

BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

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

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

Learner name: Joel Phillips

Learner's University Registration Number: 2222443

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 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:

Within my final year of probation, I have excelled my skills in understanding my role to a more competent level of independence. By developing knowledge through my university assignments and workbooks through research and working through my competencies via my evidence matrix I have built more confidence in fulfilling my role as a modern professional police officer during my final year of probation. I will reflect on my final year of probation and how it has seen my role as a police officer change. I will also evaluate the role of the College of Policing in professionalising policing in the U.K. Throughout I will reference research and my reflections will be completed using Gibbs' Model of Reflection (Hughes, 2022).

The College of Policing (College of policing, 2022) provides a strategic role in modern day professional policing by presenting the required national standards, aiding professional development and developing evidence-based practices. Since

it's establishment, its core values have included embedding a learning culture, improving leadership and raising the standards (College of Policing, 2020).

A key aspect of the role of the college of policing is ensuring that it aligns with the Strategic Policing Requirement and the national framework which includes the Policing Vision 2025. The National Police Chiefs Council (NPCC, 2016) provides its vision for modern day policing in 2025 that focuses on an improved use of digital technology, an integrated approach with partner agencies to prevent crime and provide a more effective service for members of the public. The framework also highlights the requirement for a highly skilled, adaptable, and accountable workforce to meet the challenges that are evolving in modern day policing, such as cybercrime, safeguarding vulnerable individuals and terrorism (HM Government, 2015).

While the Policing Vision 2025 sets out an ambition for UK policing, its implementation has faced significant challenges. These challenges have been around insufficient government funding, particularly around digital transformation and recruitment. Police recruitment has failed to meet the rising demand with failed targets across forces and attrition rates. With budget cuts, measures have reduced police numbers making it difficult to meet these objectives (NPCC, 2016).

The corporate 5-year strategy describes the five strategic ambitions, which revolve around building trust and fair culture, transforming police leadership, supporting career progression, boosting core skills and strengthening innovation by implementing what works (College of Policing, 2024). College of Policing are now planning on driving forces to develop their own leadership programme or offering staff to attend external courses and introducing the Police Uplift Programme to improve leadership skills for officers at all levels.

The Workforce Transformation Programme 2018 is also something that falls under the remit of the College of Policing. This programme focuses on modernising career development, recruitment, training and routes to ensure officers develop specialist skills and leadership capabilities (College of Policing, 2018). Another introduction which has made a significant step in the development of police

requirement is the introduction of Police Education Qualifications Framework (PEQF) which requires new recruits to enter policing via the degree entry routes to professionalise the service further (College of Policing, 2022).

However, the College of Policing has faced criticism. Especially around its introduction of a more academic and learning approach for new officers, but also highlighting the demands on new officers to effectively manage this alongside (Hough and Stanko, 2019). Others highlight a clear disconnect between the academic approach introduced and the realities of front-line policing (Bryant et al., 2021). Despite the challenges, the initiatives such as promoting a more evidence-based policing approach, indicate a strong commitment to raising professional standards in all forces across England and Wales.

The College of Policing is responsible for setting the standard for policing, but it is often found to be slow in implementing necessary reforms to improve police conduct and rebuild public trust. The Angiolini inquiry highlights concerns around policing culture which include issues relating to racism, misogyny and corruption. (Gibbons K, 2024).

Challenges faced by the college of policing identify that low level corruption is often perceived to be tolerated within the police forces across England and Wales and is likely to be persistent without extreme vigilance, whereas more organised corruption will appear (Westmarland and Conway, 2020).

Research also highlights an imbalance amongst male and female officers highlighting that males account for 69% and females accounting for 31% of police officers (Westmarland and Conway, 2020). This identifies there is still an issue amongst recruitment across all forces in England and Wales as a whole and an improvement required to address this issue.

Research conducted by the College of Policing (College of Policing, 2022) after discussion with over 15,000 officers and staff identified several areas that require addressing. The challenges identified included lack of professional development, insufficient investment in the development of leadership at all ranks, an absence of

coordinated strategic thinking across policing and a blurring of responsibilities at a national level.

As I progress through my final year of probation, I have actively engaged with the College of Policing principles (College of Policing, 2020). Particularly in areas around decision making, evidence-based practice and professional development. My approach also aligns with the Policing Vision 2025 which promotes a more proactive community approach and a more technology approach service (National Police Chiefs Council, 2016).

