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BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based
Workbook 3 (PCDA)
12 elements 8000 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.*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Understanding the Police Officer Role	2000
Task 2	Communication Skills – social media	2000
Task 3	Leadership and Team Working	2000
Task 4	Coaching, Mentoring, Assessment	2000
	Bibliography	
	Total	8000

Task 1

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

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

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

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

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

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

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

ANSWER:

In this essay, I will be discussing an incident that I attended involving a male victim of rape. I will be using Barton's Reflective Tool to structure my essay which will assist in evaluating my decision making during this incident and reflect on the positive action I took to safeguard this victim and any actions I would do differently in future. I will be critically evaluating the strategic role of the College of Policing in professionalising policing in the UK and reflect on how my role as a Police Officer has developed during my probation, specifically now in my final year.

During my tenure thus far as a Police Officer, I have received additional specialist training delivered by the College of Policing. This training being the role of a Sexual Offence First Responder [SOFR]. By the receipt of this training, I am now able to independently attend complex calls such as rapes and sexual assaults to safeguard victims and obtain golden hour enquiries.

South Wales Police received an immediate request for assistance by a 21-year-old male disclosing that he had been raped at his home address following a night out.

As a Sexual Offence First Responder, I regularly attend incidents involving victims of sexual assault and rape, these victims primarily being females. However, on this occasion the victim was a male.

“Every year, more than 84,000 men, boys and non-binary people are raped, sexually abused or sexually assaulted. Of those only 4% manage to tell somebody at any point in their life; and for that tiny percentage, it takes an average of 26 years” (Survivors UK, n.d).

This was the first sexual assault incident that I had attended with a male being the victim of the assault. It’s uncommon for male victims to report crimes such as these due to the stigma attached to being a victim, especially one of a sexual assault.

“Harmful stereotyping, combined with popular myths and misconceptions around male victims, can act as additional barriers when it comes to reporting and seeking help” (GOV.UK, August 2022).

From my experience of attending incidents such as this, I appreciate how traumatising and distressing these events are for the victim, and as such I understand the importance of maintaining a sensitive and empathetic approach.

“As the first responder, you are likely to hear the victim’s account first. Whether the report is about something that is recent or non-recent, the victim may still be traumatised” (College of Policing, 2023).

On arrival at the address, I was greeted by a friend of the victim who guided me into the living room where the victim was sat. The victim was sat on the sofa, his legs tucked up into his body with his arms wrapped around them. His complexion was pale, and eyes were visibly puffy and red from crying.

I sat with the male and introduced myself, I explained in detail the investigative and forensic processes that were required, emphasising the importance of preserving evidence for the investigation. The victim was very quiet and barely spoke when I was explaining the process to him, it was clear from his facial expression that he was absolutely devastated. I gave the victim time to process the information that I was giving him and the opportunity to ask me any questions he had about the investigation going forward. I explained to the victim about the support services available such as Victim Support. Victim Support are a team that work independently from South Wales Police, they offer free and confidential support to victims of crime, as the exert from their website sets out; “We provide a safe, neutral place for you to voice your fears, worries and emotions. This helps a lot of people to cope and move forward after a crime” (victimsupport.org, n.d).

To record the victim’s initial disclosure of the events that had happened, I took with me a document called a PPD3. South Wales Police use a PPD3 to record the first disclosure from a victim of a sexual offence. This document details information from the victim about what happened, who did it, where it happened and when it happened. This is a disclosable document and once complete is added to the policing system for investigative officers to view.

My sensitive and non-judgemental approach appeared to put the victim at ease as he began to explain to me the circumstances around the incident that had happened, with the he details provided to me covering each point required to prove for the offence of rape.

I recorded the information provided by the victim on the PPD3 and then obtained forensic samples from him by use of an Early Evidence Kit [EEK]. An EEK is used for reports of sexual assaults and rape, the kit contains various swabs for evidential skin samples. The forensic samples taken are non-intimate and completed by the attending SOFR officer. These samples are then sent for forensic examination by specialist staff. In addition to this, primarily in cases of rape and digital penetration, there is a further forensic examination required. "This will happen in a specialist centre, often called a Sexual Assault Referral Centre" (GOV.UK, 2022). The examination is conducted by a FME also known as a Force Medical Examiner. They are specially trained doctors who conduct intimate examinations of victims.

