

BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based

Workbook 5 (PCDA)

12 elements 10000 Words - BMPF 6000D

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

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FACULTY OF BUSINESS AND MANAGEMENT

PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPF 6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

- Assessment

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

How should the workbook be presented?

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

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

(https://www.uwtsd.ac.uk/media/uwtsd-website/contentassets/documents/academicoffice/agh-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	2500
Task 2	Communication Skills – Social Media	2500
Task 3	Leadership and Team Working	2500

Task 4	Coaching, Mentoring, Assessment	2500
	Bibliography	
	Total	10000

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the Police Officer Role.

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

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

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

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

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

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Within this paper I am going to examine the role of the College of Policing inside Police forces in England and Wales and how this contributes to professionalizing police officers. I intend to examine how I am currently working to fulfil the role of a competent professional Police Officer with the benchmarks set by the College of Policing. I also intend to discuss and reflect upon my last year in probation for South Wales Police. I will be using Gibbs model of reflection (1988) to do this (Wilding,2008).

In the United Kingdom Police Forces in both England and Wales are governed by the College of Policing. The College of Policing is a professional body which was established in 2012 and it creates guidelines and policies in relation to training and recruitment of new officers. The College of Policing is an example for all police officers that provides professional police with a voice regarding standards, talents, and competencies (Rogers and Smith, 2018).

According to Bakes (2014), the College of Policing has adopted a five-year strategy to raise standards since policing has changed over the years. Within the strategy there are five main points to cover the five-year plan. The first point states it hopes to raise standards by encouraging professional practice to be evidenced, published and accessible to the public. The second point wishes for evidence-based policing to become developed and used to challenge and improve everyday policing. Third point being a professional framework must be enabled to achieve the end goal. The fourth point to the plan is that police forces work in coordination with other relevant agencies, such as social services and the NHS in hope that this will result in joint research going forward. The final point to the strategy is that all individuals employed by any police force within England and Wales will have confidence that their actions and considerations will always be guided by the ethics set. The main aim of this five-year strategy is to set a world class professional body for all police forces.

This will help in supporting police officers, academics, researchers, the general public and the entire policing community. College of Policing sets the standards expected of all Officers including the Code of Ethics. College of Policing provides training and guidance in order to help Police Officers achieve best practice to preserve life and prevent crime.

Currently, the UK has a total of 317 districts covering approximately 242,495 square kilometres, divided into 43 policing sections that are pretty large to control (Knecht, 2019). The budget cuts to reduce national debts have significantly increased the criminality rate. Today, the Policing Vision 2025 sets out long term professional development strategies for the association of the Crime Commissioners, the national Police Chief's council, and the police until 2025. Technology influences policing in the UK because the police increasingly consume services and conduct transactions online. The Policing Vision 2025 was composed due to higher rates of unprofessionalism in the current system. These policing districts lead to binary costs since they could not implement infrastructures to benefit each other. Martin (2021) says that the College of Policing needs to restrict the skills and capabilities of police officers because of the increase in demand due to technological advances, social and structural inequalities, and financial constraints. He continued discussing improving police-community relations to maintain the model of policing. This is not to recommend that previous Police Officers were unprofessional, but the police need to become more professional to suit the vision of 2025 policing. The police service needs to become a professional service to ensure the public trust and have faith in us.

In 2018, the number of police officers in England and Wales had fallen to its lowest in decades. Complex crimes like child abuse and exploitation require more police resources. With the reduced resources, the police have to handle more violent crimes which are not as simple to solve. They are taking longer to investigate and charge crimes due to the increase in technologically advanced evidence. The prime minister urged to increase the number of police officers by 20,000 in the next three years, which could be challenging to recruit and deploy them effectively. In the next three years, there will be an increase in police officers that will be difficult to project with cast-iron certainty. If the crime rates continue to rise as it has been rising for the last few years, then the government will have to invest in an extra budget from the designed budget.