To fulfil my role as a modern-day police officer I have applied evidence-based policing techniques, which have been demonstrated by using crime pattern analysis to support problem orientated policing strategies (Sherman, 2013). To evidence this I have taken part in a neighbourhood operation since July 2023 on a regular basis. This was introduced as funding to the police forces to tackle crime and anti-social behaviour by conducting foot patrols in local areas. By taking part in this operation, it has allowed me more insight into Problem Orientated Policing (POP) plans by identifying hot spots in the local area which are identifying higher levels of crime and ASB. POP plans were designed to reduce crime in elevated places of risk (RAND, 2020). Taking part in these operations certainly proved challenging with a particular area being a major concern in the media in recent time. I felt that tackling this would require a systematic approach by the police force and required the funding to resolve this. By conducting foot patrols in targeted area, it has provided a positive response in mitigating the risk of crime taking place in local hot spots and by engaging with members of the public has proved positive in developing information and intelligence to further develop knowledge in tackling further crime and disorder. Results around this operation has resulted in an improvement in ASB by conducting several arrests for prolific offenders and a CPN (Community Protection Notice) issued for one youth which has resulted in lesser incidents over recent times (Hughes, 2022).

Understanding the aspects of multi-agency partnerships has also developed in fulfilling my role. By cooperating with other agencies proves vital in preventing certain cases such as Domestic abuse slipping through the safeguarding system.

By working with other agencies allows effective risk identification, an improvement in information sharing, joint decision making and coordinated action to assess, manage and reduce the risks (College of Policing, 2015). With the experience I have developed coming into my final year it has allowed me a better understanding and assessing risk when attending Domestic related incidents and the correct referrals available. One of these referrals being a MARAC which is a multi-agency risk assessment conference. Understanding the purpose of this process is strictly revolved around the safeguarding of victims in an effective and timely manner by improving the speed and effectiveness of information sharing from the police to the relevant agency (Davies, Barlow and Fish, 2023). When attending calls, I have developed a higher level of competency around understanding the appropriate time to conduct a MARAC referral and understanding how to write these reports effectively to ensure the safeguarding of the victim is dealt with imminently. Although during times I have faced challenges in dealing with some calls, and especially ones which pose a more significant risk. By understanding that liaising with supervisors and other senior officers this has resulted in me becoming more competent in my role as I complete my final year of probation (Hughes, 2022).

In my final year of probation, my role has shifted from learning the fundamentals of policing to demonstrating a higher level of competency around operational aspects and leadership potential. Initially, my focus was on developing essential skills such as responding to incidents and conducting reports under supervision on occasions. Now I am expected to take a greater responsibility in decision-making, especially in more complex investigation. I have now developed a more competent approach in dealing with complex investigations and a better understanding in the various investigation procedures depending on the incident and what resources are available in gathering key evidence. Complex crimes require significant resources and careful investigations to prosecute and secure a conviction (What Is The Definition Of A Serious Or Complex Crime? | Mandla Bhomra, 2023).

By becoming a more experienced officer in the last two years this has now resulted in me exhibiting leadership within my team by supporting newer probationers and contributing to briefings and debriefs. With the vast number of

new recruits coming onto shift I have found more often than not I am now working alongside new recruits and having to take the lead in attending various calls and support less experienced colleagues in effective decision making and supporting colleagues in improving core skills across all areas.

Also embracing technology advancements, ensuring my approach aligns with the transformation of digital technologies outlined in the College of Policing 5-year strategy (College of Policing, 2020). Using these technological advancements allows police to mitigate crime prevention by using technology to predict future crime hot spots, surveillance and sensing which include facial recognition and identification and tracking by using things such as ANPR (Low, 2024).

To conclude the College of Policing has made significant steps in professionalising policing through initiatives such as evidence-based policing, PEQF and leadership development programmes. While challenges remain, such as balancing academic learning with practical skill, building public trust in maintaining professional standards across police forces, the College of Policing plays a strategic role in ensuring that policing in the UK is equipped to meet the modernisation. The plan stated by the College of Policing aims to target the issues identified with a clear strategic plan and ensuring a consistency across all forces in England and Wales.

As I complete my probation, I have increasingly taken greater responsibilities by aligning my professional development with the priorities from a national perspective. The transformation from a probationary officer to an independent officer has required a commitment to continuous learning, adapting to the role and ethical leadership which are the main principals of the vision of the College of Policing. Whilst striving towards the completion of my probation I have taken a developed approach in leadership amongst other colleagues on shift in supporting the development of newer recruits starting their roles as officers.

(1831 words)

Task 2

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

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

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

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

What social media platforms are used by policing?

What are the benefits and risks of using social media?