I explained in detail the process of attending the Sexual Assault Referral Centre [SARC] and the support provided by the crisis worker present and offered reassurance that I would also be present throughout. The victim agreed to attend the SARC, and I believe that my caring and empathetic manner when speaking with him made him feel comfortable and safe to attend.

As I had been in such close contact with the victim, to prevent cross-contamination I was unable to assist with arrest enquiries for the perpetrator. However, by obtaining a comprehensive account from the victim, which provided a clear description of the suspect as well as identifying bars and locations they had attended the previous evening, my colleagues were able to use this information to assist in identifying the suspect. Following several hours of CCTV trawls and other enquiries, the suspect was identified, located, and arrested for rape. The forensic window for this specific rape is 72 hours and because of the fantastic work of investigating officers, the suspect was located within this time frame and the forensic samples were obtained.

Overall, I was pleased with how I managed this incident, this was the first time I had responded to a male rape victim and felt slightly apprehensive as I was unsure if I should alter my response to the individual. However, I quickly realised that I didn't need to treat the male any differently to a female, I maintained a non-judgemental and sensitive approach, and this appeared to put the victim at ease. For development purposes when dealing with similar incidents again, I would ensure that I spoke with specialist officers within the Rape Investigation Unit before attending the call to ensure I understood exactly what evidential swabs were needed when the victim attended the SARC. This was something I was unsure of and had to contact them whilst with the victim to clarify. This made me feel a little embarrassed and incompetent, but this was great learning for me, and I now have this knowledge for future incidents.

As I touched upon at the beginning of this essay, the College of Policing are working towards the Policing Vision 2025 by providing officers with specialist training and skills to be able to respond to critical crimes such as this. The Policing Vision 2025 outlines the importance of this in their handbook,

“professional workforce equipped with the skills and capabilities necessary for policing in the 21st century” (NPCC, n.d). In conjunction with this, the College of Policing have developed the Policing Education Qualifications Framework [PEQF]. The purpose of the PEQF is to ensure that all officers recruited are highly qualified and provided with the correct skills and knowledge to conduct their roles efficiently, “It will help individuals develop a variety of skills such as; research skills, critical thinking, analysis and evaluation” (College of Policing, n.d). The PEQF is a programme which provides officers with the opportunity to work towards a degree in professional policing and ensures that the standard of officers joining forces is of a high quality.

In addition to this, the Policing Vision 2025 reinforces the importance of a representative workforce. Society is diverse and it is critical that police forces are also, by ensuring a diverse workforce within policing, we can build trusting relationships between police officers and minority communities. Also, by encouraging a representative workforce, this will encourage individuals from all walks of life, providing a diverse range of knowledge and skill set to join the police. The Policing Vision 2025 recommends that forces “Ensure the police service attracts a representative mix of people with the right skills, knowledge and potential, behaviours and values to deliver the policing vision” (NPCC, n.d). My role as a Police officer has changed tremendously since my first year of probation. I have now been working as a Response police officer for almost two years and I am now one of the most experienced on my shift. I once was the student that asked for guidance and advice on dealing with incidents, however now I am the one providing guidance to others. As my confidence and knowledge has developed over the last two years, I have proven myself to my Sergeant as a valuable member of the team. My confidence has developed greatly throughout my probation, I now enjoy taking the lead at incidents and pride myself on my ability to communicate with individuals to diffuse a situation. I have particularly taken to the building of case files, I have always been very organised with paperwork and when compiling case files, this has shone through. Colleagues with longer service than myself will regularly ask me questions about specific case file documents and advice on how they complete these. I have led complex investigations, one that I am particularly proud of was regarding a report of Sexual Assault by touching. I attended the victim’s address in response to her initial report, I gathered all the evidence available to me, that including over 8 statements, photographs etc. I then arrested and interviewed the suspect and compiled the file of evidence which was sent to the CPS for a charging decision. The CPS have recently returned with a decision to charge the suspect, who will now be attending court in the coming weeks. This was the first investigation that I have conducted from beginning to end alone. I have taken a great sense of achievement from this, and it has opened my eyes to the types of investigation I may like to specialise in the future. I have spoken to my Sergeant about my aspirations for the future, asking him for advice on which departments may suit my

interests. From our brief conversations, I have begun to explore the possibility of arranging an attachment with the MOSOVO team within South Wales Police. The MOSOVO team is an abbreviation for Management of Serious and Violent Offenders. The offenders that MOSOVO manage vary from sexual predators to domestic violence perpetrators. In addition to the MOSOVO team, I have a strong interest in public protection and the safeguarding of victims. The Public Protection Unit within South Wales Police investigate a variety of crimes, with a strong emphasis on safeguarding victims.