Policing is a profession that deserves competent individuals in terms of skills and conduct in the workplace. Besides, these activities are made possible through training and education. The College of Policing in England and Wales is a professional body that represents the interests of

the country's law enforcement personnel. When the National Policing Improvement Agency (NPIA) was decommissioned in 2012, the College of Policing was established to assume some of the agency's training and development functions (Rogers and Smith, 2018, p. 34). At the same time, the National Police Library was transferred from the National Policing Improvement Agency. The College of Policing and the government are at arm's length in terms of the relationship. There is a vast range of training available to police officers, including a series of actions, events, and exercises that are aimed to raise the competence of police officers. In this sense, the College has been charged with building competence and requisite training skills among the police forces of Wales and England.

In addition, the College Of Policing is designed to instil a code of conduct among all individuals working in "police services in England and Wales." When the College of Policing was established, it produced the Code of Ethics in 2014, marking the first year of the professional organization's existence. All law enforcement community members are expected to follow the code of conduct (Rogers and Smith, 2018, p. 35). In daily situations, police forces instil high standards and values are promoted to ensure all officers are equipped to make the right decision whilst risk assessing. This is done by using the National Decision Making Model (Byant, Bryant, Robin & Bryant, Sarah, 2020 P77). This model is reinforced through this decision-making framework. To empower police officers with a sense of personal responsibility and authority, they must make the best decisions possible. In this way, all regulations, procedures, findings, and acts taken by police officers are guided by police ethics rather than a piece of paper. Therefore, a code of ethics and general expectations of Wales and England's police service by the society are instilled in the College of Policing.

The public expects to have contact with the police because of the increased digital evidence demands from CCTV footage to phone records (Darch, 2018). This means that the public have more ways to contact police. For example most people have access to a mobile phone which can not only be used to contact police but to capture evidence also, this could be by capturing evidence of a crime on video or photographs. In my role I see more victims of crime being able to provide police with their own evidence which they have captured through personal CCTV footage, or evidence of digital crime through their personal electronic devices such

as: iPad, laptops and mobile phones. The ambition is to implement digital technology to deliver better services to the public.

The College of Policing currently provides support in relation to a new scheme which has been implemented since 2019, whereby new recruited Police Officers must hold a degree or must agree to achieve a degree within a three-year period. Officers accomplishing this degree level programme provides them with in depth knowledge surrounding the law and ensures they develop the skill to communicate in writing to a higher level, which all contributes to making a difference in professionalising Police Constables serving the general public. (Professionalising policing, 2017).

Previously the police service failed to improve the development of their officer's investigative skills and to provide them with relevant skills and training to be competent to deal with the burden of ever-growing demands from the public. The Home Office has introduced the Professionalising the Investigation Programme (PIP) to help rectify past mistakes. PIP analyses the way crimes are investigated with the hope of making investigators more professional and effective. PIP intends to improve this by training, mentoring and development guidance. PIP will be in place for both uniformed and staff to ensure these standards are met to improve the police force as a whole and help officers become more professional in the way they investigate crimes. It also has the potential to improve investigation standards across the United Kingdom, hopefully providing trust and reassurance to the communities (Beautridge, G (2015).

In 2019 I started my career with South Wales Police under the apprentice scheme as I did not hold a degree. I attended initial training for a six-month period where I studied law and legal practices and then undertook exams as part of the degree scheme. As part of my three-year probation, I had to complete a complex competency portfolio which allowed me to evidence my learning and skills which I had developed and achieved through response policing. I completed this portfolio with the help of my tutor and colleagues who would guide me through incidents and scenarios, they would also act as a witness when I achieved a certain competency, they were able to certify my achievement, and this was collated and returned to my learning development sergeant who would agree and sign the portfolio deeming competent in these areas. To

achieve required competencies, I had to attend and be confident to deal with a range of different situations such as, sudden deaths, domestic violence, obtaining statements and managing property.