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

ANSWER:

Social media has become a vital tool in modern day policing. The use of social media provides forces the opportunity to engage with members of the public, promote safety awareness, share important updates and attempts to provide the public with reassurance. Social media platforms such as Facebook, X, Instagram and TikTok are used to promote crime prevention advice, witness appeals and missing person appeals. However, social media also presents its challenges which includes risks around misinformation, privacy of individuals and professional conduct. I will reflect on a policing incident in which I was involved in and critically evaluate the use of social media in engaging with the community. It will also consider force policies on social media use, exploring commonly used platforms, and assess the benefits and risks around the use of social media in a policing context. Throughout I will reference research and my reflections will be completed using Gibbs' Model of Reflection (Hughes, 2022). This structured reflection aims to identify areas of strength and improvement in handling similar cases in future.

During my probationary period, I was involved in an incident of a high-risk missing person of a vulnerable adult with mental health concerns who had left home one morning without essential medication and did not return home during the day. The family reported the disappearance after he did not return home at the usual time after heading out for his walk as his normal routine. The missing person was not contactable by phone.

I was the first responding officer. Upon arrival at the family home, I conducted the initial report using the College of Policing's APP (Authorised Professional Practice) framework, which considers factors such as age, mental health, and previous missing episodes (College of Policing, 2016). The vulnerable adult had vulnerabilities around his mental health with diagnosed anxiety and depression, along with PTSD (Post-Traumatic stress disorder). PTSD is described as a person who relives a traumatic event through nightmares and flashbacks, a person may experience feelings around irritability, guilt and isolation (NHS, 2022).

Adults with mental health may be more prone to self-harm or suicide. Particularly if they have a history of suicidal intentions or have left a note with concerns around their intentions. Considerations must also be made around risk-taking behaviours or impulsivity, which may put them in dangerous situations such as wandering into unsafe areas.

Under the Mental Capacity Act 2005 (Mind, 2023), police must consider the individuals capacity to make decisions about their own safety. Section 136 Mental Health Act 1983 allows officers to detain someone in a public place if they appear to be suffering from a mental disorder and in need of immediate care or control.

The College of Policing (2021) highlights the importance of accurate risk assessment in the early stages of a missing person investigation. In this case I heavily relied on the vulnerabilities and mental health factors around this person.

Based on the vulnerabilities a high-risk missing person report was initiated. Initial searches of the area in which the male would walk were unsuccessful and given the urgency of the situation, a decision was made to issue an appeal via the

force's social media account Facebook. This was made after consent was provided by the family. During the attendance of a high-risk missing person the process of the missing person report is to be conducted immediately. I felt that conducting the necessary enquires as soon as possible would ensure this person was located immediately to negate risks of harm to the missing person (Hughes, 2022).

A post made by police forces on social media will include a photograph of the missing person, a description, and a request for anyone with information to contact the police. These are often issued with a crime number attached to the post.

According to the College of Policing (College of Policing, 2016) a missing person is defined as anyone who's whereabouts cannot be established will be considered missing until located, and their well-being otherwise confirmed. Missing person reports are graded from low, medium and high-risk. High risk cases are required to be dealt with immediately and enquiries are to be conducted with immediate action. A senior officer must also have an oversight of these cases. There should also be a press/media strategy, with family support put in place where appropriate.

Within hours the appeal was shared widely and a member of the public provided critical information on a sighting. Officers were deployed immediately to the location, and the individual was found safe and well after welfare checks were committed and referrals were submitted as per force policy to address safeguarding concerns. These referrals will address any requirements for the person, such as NHS mental support, mind health charity and Samaritans which are support organisations that assist persons suffering with mental health (police.uk, 2024).

This incident showed how social media can effectively bring the community together for support. A major factor in the successful outcome was the speed at which information was disseminated and the degree of public participation. However, the procedure also brought to light issues, such as the need for moderation due to the proliferation of false information and inappropriate

speculation in the comment section. This is often a difficult factor when using social media and appealing for information from the community (Hughes, 2022).

Initially, I felt confident in conducting the risk assessment and in reassuring the family appropriately. However, once the situation escalated with other officers becoming involved as well as senior officers, I began to feel a sense of urgency and pressure and the case may attract internal scrutiny. Due to my lack of experience as a competent officer in that moment, I began to feel a sense of guilt and questioned my ability in terms of whether I had missed something from the risk assessment which could have been addressed sooner (Hughes, 2022).

Additionally, I intend to engage in reflective debriefs with colleagues after major incidents to share learning and improve practice collectively. As recommended by the College of Policing (2021), learning from previous incidents is the key to improving policing outcomes.