His Majesty's Inspectorate of Constabulary and Fire & Rescue Services [HMICFRS] describe the PPU as "the section of a police force dedicated to ensuring the safety of those in danger of becoming victims of crimes such as child sexual exploitation, modern slavery and human trafficking and domestic abuse" (HMICFRS, 2023).

I am passionate about supporting victims and doing all that I can to ensure that these individuals are safeguarded, this was one of the main reasons why I wanted to become a Police Officer and I believe by working in a role such as MOSOVO or PPU I will be able to make a real difference to victims of crime and protecting the public from serious offenders.

Word count - 2032

Task 2

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

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

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

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

What social media platforms are used by policing?

What are the benefits and risks of using social media?

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

ANSWER:

In this essay I will be evaluating the use of social media within British police forces, specifically how South Wales Police use this as a means of engaging with the communities they serve. I will also be reflecting on an incident that I attended where I utilised the use of social media to assist with identifying a perpetrator of a crime.

‘The United Kingdom was home to 57.1 million active social media users as of January 2023’ (Statista, 2023). Evidently from these statistics, a large quantity of the British public now uses social media daily. As such, it is vital that police forces develop with this modern era and utilise these platforms to reach and engage with the communities they serve.

Police forces across the United Kingdom are using social media platforms to reach a larger audience of individuals and to improve communication with the wider community. ‘Forces are using social media sites as a method of widening their access to communities and engaging with people through their preferred method of communication’ (College of policing, 2013). There are many benefits of the use of social media within policing, ‘it offers the police a way of connecting, and engaging with the public, it enables, important information to be distributed quickly and easily, and it can assist in intelligence gathering’ (Police Foundation, 2014).

South Wales Police have a presence on several digital platforms, such as Facebook, Twitter, Instagram, Tick Tock, YouTube and LinkedIn. Their aim is 'to inform/ educate and change the behaviour of people in our communities and inform those interested/ affected by local policing' (South Wales Police, 2022). The use of social media within policing assists in modernising British police forces and provides the public with the opportunity to remain informed and updated on local issues and the work police forces are conducting to combat crime. The use of social media also provides officers with the opportunity to share good news stories, such as the arrests of prolific offenders, the success of a specific operation, details of community engagements and information relating to recruitment to name a few. 'Social media not only calls for a different tone, it also allows police officers to talk about positive news, emotions, police culture and experiences of daily life' (BBC News, 2012).

It is believed that the use of social media is more effective at reaching a younger audience than via other means such as newspapers and community meetings, 'social media may enable the police to engage with 'hard to reach' groups, reaching a different demographic from those who traditionally attend public meetings' (Police Foundation, 2014).

Social media is also used for appeals, this can be for ongoing investigations where the public are encouraged to share any information they have about an incident, or to identify a suspect linked to a crime in the local area. 'Legitimacy is an essential aspect of the British policing model and is well established in the UK as 'policing by consent'. The more the public supports the police by providing information or being involved in policing activities, the greater the scope for police forces to prevent or resolve crime and other incidents' (College of policing, 2017).

Earlier this year, I attended an incident which involved a creeper burglary. A creeper burglary is when thieves will enter an individual's home to steal valuable items, usually when the owners of the property are asleep. South Wales Police received a 999 call from a female reporting that she had heard someone downstairs in her property. The female was understandably petrified and remained in her bedroom until police officers arrived. I attended the address as an emergency response and on my arrival at the property, the front door was wide open but all the lights within the house were off. At this point I was unsure if the perpetrator was still in the property, within seconds my colleagues arrived who were taser carriers and we all entered the property together. A thorough search of the property was conducted however no perpetrator was located.

I obtained a statement from the female victim who disclosed that she had been upstairs in bed asleep when she heard the front door slam. This startled her awake and she lay in bed frozen listening to the individual rummaging around her belonging's downstairs. The female stated that she lived alone at the address and was not expecting anyone to be coming over so knew immediately that this was a criminal inside her property. The female did not believe that the individual had come up the stairs as

she thought they were spooked from the address when the lights of the police vehicles came hurtling into the street.