Alongside the above I had to complete workbooks provided to myself by the University which would require me to research topics relevant to my role such "Policing Communities and Evidence based Policing". Conducting the research was interesting and educational to myself as had I not been part of the degree scheme it may have been information and learning I would not have been aware of or achieved. Completing the workbooks improved my academic writing and ability which has been a significant help when obtaining statements, especially those which need that much more detail and understanding. I believe this is helping me fulfill my role as a Police Officer proudly and professionally. As a Policing student, my time completing university work has prepared me with the necessary tools to know how the legal and court system worked. I also had gained some knowledge and skills on how to handle offenders before I had started on shift as a response officer which has aiding me in becoming a more a competent professional Police Officer.

As per Gibbs reflective cycle, I was apprehensive at the start of my career however my confidence as grown throughout the past three years. When starting my third and final year I was much more confident within myself and my ability, I am aware I have a lot to learn and will continue to learn as each working day arrives.

My final year as a Police Officer has transformed my perspective of the entire police service. After almost completing two years as a response Officer, attending a range of different incidents I have realised that the role and expectations of a police officer is not easy, and it genuinely challenges an individual's physical and mental strength. I obtained a firsthand look at the challenges of law enforcement. I also learned more about how the judicial system runs, which has ignited my interest in the law. This also made me realize how the criminal justice system is broad, and each officer has different skills and abilities However, the experience and skills I have obtained while working on the front line as a response officer has enabled me to comprehend how successful and crucial a professional Police Force is to our communities and social preservation. I have made mistakes over the past three years however received feedback and guidance to ensure these mistakes do not happen again. My tutorship period was a really

positive time for me and one that I thoroughly enjoyed and found beneficial to my learning and development. Having time seconded to specialist departments within the force is another area where I gained much needed skill and experience, this time allowed me to become a professional police officer.

I have always wanted to join the police and have a passion for helping the people and the community. On reflection I am happy with how I have progressed throughout the three-year period, I am confident in my academic ability in relation to obtaining statements and completing complex forms which I believe is down to having to study for a degree which has helped me gain a range of skills I can put forward and will stay with me throughout my policing career. I would however change how I managed both the university work and a full-time job, my organizational skills were not up to scratch and at times this was a failing by myself which on reflection I would adapt. I believe this would have made the past three years more enjoyable. Nevertheless, I have achieved my goals, by completing the competency portfolios and the university degree, it has allowed me to prove and evidence my capabilities and confidence as a professional police officer.

In England and Wales, police officers work day and night to protect the community (Shohel et al., 2020). This is something that has become evident to me and is at the forefront of police officers minds. I am aware of the past mistakes made my police in relation to not always providing the best service and not being professional. I am also aware of the ideas and guidance in place by not only the College of Policing but from the Home Office also. It is evident that governing bodies are aware of the importance of police forces within England and Wales learning from their mistakes and striving to become a more professional police force.

In conclusion, the UK has a large population distributed over a large surface area hence why it is required to offer pieces of training to their police officers. They need professional police officers and more advanced technological systems to the policing strategy and reduce crime rates. It is evident that the College of Policing plays a vital role within police forces in the U.K and will continue to guide, support and train its officers to the best level they can be, aiding in each individual officer to be a competent professional police officer. There are challenges ahead of the five year plan, but it is clear that the strategy in place sets out to tackle and work through any hurdles it occurs over the coming years.

As the end of my probation approaches, I look forward to what my career will bring and will definitely look to upkeep the new skills I have learnt and continue my higher education learning journey. I imagine the college of policing will play a vital role in my development over my career and will be there as governing body for guidance and support when and if needed. I believe that through the training provided by the College of Policing and the support I have received from South Wales Police, I am now a proud professional Police Constable.

WORD COUNT 2585

18

Releva
nt
areas of
the

19

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 engaging with the community and promoting policy initiatives.