The case also highlighted how digital technology, including mobile phones and social media now plays a central role in understanding the behaviour of missing individuals. Studies show that social media can both pose risks and offer investigative opportunities in missing person cases (Hayden and Goodship, 2013). Our delayed use of social media platforms may have contributed to slower progress.

Today, social media is a vital tool for police forces to interact with the public and disseminate information about public safety. Digital platforms have caused policing to change from a one-way communication to a participatory engagement with the public, claims (Crump, 2011). The ability for citizens to speak with officers directly and get real-time updates makes this change more transparent and builds trust.

Advice on crime prevention and campaigns against issues like knife crime are examples of projects used by forces. Community engagement includes local meetings with officers to discuss issues and Q&A sessions with officers via social media. To promote cooperation, real-time updates are given, including information

on missing persons, road closures, and public disturbances in the neighbourhood to advise for cooperation.

There are still difficulties despite these advantages. Social media can increase trust, but it can also expose police to criticism, according to (Mawby, 2019). Particularly when operational reality and public perception diverge. Community relations can be weakened by unfavourable interactions, such as online harassment and false information.

Social media is also used to spread information about changes to laws and policies. For example, police agencies have conducted online advertisements to raise awareness of Clare's Law, which allows people to ask about a partner's history of domestic abuse (Home Office, 2023). These initiatives have raised public awareness and encouraged victims to seek support.

Critics counter that digital involvement may not always reach diverse audiences. (Wolfe and Nix, 2016) point out that some communities, especially older people and people living in rural areas, might not use social media, which would limit the distribution of important messages.

Therefore, even while social media is a useful tool for promoting policies and engaging communities, it must be utilized with more conventional forms of communication to guarantee inclusivity.

To promote ethical and ethical conduct, most UK police forces have specific guidelines on social media use. Police officers must comply with a range of principles, according to the (College of Policing, 2023). Sensitive information must be kept confidential, and all information must be accurate and validated. In addition, officers must refrain from voicing personal views that could undermine their ability to remain impartial. The professionalism and integrity of the police force should be reflected in online encounters.

In a few cases, officers who used social media inappropriately were disciplined. Officers who breach force guidelines by posting unprofessional information or

engaging in political conversations are a prominent example (HMICFRS, 2015). To reduce the risks associated with this, forces offer social media usage training.

The police interact with communities through a variety of social media sites, each of which has its own unique methods. Facebook works well for local policing updates, missing person appeals, and community engagement. Instagram is often used for visual storytelling, Q&A's and public awareness initiatives. TikTok is becoming increasingly popular for youth engagement and is used for crime prevention campaigns.

AI-powered chatbots and data analytics through public inquiries are examples of recent developments that are being utilized to monitor crime patterns (Hayward and Mass, 2020). Although productivity is increased by these technologies, data security and ethical issues are also brought up.

Social media offers both advantages and disadvantages for police. For example, it facilitates two-way communication, which builds trust and transparency (Fenn and Bullock, 2021); it allows quick information dissemination, including missing person appeals, which can rapidly and effectively reach a large audience; digital campaigns inform the public regarding safety issues; and it regularly updates the public on policing activities, which boosts public trust.

The risks and challenges include the posting real-time information may jeopardize tactical operations; sharing sensitive information can raise ethical and legal concerns regarding privacy; officers and victims may be targeted by hostile users and subject to online abuse and harassment; and false information can spread quickly, complicating police investigations (Omand, 2021). Clear policies, continuous training, and careful moderation of online interactions are necessary to manage these risks.

In conclusion, social media use in police has grown to be a crucial part of current law enforcement, providing significant benefits in terms of policy promotion, crime prevention, and public participation. The missing person appeal incident demonstrated how effective internet communications are at enlisting the public's

help. But issues like false information, moral dilemmas, and reputational hazards need to be handled with caution.

Although force policies offer a framework for social media responsibility, ongoing education and changes are required to handle new digital threats. Social media is a useful complement to traditional policing methods, improving transparency and community trust. As time passes on, police forces must keep improving their digital engagement tactics to strike a balance between professionalism, security, and accessibility.

(1841 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:

Adaptability, resilience, and the ability to make key decisions under pressure are all necessary for leadership in police work. Officers must be able to change their leadership approach based on the circumstances with the objective to protect the public, their coworkers, and the involved offenders. The ability to adapt my leadership style during a police incident will be critically assessed in this workbook, which will also analyse the strategies I used and apply relevant leadership models to look at how my strategy evolved in response to changing circumstances. This reflective work focuses on a policing incident where I was required to demonstrate leadership while managing a volatile domestic violence case. Through critical evaluation and analysis, I will explore how I adjusted my leadership style to meet the demands of the situation, drawing on established leadership models including transformational, transactional, situational, and emotional intelligence-based leadership theories. I will reference my research throughout, and I will use Gibbs' Model of Reflection to complete my reflections (Hughes, 2022).