When searching the property, it was clear that the female's handbag had been rifled through as the contents had been tipped on to the dining table and the victim confirmed that her designer purse and sunglasses were missing. To ensure that any evidential fingerprints were maintained, I requested that a Crime Scene Investigator was deployed to the address as a matter of urgency. I understood that this would be critical in our investigation to assist with identifying the perpetrator. 'A delay in protecting, preserving or gathering material may result in evidence being contaminated or lost' (College of Policing, 2013). When discussing the forensic opportunities within the address with the victim, she disclosed that she had a CCTV camera at the front of her property as well as a doorbell camera which activates when there is any physical motion at the front door. I reviewed the footage on both cameras, the perpetrator was captured approaching the address, they could be seen to look through the living room window of the property and then made their way to the front door where they tried the door handle and successfully gained access to the property. The victim was mortified that she had forgotten to lock the front door. Although the perpetrator had dark clothing on and their hood up, the doorbell camera did capture the suspects face and on their jacket was a distinctive logo.

I arranged for this image to be processed through the Retrospective Facial Recognition (RFR). 'This is a post event use of facial recognition technology, which compares still images of faces of unknown subjects against a reference image database in order to identify them' (South Wales Police, n.d). Unfortunately, on this occasion, the database did not find a positive match with any images stored on the policing system. I discussed with my Sergeant the alternative options available to identify the perpetrator, I had already obtained fingerprint analysis from the CSI officer but enquired if there were any other investigate steps I could take. My Sergeant advised me to contact the Communications team within the force and enquire if it would be possible to release the photograph of the suspect on our social media platforms and appeal for any information the public may have on this individual.

South Wales Police have a force policy that any public appeals for information must be issued by the Communications and Media team. 'Operational issues, including appeals, arrest/ charge information and court outcomes must only be issued by the Communications and Media team, who are trained in media law and adhere closely to both national and force policies. This approach aims to ensure consistency in style and policy, minimising the risk of prejudicing proceedings and falling foul of Contempt of Court legislation, and the risk of complaints to the force' (South Wales Police, 2022).

I liaised directly with the media officer for the force area that I police and provided them with the information needed to be able to publish this image. The image was published on all South Wales Police' social media platforms and an appeal was made to Members of the Public [MOP].

Unfortunately, I did not retrieve any positive identification for the perpetrator from this appeal, however a few weeks later, another burglary occurred in the area with a very similar modus operandi. There was CCTV footage from the property which captured the suspects face and clothing, the perpetrator had the exact same jacket as the perpetrator for my burglary and on closer inspection, the individual was confirmed to be one of the same. As such, a further appeal was created, a still photograph of the suspect was uploaded and a photograph of the jacket the suspect was wearing were published. Within a few days of the appeal being made, South Wales Police retrieved intelligence regarding where this individual may be residing. Police officers attended the address provided by the MOP and successfully arrested the suspect.

The success of this investigation proves what a useful tool social media can be when used correctly for a policing purpose. South Wales Police have a strict policy on the use of social media for policing purposes, this is of paramount importance to ensure that any information posted online is vetted and does not breach any data protection legislation or interfere with sensitive investigations.

Although the use of social media can be extremely useful and effective in engaging with the public, if not used professionally and appropriately, serious issues can arise.

In 2015, Merseyside Police made a grave error in responding to public tweets on Twitter regarding a recent football game. The force was tweeted by an individual reporting a rape that had occurred at the stadium, although this tweet was made in jest, the force inappropriately responded to the tweet with what they believed to be a witty response. This had catastrophic repercussions and resulted in Merseyside Police having to publish a public apology and the individual responsible for responding to the tweet being dismissed from the force.

‘The force was forced to issue a series of apologetic tweets; there was a Twitter backlash; and, as is so often the case when social media goes wrong, the story was widely reported in the mainstream media. Rape charities have accused the force of sending out ‘completely the wrong message’ (Media First, 2015). This is an example of why it is so important that police forces ensure that the use of social media is appropriate and in line with the code of ethics if police forces fail to do so it can pose serious risks to the organisation.