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

What social media platforms are used by policing?

What are the benefits and risks of using social media?

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

I am going to discuss the use of social media within the police force. I am going to discuss my experience with using social media as a police officer and how this has changed over the years. I will also discuss what social media platforms police use along with the benefits and risk of using social media within the policing arena.

Over the past couple of decades, there has been an exponential increase in internet usage following the widespread adoption of social media platforms and the rise of mobile communication technology. Social media platforms such as Twitter and Facebook have millions of active registered users. Many people use these platforms to connect with others, share information, and as a source of news to others (Goldsmith, 2015).

Many people use these platforms to connect with others, share information, and as a source of news to others. We also as police officers have accounts on various social media platforms, which we use to interact or share information with the general public. I have access to an account on Twitter, where the account is registered for the local area in which I police. I regularly share important information, mainly about policing, with followers. For instance, whenever there has been an incident such as a road traffic collision causing a buildup of traffic in the area, I tend to update such details on my timeline to update my followers to act with precautions and take alternative routes. From my personal experience, the use of social media as means of engaging and informing the members of the public has both benefits and dangers.

These platforms offer police officers direct contact with the general public, through which they encourage community members to participate in policing and provide information and reassurance. Unlike traditional one-way forms of communication, social media platforms facilitate interactions and conversations among users (Dencik et al 2018). Through social media, we as police officers often share information with the public and reach out for assistance and information. These practices are good in aiding the police force to establish a positive rapport with community members, making them more open to sharing valuable information. I have experienced that the use of social media can help prevent crimes, accelerate criminal investigation, and enhance public relations. With good public relations, members of the community tend to be more open in sharing information about current crimes occurring in their neighborhood, suspected criminals, and illegal activities that often goes undetected (Walsh and O'Connor, 2019). I believe that the use of social media platforms has the great potential to revolutionize the way police officers interact and communicate with the public, improving neighborhood policing greatly.

Another positive to the use of social media is, it's way of finding missing people and within my police force we have a lot of people who go missing, this is not always for a negative reason, but they have not made contact with home or a loved one. However, in these incidents we need to find these people as soon as possible to ensure they are safe and to reassure family members. A way of finding missing people or gain information regarding their whereabouts is to post this particular incident on Facebook or any of the social media platform. This allows thousands even millions of people to see that this person is missing and that we need their help to locate them. Social media allows members of the public to communicate with the registered police account and can often provide vital information instantly which we may never have gained without the use of social media.

Utilization of social media and its diverse platforms has become a powerful tool. The use of tweets, texting and posting on different timelines on the social platforms has been effective in communicating and engaging the community through provision of critical updates and feedback. Social media platforms are utilized by law enforcement agencies to spread information during emergencies including natural disasters (Bullock, 2018). Through social media a lot of time can be saved for first response including provision of crucial information like location so that people in danger and in need of quick emergency response can be assisted as quickly as possible especially through text message. According to Meijer and Wessels (2019), text messages are normally read within the first two minutes after they have been sent which means that the latter is time saving especially when in an emergency situation.

The use of social media in the contemporary environment is promoted by the need to reach members of the public and staff in their digital habitats (Walker and Archbold, 2018). Police forces acknowledge the utilization of social media is largely controlled by the youth who make up the largest population. For this reason, police forces have integrated the use of social media as a new communication trend so as to effectively promote communication with not only the youth but the public in general.

For utilization of the three main social media platforms, there have been rules and regulations initiated like who can use text messages and what type of information can be shared.

The utilization of social media in engaging and communicating with the community and the public has been fundamental in promoting a trustworthy, consistent and respectful relationship. Such a relationship is fundamental in ensuring that the community feels comfortable and included in not only decision making but also getting information of current happenings in the community, locally, nationally and even internationally (Imran et al 2018). Through social media, the police departments have been able to gain control in promoting efficiency which is effective in improving their reputation. Social media has provided a safe platform through which the police and the public can effectively interact through asking questions and contributing to problem solving. Additionally, the public is able to provide important tips to police on crime thus supporting and assisting the police in fighting crime and promoting law and order (Bennet Moses and Chan, 2018).