The incident I'll be reflecting on involves responding to a 999-call alleging domestic violence. A woman who alleged that she had been abused by her partner was involved in the incident. When my colleagues and I arrived, we found a very distressed victim and a very irate man who would not cooperate. Ensuring the victim's safety and defusing the suspect's behaviour to stop additional harm to the victim, colleagues, and myself became the main objectives right away (Hughes, 2022). The College of Policing (College of Policing, 2015) provides information on the requirement to identify signs of abuse and safety planning to ensure victims are safeguarded in the initial call-out along with other persons present such as children. Additionally, the safety of the victim, child, and officer at the location is constantly being reassessed. The call taker must provide information before police arrive, including disclosures of any offences committed and PNC (Police National Computer) checks on everyone residing at the property.

PNC checks are completed to quickly access important information about individuals, vehicles and properties. It allows officers to know whether a person is wanted for arrest or missing. It also provides officers with knowledge on criminal history, including past convictions or current bail conditions. To risk assess the situation it also provides crucial information on warnings and markers linked to any person, such as whether a person has previous for carrying weapons or has been violent with officers in the past.

I took the initiative in this situation by giving my team clear instructions at first using a directive leadership style (Shonk, 2022). One officer evaluated the victim's injuries and offered support, contributing to their health needs. Another colleague kept an eye on the offender. This structured approach was required to establish control of the situation as domestic violence incidents are often volatile. But as things progressed, I realised that a more adaptable transformational leadership strategy was required to promote collaboration from the victim and the subject (McCartney and Parent, 2015).

The victim was hesitant to give a statement because she was afraid of the offender and the possible repercussions. She was also wary because the suspect became more aggressive when we tried to apprehend him. At this stage, I

changed my leadership style to one that was more empathetic and focused on negotiation (Heifetz, 1994), making sure that talks with both parties were as amicable and productive as possible. I was able to defuse the situation and emotions to make a successful arrest while making sure the victim felt safe and supported by the cops by exhibiting emotional intelligence and flexibility.

Police officers must be flexible to respond to quickly changing situations (Bass and Riggio, 2006). In this instance, my ability to switch between situational, transformational, and directive leadership styles was essential to lowering tensions between officers and the parties involved and ensuring a positive outcome.

To gain control, a directive leadership style was first required (Shonk, 2022). Clear decision-making is essential since domestic violence incidents are high-risk. I took steps to make sure that the victim and suspect were handled securely by quickly delegating tasks and providing guidance to my team. This strategy is in line with the ideas of transactional leadership (Kuhnert and Lewis, 1987), which emphasises structured decision-making and short-term goals. I made sure that my team handled with the immediate threat in the most effective way by establishing authority and giving clear directions.

However, as things developed, I realized that I needed to adopt a more situational and transformational leadership style (Kenton, 2024). The victim's unwillingness to make a statement demonstrated the importance of building trust, and the suspect's ongoing agitation forced a change to verbal de-escalation techniques. By changing my leadership style, I was able to interact with both parties in a way that made the victim feel safe and the suspect more inclined to comply.

This change is in line with Goleman's idea of emotional intelligence (Channell, 2021), which highlights the importance of empathy, self-awareness, and flexibility in leadership. I was able change my communication approach to ensure a more positive outcome by acknowledging the emotional states of individuals involved.

The value of adaptability in policing is ultimately demonstrated by my ability to switch between leadership styles readily. To balance command authority and

emotional intelligence, officers must be able assess the circumstances of each situation and adjust their strategy accordingly.

The demands of various circumstances necessitate a variety of leadership techniques for effective policing. Several important tactics that are consistent with accepted leadership styles were used by me in this situation.

It was first necessary to implement a command-and-control strategy in order to manage risk and create order. This approach is consistent with the principles of transactional leadership (Kuhnert and Lewis, 1987), which highlights immediate objectives and structured decision-making. By establishing authority and giving clear instructions, I made sure that my team responded to the immediate threat effectively.

When things calmed down, I switched to an adaptive leadership style (Heifetz, 1994). Considering the victim's emotional distress and the suspect's ongoing resistance, I changed my communication style to be more sympathetic and encouraging. Adaptive leadership is crucial in policing because it allows officers to respond to unforeseen challenges with flexibility. By recognising the victim's trauma and the suspects mental state, I adjusted priorities by focusing on enforcement, but on well-being and long-term safety planning.