This essay has identified how social media can be used as a fantastic tool to communicate and reach wider communities. It’s detailed how the use of social media can help to keep members of the public informed and updated regarding incidents occurring in their areas and to showcase good news stories. Whether that be regarding the arrest of a prolific offender, a successful warrant involving the production and distribution of illegal drugs or specific public engagement activities and meetings being held within the community. All of these are excellent ways to utilise social media within modern day

policing. However, this essay has also highlighted how the inappropriate use of social media can have extremely detrimental effects on policing and the public's trust in police forces.

It's evident from the findings in this essay that it is of paramount importance that police forces ensure that policies and procedures are followed regarding the use of social media and only ever used for a policing purpose.

Moving forward, I feel confident in my knowledge regarding the use of social media for assistance with police investigations and am fully aware of the procedures that must be followed if the use of social media is necessary to assist with an incident.

Word count – 1916

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:

In this essay I will be evaluating and evidencing how I affectively adapted my leadership style when responding to a critical incident. I will highlight the leadership styles that I have developed and adopted within my role, and which I have found most useful when responding to a variety of different situations. I will be discussing an incident which I attended in the company of a student officer, where South Wales Police received a report of an unconscious male being located by a member of the public.

‘Police leaders build a strong sense of shared values and common purpose at all levels of the police service’ (College of Policing, n.d). The role of police officers can be dangerous and unpredictable, as such it’s of paramount importance that officers are competently able to manage and lead a team when required.

‘Everyone in policing has a leadership role. Whether it's taking the lead when responding to an incident, mentoring a colleague, delivering a project or managing a team or department. This is often in situations more extreme than those faced by many other professions’ (College of Policing, 2023).

In 1939, psychologist Kurt Lewin led a study that identified three core styles of leadership. The study outlined the effects that different leadership styles had on team members and the different

results obtained by using different leadership styles (Mind Tools, n.d). As noted, this study identified three core leadership styles, authoritarian leadership, participative leadership and delegative leadership. Each of these leadership styles could be effective in a policing context, however their use would need to be considered depending on the circumstances of the incident. South Wales Police received a 999 call from the ambulance control room, reporting that they had received a call from a member of the public stating that they had located an unconscious male lying in the street. As one of the most senior police officers on my team, my Sergeant asked that I attended in the company of a student officer.

On arrival at the incident, I activated my police body worn video and approached the reporting person. The witness was an extremely distressed female, she disclosed that she had been walking to work when she located the male lying on the pavement. The female stated that she had tried to speak to the male as he was blocking the pavement but received no response, it was at that point she panicked and called for an ambulance.

I rushed over to the male and checked his breathing; the male was not conscious and not breathing. I immediately began chest compressions on the male whilst my colleague continued to speak with the female. My colleague, who was still in his tutorship at this time and had very little experience of attending critical incidents such as this, simply stood watching me whilst I quickly became breathless from commencing CPR. It was at this point that I knew I needed to take charge of the situation and delegate tasks to my colleague. I directed my colleague to talk over the police radio and provide an update on the situation, specifically requesting for an estimated time of arrival [ETA] from the paramedics summoned, and for further units to attend and assist. Incidents of this nature are alarming and distressing so I understood that my colleague needed direction and guidance to conduct the most appropriate tasks. I utilised a participative leadership style, also known as a democratic style during this incident as I believed this was the most appropriate leadership style for the circumstances. 'Democratic leaders offer guidance to group members, but they also participate in the group. Democratic leaders tend to make followers feel like they are an important part of the team, which helps foster commitment to the goals of the group' (Cherry, 2023). A participative leadership style was used by my tutor during my tutorship. When attending incidents with my tutor, we would discuss the most appropriate methods to deal with the incident and he would offer advice and guidance on the tasks I needed to complete. Although I didn't have time to explain the reasons behind my requests to my colleague, due to the nature of the call and the importance of making quick decisions, I felt that this was the most suitable leadership style to use at that moment. I was also very aware of how incompetent you can feel when in your tutorship and attending fast paced, distressing calls where you have no idea what to do. Thus, why I ensured that I gave clear and

concise instructions to my colleague. This gave him the opportunity to showcase his abilities to perform under pressure and gave him specific tasks to complete which in turn provided him a feeling of satisfaction and that he was a useful asset to me during that call.