However, on the other side, the use of social media by police officers also poses a grave danger. It is attributed that missteps in the use of social media can significantly compromise the safety of police officers and criminal cases. The use of social media is likely to expose the police department to criminal liability and embarrassment (Palen and Hughes, 2018). Since criminals are also on social media platforms, they tend to send wrong information to divert the attention of the police officers or keep updated on proceeding incidents. Criminals continue to engage in criminal activities, while they hide behind fake online accounts. This something I have experienced personally within my role. For example I had a person who was wanted for an assault, after numerous attempts of locating him I posted for information regarding his whereabouts on social media and he then commented under a different name with information which was incorrect. It is something I am mindful of when retrieving information from social media.

All communications recorded by police or any other government organisation is subject to scrutiny and open records requests (Palen and Hughes, 2018). This essentially means that police messages can be tracked by an external source putting the agency at a vulnerable position especially for malicious people like hackers. It is for this reason that there is need for the police agencies to develop a system that can effectively manage the collection and storage of all messages so as to

not only promote safety but also assist in promoting transparency as such information may be utilized during potential litigation, case logs and internal investigations.

The use of the internet and social media has grown dramatically over the past couple of decades. Twitter and Facebook have become effective platforms for informing people to take advantage of public service and engaging the community to attend events. Police forces can use social media platforms such as Twitter and Facebook as effective tools to disseminate and socialite information to members of the community.

Though social media can be seen as effective communication channels that police officers can easily use to engage and inform the general public, their use also poses risks such as compromising the safety of the police officers (Bennet Moses and Chan, 2018). Police departments need to implement appropriate control and regulation that guides how to use social media. In many police departments, police officers are restrained from opening social media accounts and posting their work or themselves at work or in their work uniform, all in order to protect them and their colleagues.

The use of social media in the contemporary environment is promoted by the need to reach citizens and staff in their digital habitats (Walker and Archbold, 2018). The police forces within England and Wales acknowledge the utilization of social media is largely controlled by the youth who make up the largest population. For this reason, any emergency service or social service have integrated the use of social media as a new communication trend so as to effectively promote communication with not only the youth but all members of society.

Police accounts also post information regarding charities or helpline numbers for various different things, such as, domestic violence, child abuse and mental health. This provides help and direction for people who may not feel confident enough or able to ring in and ask for help.

At present my police force policy states that we can use police accounts through social media however we must keep officers full names hidden and any personal information regarding officer names or where they live must remain confidential. The use of the police account must always be professional, and any content posted must be appropriate. Before any officer makes a post online, they must have it approved by a member of the digital media team to ensure all points have been met in regard to confidential information and officer safety. In February 2022 South Wales Police changed their policy regarding the use of force issued digital equipment. The change meant that any force issued digital devices could now only be used for a policing purpose and under no circumstances can be used for personal use. Mary Halligan (UNISON), Gwylan Brinkworth (GMB Union) and Steve Treharne (Police Federation) have said “South Wales Police had generously allowed officers and staff to use their business devices for personal means also. However, as circumstances have changed so too must force policy”. The main reason behind the change is due to data protection and the protection of it. South Wales police do not want employees using their devices to input personal information as such an officer would when using social media platforms.

In order to maintain officer safety and data protection South Wales Police have implemented their professional standards department to monitor officers and staff when using their force issued devices should there be a concern. This is done only where there is cause for concern, and is a recommendation of the HMICFRS as outlined in their [‘Shining a light on betrayal’ report](#). (Online HMICFRS, 2019). Monitoring will

include:

- Calls and video calls made and received
- Messages sent and received
- Emails
- Photographs
- Internet usage
- GPS Location Data
- Screen shots
- App usage
- All other usage data

This is a precautionary method which is being used to help prevent officers using their force issued devices in order to protect their confidential details. Another reason for the policy change is prevent officers leaking force information whilst using their work devices which is something that be easily done even if just by a mere mistake.