Transformational leadership was necessary to engage with the victim (Bass and Riggio, 2006). Individuals are motivated and inspired by transformational leaders, who encourage collaboration and trust. To secure prosecution, I was able to persuade the victim to give a statement by displaying active listening, reassurance, and trauma-informed communication.

I also participated in collaborative decision-making with my team during the incident, which is consistent with democratic leadership (NSLS, 2024). By giving officers, the opportunity to share their thoughts, I made sure the response was thorough and took into consideration a variety of perspectives. This strategy strengthened confidence among my colleagues and improved team cohesion by

encouraging a shared responsibility, fostering a sense of unity and support among colleagues.

I employed negotiating and conflict resolution techniques as the suspect's tensions increased. This is consistent with Goleman's theory for emotional intelligence (Channell, 2021), which highlights the value of interpersonal and self-regulation in defusing difficult situations. I was able to get the suspect's cooperation without using any great force by using a cool, collected attitude.

By using these leadership techniques, I successfully managed the incident's complexities and made sure that the victim and my team had a positive outcome.

Applying leadership models to this incident provides further insight into how my leadership approach has evolved.

Transactional leadership (Kuhnert and Lewis, 1987) focuses on structure, compliance, and task completion, which I initially used to establish control. Transformational leadership (Bass and Riggio, 2006), which encourages motivation and trust-building, was later applied to support the victim and guide my team and proved more effective in engaging the victim and motivating the team to work collaboratively and empathetically. This approach enhances not only outcomes, but team development, morale, and public trust.

Situational leadership model (Cherry, 2023) suggests that leaders must adjust their approach based on the readiness and confidence of their team. I originally adopted a directive approach to address the immediate threat but shifted to a supportive and coaching method while interacting with the victim and calming the suspect. My team required less direction as the incident stabilised, which allowed me to transition to a coaching and supportive role. With the victim, who lacked confidence and was highly distressed, I took a more guiding and nurturing role to facilitate engagement.

Emotional intelligence in leadership (Channell, 2021) played a vital role in managing the distress of the victim and the aggression of the suspects. By

showcasing self-awareness, empathy, and social skills. In this case, my ability to remain calm, read the emotional states of those involved, and guide others through emotionally challenging moments was key to a successful resolution.

Prioritising the needs of others is essential to servant leadership (Burkus, 2010), which was crucial in victim care and is a vital aspect of policing. I built trust with the victim by being compassionate and actively listening, which allowed them to engage in providing a statement.

These models highlight the value of flexibility and leadership in police work by showing how several strategies are needed based on the circumstances of an occurrence.

This reflection emphasises how crucial adaptability is for police leadership. In order to manage the immediate threat and the emotional needs of everyone concerned, I had to be able to modify my leadership style and go from a directive approach to transformational and situational leadership.

By employing a combination of command and control, adaptive leadership, transformational leadership, and emotional intelligence, I was able to navigate a complex and volatile situation effectively. Applying leadership models such as transactional vs transformational leadership, situational leadership, and emotional intelligence further illustrates how leadership in policing must be dynamic and context dependent.

Effective leadership in policing requires situational awareness, emotional intelligence, and the ability to empower others, ensuring both public safety and team cohesion. This incident reinforced the value of adaptability and strategic decision making in achieving a positive outcome in policing operations.

In future incidents, I aim to continue refining my ability to flex between leadership styles with greater confidence and awareness, tailoring my strategy to the needs of the victims, suspects, and colleagues alike. Effective leadership in policing is not just about authority, but is about adaptability, emotional intelligence and ethical

responsibility. I was able to manage the safety of all parties involved, maintain team cohesion, which all in all provided a positive outcome.

(1769 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:

In the National Policing Curriculum, coaching and mentoring are key elements that are vital to the development of probationary officers. Good coaching and mentoring ensure complying with organisational goals and policing standards while assisting officers in developing competence, confidence, and professional judgment (Strong, 2019). I have benefited greatly from organised coaching and mentoring meetings over my three-year probation, which have assisted in my overall work performance as well as my learning and growth.

A long-term, progressive relationship in which an experienced professional mentor and a less experienced colleague is the common definition of mentoring. Providing professional guidance and assistance, and offer career advice (Clutterbuck, 2014). A more structured and goal-oriented approach, coaching uses active problem-solving and guided questioning to enhance skills and competencies (Whitmore and Nicholas Brealey Publishing, 2009). Both strategies have been very helpful to me as I've developed my decision-making and people skills while navigating the challenges of front-line policing.