A few minutes later, the paramedics arrived and relieved me from conducting CPR. Two further colleagues had arrived; however, they were stood speaking to the reporting person. I had concerns regarding this male's health and how this incident could possibly result in a suspicious death. I realised that I needed to be flexible with my leadership style, and although the earlier leadership style of providing guidance to my colleague was effective, I understood that I needed to alter my style to ensure the incident was managed appropriately and competently. This was an evolving incident which required the attending officers and I to be alert and proactive with our actions. Neither of my colleagues were forthcoming with conducting tasks, and as a result I realised that I needed to take charge and provide further leadership for this incident. Due to the severity of the incident and the fast-paced environment, I understood that my instructions needed to be clear and concise. This was to ensure that all the golden hour enquiries were completed and any evidence at the scene was preserved and secured should an investigation be required. 'Effective action during the golden hour will increase the opportunity to identify suspects, protect victims and witnesses and help to secure positive criminal justice outcomes' (College of Policing, n.d).

I utilised an autocratic leadership style to complete this, I directed my colleagues to create a cordon around the perimeter of the scene with police tape and requested that a scene logbook was created. 'Authoritarian leaders, also known as autocratic leaders, provide clear expectations for what needs to be done, when it should be done, and how it should be done' (Cherry, 2023).

I communicated over the police radio and updated the control room regarding the attendance of ambulance, I then asked for colleagues within the criminal investigation department to be notified of this ongoing incident due to my concerns of the possible outcomes. Additionally, I requested that further units were deployed, specifically to assist with a road closure as this incident had occurred on a very busy road with a high foot fall, I was conscious of the time of day and noted that this incident would attract a vast amount of public attention.

A short time later, the paramedics removed the male from the scene and transported him to the hospital for further treatment. Unfortunately, the male was pronounced as deceased at the hospital. The passing of this male was a tragic incident, however my forward planning and decision making resulted in the most appropriate course of action as a scene had been created and all evidential materials preserved for CSI recovery.

This incident was a distressing and difficult call to manage, and although I am one of the most senior officers on my team, this was the first call that I had attended where I was required to conduct CPR

and actively manage the situation on my own. I believe that the two leadership styles I adopted were appropriate for the circumstances of this call, however in general I do find it difficult to delegate tasks usually due to fear of appearing bossy or overconfident. However, during this incident I had no time to consider these intrusive thoughts and simply had to take control and step out of my comfort zone. The role of a police officer is extremely unique, we are employed to run into danger when others would run away, we must be able to make decisions quickly, take control of incidents and ultimately protect the public. Although bravery is not something that can be taught to recruits, the ability to lead and manage a team is a skill that can be taught by professionals within policing. As a result, The College of Policing have developed a "National Centre for Police Leadership". The centre has been created specifically to set the standards for leadership within police and will provide adequate guidance, tools, and continuous professional development to officers (College of Policing, 2022).

The guidance has published five organisational levels of leadership within police forces, these being leadership foundations, first line leaders, mid-level leaders, senior leaders, and executive leaders. The purpose of this being that whether you are police staff, volunteers, or any rank of police officer, you have a level which you should be fulfilling. 'These standards set a benchmark for the leadership knowledge and understanding, skills, attitudes, behaviours and performance expected of police officers, staff and volunteers operating at these levels. They set out what good leadership looks like when officers, staff and volunteers are carrying out the accountabilities of their role' (College of Policing, 2023).

The leadership standards expected of myself is detailed under the standards for leadership foundations. I am expected to always uphold the code of ethics, work effectively as part of a team, demonstrate leadership skills and role-model good practice. (College of Policing, 2023). With these in mind, I believe that I successfully withheld these whilst responding to this incident and the leadership styles I utilised were appropriate in line with the circumstances of the call. Although I believe I managed this incident well and used appropriate leadership methods, I am acutely aware that to be a leader, you cannot simply rely on one leadership style. Successful leaders must be flexible in their leadership and understand that this may need to change depending on the circumstances which face them.

'Leadership flexibility is the ability to correctly diagnose the requirements of a situation *and* to respond accordingly with a viable leadership approach' (Managing life at work, n.d).

Leadership flexibility in policing is critical, incidents that officers attend are varied, and no two calls are the same, which is why it's imperative that police officers from the beginning of their service are aware of this and are provided with the tools and guidance to develop into a successful, flexible leader.

This essay has evidenced my ability to take charge and responsibility when faced with difficult circumstances. I am acutely aware that as a police officer young in service, I have a great deal to learn in relation to being a successful leader and managing a team. However, I am confident that with time and experience, I will be able to build upon the firm foundations I have already have to developed into a well-versed and dependable leader.

