

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)**

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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:

Introduction

Within this essay, I will be referring to an incident where I played a significant role in supporting an individual who was heavily intoxicated whilst out with their friends and family for the evening. The information I received prior to being on scene was that the individual was running into the road, narrowly missing cars and in danger of being hurt. After managing to get the individual into the rear of the police vehicle, they started to act erratically and hit their head against the door of the cage within the police vehicle. This caused them to sustain a head injury, and large amounts of blood came out of the injury. During this incident, a large crowd appeared, believing that my colleague and I had caused the injury to the individual and therefore quite hostile towards officers. It was critical that during this incident I remained professional when dealing with the individual and other members of the public. This essay will also seek to critically evaluate the strategic role of the College of Policing in professionalising policing within the UK and how my role in my final year of probation as a police officer has changed.

The College of Policing 'set requirements, accredit, quality assure and deliver learning and professional development' for those working within the police service (College of Policing, 2024). Within their Corporate Strategy 2022-2026, the College

of Policing state that they play a 'critical role in the policing system, supporting improvement and driving change across the service' (College of Policing, 2022). They have set out five strategic outcomes to deliver on this strategy:

1. Building trust and a fair culture
2. Transforming police leadership
3. Supporting career-long professional development
4. Boosting core skills
5. Strengthening innovation and implementing what works

(College of Policing, 2022).

In 2016, the College launched the policing education qualifications framework (PEQF) that would raise the level of learning and educational training received by newly employed officers (Heath, 2021). The introduction of the PEQF meant that new officers had to complete academic work alongside their operational role, proving competency in all these areas, prior to being confirmed in rank.

The National Police Chiefs' Council set out a ten-year plan for policing called the 'Policing Vision 2025' which sets out why and how forces need to change by 2025 by building on the 2011-2016 Vision. It is noted within the Vision that "Police have continued to reduce acquisitive crime but are now dealing with significant increases in cases of child sexual exploitation, safeguarding concerns and domestic abuse" (NPCC, pp.6, 2016).

The Strategic Policing Requirement was last published by the Home Office in 2023 and allows the Home Secretary to "set direction against the biggest threats to public safety" (Home Office, pp. 2, 2023) and to ensure that police can deliver a robust response nationally. The Home Office works alongside and with partners such as the College of Policing to implement the requirements and visions as set out by senior officials in both policing and government.

Conclusion

- Evaluate good and bad about college of policing
- Then what is bad or good about the sources

**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:

Within this essay, critical evaluation will be made of my individual experience of using social media within my role as a response police officer, to inform and engage with the community and to promote policing initiatives. To do this, I will be using the Gibbs' Reflective Cycle to examine my experiences and to learn from them when dealing with future incidents. I will be referring to an incident where I played a significant role with a victim and reflecting on what happened. The incident involved a spate of high-value vehicle thefts with numerous victims however it was recognised that the same individuals were involved as the suspects. It was clear from viewing CCTV footage of the incidents that the suspects were involved in organised vehicle crime due to the sophistication of their operation. Social media was used during this investigation to raise awareness of vehicle security but to also inform the wider ongoing public about ongoing investigations, with the aim of engaging with concerned members of the community.

Khan et al (2014) conducted a study to investigate the risks and benefits of social media use by public agencies. Within this study, a survey was conducted of 289 government sector employees from six South Korean government research institutes. The research concluded that 'the effect of the benefits on users' satisfaction was stronger than the risks' (Khan et al, pp. 606, 2014). This study was published in a peer-reviewed journal by authors who are employed in higher-education in South Korea. The article has also been cross-referenced on 105 occasions, and the entire journal being used 358,473 times in the previous calendar year. This information indicates that the information contained within the study is relevant to large amounts of research worldwide, as well as being reliable and reviewed by academic peers of the authors. It was outlined in previous research

conducted by Curtis et al (2010) that social media provides various opportunities for public interaction and provides information about public opinion, emotion and behaviours (Chun and Reyes, 2012). Bertot et al (2012) stated that through social media interaction, there are challenges relating to data management, security, accessibility and social inclusion. This is especially pertinent in policing in terms of data management and security, as hacking of accounts and breaches in data protection would be disastrous for the force concerned. These incidents can have disastrous implications for a force both financially and in reputation. When creating a post for social media, I first sought guidance from those working within the media and communications department to see if it is suitable to be published publicly.

South Wales Police utilise several social media accounts to broaden engagement with the public that it serves. The force states that it has a “presence on a number of digital platforms, aiming to inform/educate and change the behaviour of people” in the community as well as to “inform those interested/affected by local policing” (South Wales Police, pp. 4, 2024). This allows for the force to engage with a wider audience, and target different generations within the community through videos, ‘reels’ and image compilations. South Wales Police as well as other forces across the United Kingdom use numerous social media platforms such as ‘Facebook’, ‘X’, ‘Instagram’, ‘TikTok’, and ‘YouTube’ (South Wales Police, 2024). In January 2022, there were 4.62 billion users of social media worldwide (Kepios, 2022) however in 2024, this has passed 5 billion users which is equivalent to 62.3% of the world’s population (Kemp, 2024). By looking at these statistics, it is implied that the quickest way of informing a large population about ongoing events is through the use of social media as more people have an online presence. South Wales Police alongside approximately 80% of other Police Forces within the UK utilise ‘ORLO’ to assist with social media management (ORLO, 2024) – allowing forces to ‘communicate with citizens, handle demand effectively, and to manage any crisis effortlessly’ (ORLO, 2024).

The Communications and Media Department within the force diversify the content posted on these platforms to improve engagement. For example, the force states that the ‘X’ accounts used are primarily used for ‘warning and informing’ purposes, with more engaging content posted on Facebook (South Wales Police, 2024). The force has a strict social media policy which must be adhered to by all employed by them. It outlines the forces’ “approach to the use of digital and social media channels for public information and/ or engagement purposes” (South Wales Police, pp. 2, 2024). Regular reminders are given to employees via the internal intranet, regarding their use of social media when off duty and how the Code of Ethics and Standards of Professional Behaviour must be always adhered to. By having a strict social media policy, it allows the force to defend its officers in confidence when posts are made and interacted with by the public. It also gives employees confidence when using social media as the policy is clear and thorough in what is expected of them when they use social media in a professional capacity. The force policy outlines that employees are actively encouraged to engage and contribute towards the social media channels (South Wales Police, 2024).

Word Count - 857

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:

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:

Within this essay, I will critically reflect upon my three-year probation within the police service. I will reflect upon how I have benefitted from mentoring and coaching from more experienced colleagues and how this has helped me meet personal, professional and organisational goals. I will also reflect upon how this has helped my development and learning in the workplace, leading to the expected performance standard.

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