This workbook offers a critical analysis of the ways in which coaching and mentoring have impacted my probationary period. In addition to improving my performance at work, it looks at how these procedures have assisted me in achieving my organisational, professional, and personal objectives. The workbook also covers the value of feedback from both giving and receiving perspectives, as well as how it supports ongoing professional development in police work. I will reference my research throughout, and I will use Gibbs' Model of Reflection to complete my reflections (Hughes, 2022).

In the context of police work, coaching and mentoring play an important part as learning and development methods that assist officers in developing from trainees to competent professionals. According to (Whitmore and Nicholas Brealey Publishing, 2009), coaching is a methodical approach that emphasises goal setting, short-term skill improvement, and self-directed learning competencies. On the other hand, mentoring is a longer-term, less formal relationship in which a probationary officer receives advice, support, and professional insight from an experienced officer (Clutterbuck, 2014).

The usefulness of coaching and mentoring in policing is explained by theories such as Bandura's (1977) Social Learning Theory (Main, 2022) and Kolb's (1984) Experiential Learning Cycle (Main, 2022). According to Kolb's model, learning happens through an ongoing cycle of active experimentation, abstract conceptualisation, reflective observation, and concrete experience. During my probationary term, I had the opportunity to experience this cycle personally, learning from actual police situations, reviewing my actions with my mentor, applying my theoretical knowledge into practice, and making amendments for future situations.

Like this, Banduras' Social Learning Theory (1977) highlights the value of observational learning, in which people pick up skills by seeing experienced professionals in practice. This was especially important during my probationary term because I often observed my mentor and gained knowledge by being exposed to challenging policing situations under supervision, like de-escalation tactics in volatile confrontations.

Additionally, I often used the GROW coaching model (Hancock, 2024) in my coaching sessions. I was able to establish objectives and identify areas for development by using this Goal, Reality, Options, and Will model to help organise conversations about my growth. I was able to take charge of my education and actively pursue professional development by putting this strategy into practice.

My probationary growth has benefited greatly from coaching and mentoring, which strengthened my fundamental policing values and helped me with interpersonal and technical skills.

Mentoring and coaching have been important to my personal growth during my probation as they have increased my confidence, resilience, and ability to handle difficult policing situations. When managing complicated situations, I first struggled with self-doubt and uncertainty, but regular mentorship sessions gave me the professional confidence and problem-solving skills I needed.

Support on an emotional and psychological level was one of the main advantages of mentoring. The psychological demands of policing may be demanding, and by providing perspective and assurance in times of stress, my mentor's advice enabled me to develop resilience. This is consistent with Vygotsky's (1978) Zone of Proximal Development (Billings and Walqui, 2017), which suggests that learning occurs most effectively when a more experienced person supports the learner. I was challenged without feeling overwhelmed by my mentor, who recognised my areas of need and progressively pushed me to take on greater responsibilities.

I was also able to enhance my critical thinking and decision-making abilities through coaching. I was driven to reflect on previous incidents, identify areas for development, and use new strategies through organised coaching sessions. This links with Schön's (Schön, 1983) concept of "reflection-in-action" and "reflection-on-action," which promotes learning through real time problem solving and post event analysis. I was able to continuously improve during this time by using reflective practice to become more conscious of my areas of strength and progress.

My very first high-pressure arrest incident was a particularly significant event. I had confidence issues at first, but my mentor helped me debrief the event using a tool I've used frequently in my academic work, which relates to the Gibbs' (1988) Reflective Cycle (Hughes, 2022), to determine what worked and what could be improved. I was able to improve my approach and feel more equipped to handle similar circumstances in the future because to this method.

Coaching and mentoring improved my teamwork and communication skills in addition to my operational abilities. I strengthened my de-escalation, community engagement, and conflict resolution techniques with feedback and guided learning. Positive relationships with colleagues and members of the public have also developed due to improvements in these interpersonal skills.

Overall, coaching and mentoring have been essential in helping me develop my professional identity, increase confidence, and build resilience in the challenging environment of policing.

Professional and organisational goals in policing are connected, as individual development directly contributes to operational effectiveness and public confidence. My personal development and the larger goals of the organisation have been greatly supported by coaching and mentoring.

During my probation, one of my main professional objectives was to develop my investigative abilities. This was made achievable in a significant way by my mentor, who helped me manage occurrences, promote critical thinking, and improve my approaches for identifying witnesses and obtaining evidence. This process was aligned with SMART goal setting principles (Bell, 2024), ensuring that my learning objectives were Specific, Measurable, Achievable, and Time-bound.

According to the College of Policing (2019), ethical decision-making, accountability, and community engagement are important from an organisational perspective. My mentor helped me critically evaluate my communication approach during a stop and search incident, making sure that my actions were not only

legally correct but also respectful and transparent. My mentor also encouraged me to reflect on my actions and consider their wider impact on public trust and confidence.