Word count - 1853

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 this essay, I will be critically reflecting on my three-year probationary period within South Wales Police. I will be discussing how my confidence, skill and knowledge has grown over the last three years and how my tutorship period provided me with the foundations to becoming a successful police officer. I will be discussing the steps I have taken during my probationary period to build upon my knowledge and skill set and how this has assisted my development into a proficient police officer.

I joined South Wales Police as a student constable in March 2021, prior to this I was police staff within a digital services department in the force. Although I had worked within South Wales Police for several years, I had very limited knowledge of day-to-day policing and the roles of a police officer working on the front line. However, whilst in my police staff role, I worked alongside several police officers of various ranks and thoroughly enjoyed listening to their stories of incidents they had attended.

I was overjoyed when I successfully secured a position to become a police officer and I threw myself into the training and examination process.

In September 2021, I successfully passed out of the student training department and joined my new team on response. As a student constable, my first 12 weeks on response policing were completed in the company of a Tutor Constable. 'A Tutor provides mentoring, instruction and guidance as well as facilitating work-based learning' (College of Policing, n.d). I was exceptionally fortunate to be paired with a fantastic tutor who had over 10 years' experience in response policing. I absorbed a vast amount of knowledge, experience, and wisdom from my tutor and as such, this provided me with a

strong foundation of knowledge to build upon. My tutorship period was essential to my development as a police officer, and thankfully my tutor was patient, kind and extremely knowledgeable which accelerated my progression. I was extremely nervous when attending my first few incidents, however I was made to feel safe and reassured throughout each call. I truly believe that if I had not been so fortunate to have such a skilled tutor, my experience could have been very different.

Over the last two years of my tenure on response policing, I have built upon my skills and knowledge and would class myself as a competent police officer. I have successfully attended and passed several additional courses, such as my response driving and a Sexual Offences First Responder [SOFR] course. The response driving course entailed three weeks of intensive driving, I was taught how to adjust my driving for policing purposes, to drive with the lights and sirens, and new techniques for steering and positioning the vehicle when responding to an emergency call. I thoroughly enjoyed this course, and it has benefited me hugely as I am now able to drive to emergency calls, rather than relying on my colleagues to drive the vehicle which in turn has resulted in myself becoming a greater asset to the team.

In addition to this, my Sergeant recommended myself for a space on the Sexual Offence First Responder course, based on my progression to date and maturity I have shown within the role. I had previously spoken to my Sergeant about my interest in investigating sexual offences and my progression to a role specialising in this area of policing. I attended the SOFR course in March 2022, this was a three-day intensive course providing officers with the knowledge and skills required to attend a report of a sexual offence. I found this course exceptionally informative and was able to relay the knowledge and training to my colleagues when I returned to shift. At present, I am the most experienced SOFR officer on my shift and as a result, I usually attend every report of rape/sexual assault that we receive during our tour of duty.

In recent months, the newest recruits joining response have received a SOFR input whilst in training, therefore I have been given the role as a mentor for new recruits attending SOFR calls. I felt a little apprehensive when my Sergeant first asked me to take on this role, however I can honestly say that I thoroughly enjoy it and I feel a sense of accomplishment and competency being given this responsibility whilst still young in service myself. The completion of this course was an important milestone in my learning thus far, and extremely beneficial to my team as well as the organisation. Until now, there has been a lack of qualified SOFR officers within the force and by undertaking this training, I have been able to assist with reducing the pressure on other SOFR officers in my force area and in turn, provide a higher level of service to victims of sexual crimes due to my wider training and knowledge in this area.

As I noted earlier in this essay, the investigation of sexual offences is of great interest to me and is something that I would like to specialise in as my career progresses. Within South Wales Police there is a specialist Rape Investigation Team based within the Criminal Investigation Department, my intention over the next 12 months is to secure an attachment with the team which will hopefully provide me with a greater understanding of their roles and the wider investigation of a sexual offence. Mentoring and coaching is an important part of policing, as noted in my tutorship period, the mentoring from my tutor was exceptionally important in my development as a police officer. The college of policing define mentoring as 'a relationship where a more experienced or knowledgeable person offers support, advice, and guidance to help a less experienced person develop and progress' (College of policing, n.d). This definition perfectly explains the tutorship period for students, tutorship is crucial in ensuring that new recruits are competent and equipped with the skills required to conduct their roles as police officers.

