whether certain goals would be possible, but once I spoke with my tutor and they were broken down, I realised each goal had a purpose and each goal was specific, measurable, attainable, realistic, and timely (Lawler and Hornyak, 2012).

The third stage is 'Growth' where each party are familiar to what is expected from the mentorship period and trust has been built. It is at this stage the mentor and mentee work towards the SMART goals that were set and now the learning begins. At this stage, the foundation of the relationship has been set and the mentor passes on knowledge and guidance to the mentee and confidence is built between the pair, and possibly a start of a friendship (Sutton, n.d.). However, it is vital that the mentor is honest with the mentee in the form of feedback, whether this is positive or constructive feedback. Constructive feedback is an essential part of mentorship and is something which a mentee should actively seek (Cook et al, 2017).

Finally, during this stage, both parties will track the progress of the goals they set at the 'Negotiation' stage (Sutton, 2017). During this stage within my mentorship, I began to feel more confident in carrying out my role of a police officer. Moreover, I believe it had a positive effect on personally by becoming a more confident person. During this stage, I would ask my tutor questions to clarify my knowledge and seek their guidance and knowledge to achieve my goals. My tutor and I would track the goals set by completing an occupational competency portfolio (OCP), which must be completed during probation to measure progress and practical competency in policing (University of South Wales, n.d.). The completion of the OCP is an

example of work-based learning which is completed within the police. This academic aspect allows for further development of skills and knowledge.

Like the growth stage, the GROW model developed by Sir John Whitmore (1992) is a coaching model which focuses on four aspects, firstly the individual identifies the goals, they consider where they are realistically and determine whether there are any obstacles to their goals (reality), they then consider their options, and focus on what they'll do (Will) and be accountable to this. This model is adapted by coaches to inspire their people to achieve their best.

The final stage of building a relationship between the mentor and mentee is 'Closure'. This is when the mentorship comes to an end by reaching the timeframe set and the mentee reaching the goals that were set out at the start of the relationship. Even if all goals are achieved, the relationship can still be a success, however there are occasions where this may not always be achieved. The main purpose of the mentor is to encourage and advise the mentee, if needed to develop confidence moving forward onto the next step of their career (Intar, 2017).

Fortunately, I was able to achieve all goals that were set in readiness to gaining independent status. I initially felt that I was not ready or confident enough to leave my mentor due to the trust and rapport built. However, my mentor encouraged me that I was ready and assured me that if I needed any advice or just to talk in general, he was always available. This gave me a sense of confidence moving forward and that I would always be able to rely on my mentor if necessary. I felt my mentorship period was a success and most definitely contributed to how I conduct myself as a police officer now, and I feel I strive to pass that knowledge on to colleagues on my current team.

Moreover, the skills I have developed during coaching and mentoring have been transferred over to my personal life, specifically whilst playing rugby. I have taken a mentorship role within my rugby team as I am often passing on my knowledge and skills as an experienced player, whilst also offering wellbeing support to the players. Furthermore, I have transferred organisational and time management skills to my academic work which I am completing as part of the Policing Education Qualifications Framework (College of Policing, 2020). Additionally, I have been able to openly discuss concerns with my family and friends which has benefited my wellbeing.

Since gaining independent status, I believe I am receiving both coaching and mentoring within

the workplace. For instance, my sergeant is a mentor, often guiding me with their experience and knowledge to achieve my goals and develop my skills (Pushfar, 2021). This relationship is a longer-term relationship unlike coaching which I am also receiving from my Area Training Officer (ATO). During the coaching, my ATO has set structured short meetings where they provide support and targets to meet. This is assessed by Work Based Learning (WBL), in particular the Occupational Competency Portfolio (University of South Wales, n.d.). WBL focuses on learning as opposed to teaching. Learning focuses on reflective practice and skills gained through coaching or mentoring (Goggins, Jahnke, Wulf, 2013).

Providing and receiving feedback about an individual's performance is highly effective in learning and teaching (Hattie and Timperley, 2007). Having played rugby at a semi-professional level, receiving feedback is a key part of becoming a better player. Players are scrutinised at all levels; games are recorded, and these are analysed where constructive criticism is often provided. At times, feedback can be ruthless, however this encouraged me to work harder to improve my skills and continuously develop. The ability to accept feedback and act upon it has transferred into my workplace, particularly during coaching and mentoring where feedback was readily produced. For instance, during my mentorship period, my mentor would regularly ask me to follow incidents we had attended what I believe went well and what could be improved upon. Following providing feedback, my mentor would provide his feedback to develop for future incidents. The ability to provide and accept feedback has transferred into my current team where I am able to provide feedback to my team members to encourage their personal development.

Moreover, within my initial police training, I regularly produced feedback about the course and the trainers. At times this felt uncomfortable, however, the process was essential in developing the course both for myself and other students.

In conclusion, from beginning my role as a student police officer during initial training through to having gained independent status, I have been fortunate to have coaches and mentors. This guidance and support have allowed me to gain invaluable skills in becoming a professional and confident officer. The guidance has also enabled me to transfer these skills into my personal life. The role of a police officer is often linked to high levels of stress and anxiety (Mind, 2019). Thus, the ability to have a coach or mentor to speak with regarding any concerns in terms of work, my personal life or wellbeing has been invaluable. I believe through coaching and mentoring, in particular the process of receiving and providing feedback, I will develop my skills

and reach my goals.

Total word count: 2420

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