Teamwork and leadership were two other essential areas of growth. Probationary constables must demonstrate leadership in dynamic settings, even though senior officers are usually thought of as having this attribute. I gained the ability to take charge, interact with colleagues in an effective manner, and support cohesiveness through coaching. This is consistent with the Situational Leadership Theory of Hersey and Blanchard (1969) (Kenton, 2024), which suggests that effective leadership adjusts to the experience and confidence of team members.

Additionally, coaching and mentoring have improved my problem-solving abilities, giving me more independence in managing challenging circumstances. This is in line with the professional discretion policing principles (College of Policing, 2024), which allow for officers to make reasonable decisions in unpredictable circumstances.

Ultimately, the coaching and mentorship I received on probation helped me develop into a more confident, skilled officer who adheres to both professional standards and organisational principles.

Coaching and mentoring have been fundamental to my professional learning and performance in the workplace. Through structured coaching sessions, I have developed competencies, including decision-making conflict resolutions and effective communication. These skills have been crucial in ensuring I meet the requirements outlined in the Police Education Qualifications Framework (PEQF) and the National Police Curriculum.

John Heron's (Heron, 2001) Six Categories of Interventions, which highlights directive and non-directive ways to coaching, was one of the most effective models that helped me learn. Using authoritative advice in high-pressure situations and encouraging self-reflection in less urgent ones, my mentor adjusted their

approach according to my experience level. I was able to become more self-assured and independent in my decision-making because of this balance. My ability to learn from my experience was further enhanced by my mentor, who encouraged me to use Schön's Reflective Practice Model (Schön, 1983), which involved thinking back on previous encounters, evaluating my actions, and identifying ways to improve for future interactions. An example of this was my involvement in a domestic violence case, in which I initially found it difficult to conduct an emotionally charged victim interview to obtain a statement. After discussing my approach with my mentor and refining my questioning strategies, I was able to respond in subsequent cases with more effectiveness and empathy (Hughes, 2022).

Additionally, coaching has improved my ability to adjust to the chaotic environments of police work. I was able to combine my theoretical knowledge with real-world experience by using the Experiential Learning Cycle (Mcleod, 2024). For example, I learnt how to manage public order situations by observing my mentor first, then taking charge of a problem and receiving feedback afterwards. This repeated procedure made sure I continued to improve (Hughes, 2022).

Lastly, my ability to function well in a team has been enhanced by my coaching and mentoring. I gained confidence in working with colleagues and handling public relations encounters by studying my mentor's leadership style and getting constructive feedback on my communication abilities. My performance at work has directly improved as a result, as I can now manage difficult situations with composure and professionalism.

Feedback is a crucial component of learning and professional growth in policing. Throughout my probationary period, both formal and informal feedback have helped me refine my skills and improve my performance.

The SBI (Situational-Behaviour-Impact) model (Mind Tools Content Team, 2024) was one of the most useful feedback models I came across. It helped organise feedback in a clear and constructive way. For example, following my first solo suspect interview, my mentor gave me SBI-based feedback that explained the

situation, highlighted my communication style, and discussed the effect it had on the suspect's cooperation. This structured feedback allowed me to identify my areas of strength and improvement without feeling discouraged.

Giving feedback has also been a crucial part of my growth. As my experience developed, I started providing feedback to new probationers. I made sure my criticism was positive and constructive rather than harsh by using the feedback methods I had learned. This experience improved my ability to guide others in addition to proving my own knowledge.

All things considered, receiving and providing feedback has been essential to my development as a police officer since it has enabled me to improve my abilities, enhance my professional decision-making, and support a culture of continuous learning at work.

In conclusion, my three-year probation has been a transformative period, during which coaching, mentoring and structured feedback have significantly shaped my professional development. These processes have allowed me to gain confidence, refine my skills, and align my work with both personal and organisational goals.

Using theories like Vygotsky's Zone of Proximal Development (1978), Kolb's Experiential Learning Cycle (1984), and the GROW model (Hancock, 2024) improved my learning through combining theoretical knowledge with practical experience. Additionally, coaching helped me develop specific skills through structured goal setting and reflective practice, while mentoring provided me long-term guidance and support, fostering resilience and professional growth.

I plan to put the lessons I gained during my probationary period to use as I progress in my policing career by actively seeking feedback, exercising reflectively, and providing coaching and mentorship to colleagues. In addition to improving my professional competence, these strategies will assist in developing a more effective and accountable police force.

(1958 words)

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