In addition to mentoring, South Wales Police also offer coaching services to staff and police officers. Coaching differs to mentoring as it is specifically designed for improving performance and developing an individual (CIPD, 2023). Coaching for police officers is mostly used for officers seeking to progress up the ranks, coaching is designed to assist officers with the promotion process, specifically to accelerate professional development and enhance performance.

There are several mentoring and coaching models which could be utilised in a policing context. A coaching model is a process through which coaches bring individuals closer to their goals (Coach Foundation, 2023). An example of a coaching method would be the OSKAR model, this model comprises of five stages, the outcome, scaling, know-how, affirm and review. This model is particularly useful for individuals seeking to develop themselves and strive for a transformational change (Coaching Foundation, 2023). From reviewing literature published by South Wales Police on the force intranet, I can see that this coaching model is widely used by coaches and mentors within the force and assists staff and officers with their development (South Wales Police, n.d).

Additionally, the GROW Model appears to be a popular choice for coaches and mentors. The GROW Model is an acronym that stands for Goals, Reality, Options and Will. The GROW model can be used in both a professional and personal context, the model is believed to be beneficial for individuals in setting clear goals whilst promoting self-reflection and personal growth (Bitesize learning, 2023). There are tremendous opportunities available to individuals wanting to progress within police forces, the ability to strive for success and set attainable goals is fundamental in progressing further, specifically into a specialised role or through the promotion process.

As I highlighted above, South Wales Police do offer coaching opportunities for officers, however this primarily seems to be for officers wanting to apply for promotion. From the literature that I have read

and from speaking with other colleagues, there doesn't seem to be many opportunities for coaching to officers making lateral moves in their careers. However, I believe that it would be beneficial for coaching to be offered to officers, especially those in response policing, proving guidance on interview techniques and preparation, feedback on written applications etc would all be of extreme benefit. There is an abundance of different roles within the police force, and this can be overwhelming for officers to know where to begin with the application process. With the support and guidance from a coach, this may assist officers in building the confidence to pursue an alternative role.

On the topic of coaching and feedback, I understand that it's prudent to be able to give and receive constructive feedback. During my tutorship period, my tutor and I would reflect on my performance following every call that we attended. We would discuss the incident in full, reflecting on my decision making, what went well, the things that didn't go so well and what I may do differently if responding to a similar call again. This method was effective as I was able to clearly differentiate the things I had done well and what I could do differently next time. At no point would I feel that I was being unfairly criticised or picked on, I always felt that the feedback was constructive and fair. Receiving feedback in this manner assisted me greatly and any criticism I was given was warranted and I was able to improve these with the support of my tutor.

Literature states that 'constructive feedback creates an environment where individuals can grow and improve' (Kanban Zone, n.d). It's noted that the use of constructive feedback can be advantageous in the workplace as not only will the employee reap the benefits, the employer also will, 'in the workplace setting, these benefits enable individuals to become better contributors to the organization's performance. Motivated employees have better relations with team members and perform at their best' (Kanban Zone, n.d).

Nevertheless, although I understand the importance and advantages of providing effective and constructive feedback, this is something that I find very challenging to do myself. I realise that the receipt of negative feedback can be difficult for some individuals to process and because I am not in a supervisory role, I choose to avoid addressing negative feedback with my colleagues. There are several reasons for this, firstly I wouldn't want to upset or hurt an individual's feelings, secondly; as I am so young in service myself, I'm unsure if my opinion would be taken seriously; and thirdly, I would prefer not to have that difficult conversation with a colleague. I am aware that this is something I need to address and push myself out of my comfort zone to do in a constructive way, especially with new recruits and myself being one of the most experienced officers on my team to date. I believe with more experience and responsibility, my ability to provide constructive feedback will evolve and improve which in turn will assist my progression in policing.

This essay has successfully addressed the objectives set in my introduction. I have evaluated how the mentoring from my tutor during my tutorship set the foundations for my development into a competent police officer today. I intend to continue to work towards my aspirations of working with the Rape Investigation Team and will welcome any additional courses that may assist in my development as a police officer. I believe that my drive and willingness to be successful will only benefit my career aspirations and I hope that following the end of my probation period, I will be able to fulfil these.

Word count - 1930

Bibliography

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

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