My personal experience of using social media as a response officer at present has always been a positive one, I have been able to acquire information quickly when needed, especially in relation to the safety of vulnerable persons. This is where I have found having the platform most beneficial as I have been able to locate these individuals quickly and safely which is the main part of my role. I have also found the benefit of social media when I was looking for a suspect of a case who we could not locate for many weeks, however after posting on Facebook asking the public for information regarding this persons whereabouts, the public were able to assist, and I was able to find and arrest the suspect effectively. If social media was not an option, I am aware this could have taken many months which would have compromised the safety of my victim. Despite the positive experiences I have encountered I am aware that I must consider data protection at all times and most importantly I must consider the safety of myself and my colleagues.

In conclusion it appears there are both benefits and risks to police using social media platforms however with the communities in which we live becoming more technical it would see police forces would miss out on vital information from members of the public as social media has become a common use of communication. As stated, social media continues to grow and become more popular with not only the youth but

people of all ages and background. Social media is proven to be a quick and effective use of communication and community engagement which in turn builds a rapport and can build trust between communities and their local force. Whilst there are many positives there are also negative aspects to the use of social media by police officers, the main one being that it can compromise safety which is something my police force aim to protect and ensure the appropriate use of social media at all times. The other negative is that information being available on social media can compromise criminal investigations as criminals use social media also.

Police forces must continue to keep officers' personal information confidential, and their safety must always be considered when using such platforms. Social media will be a way in which forces communicate and with technology always improving it appears social media will be used for much more than communicating in the near future.

WORD COUNT - 2340

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 operational situations.

to models commonly used in policing.
to apply a change in leadership style/strategy to reflect
changing circumstances?

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

I am going to discuss what a leader is and evaluate different leadership strategies and styles within Policing. I intend to discuss these strategies and styles with how they have been of benefit to me and how I have developed different leadership skills to manage operational situations

and differences. I am going to evaluate how I have learned to adapt to different leadership and flexibility styles within my workplace as a Police Officer for South Wales Police.

In different life situations, an individual has the ability to lead and influence other people (Daniels, Hondeghem & Dochy, 2019). This ability is defined as leadership, and some communities believe that leadership is inborn while others believe leadership is nurtured. In my experience and opinion, leadership is nurtured since an individual has to develop particular characteristics such as intelligence, authenticity, self-efficacy and motivation. These characteristics are essential since they help a leader guide people or team members, depending on the situation. Some great leaders such as Nelson Mandela and Mahatma Gandhi are believed to have been born with traits that portray leadership, resulting in their presence in the leadership hierarchy of South Africa and India, respectively. Leaders utilize leadership strategies that improve their efficiency. Within law enforcement agencies, leadership is a vital component mainly exhibited during operational situations. Operational situations in the policing community are the activities and responsibilities that police officers are tasked with daily. Operational situations change continuously, and I have had to learn to adapt and become flexible with my style of leadership.

A leader needs to make critical decisions. Regardless of their position or type of work, a good leader has the leadership quality necessary to lead a team to achieve the ultimate goal (Pyle, 2019). Police leaders' main goal is to maintain peace and order in the community. Therefore, police leaders like police sergeants and inspectors must have the characteristics of a good leader that will aid them in making decisions to maintain peace and order (Hesketh, 2019). Leaders make decisions daily. Police leaders must make decisions to ensure smooth daily operations in every police department. Leaders must have the qualities of a good leader and should have a good relationship with the police department and the members of society (Huberts, 2007). If the other police members do not trust the leader, they would question every decision. I am aware of my role as a response officer where my Sergeant is the leader, I know I must play my part to build trust between the team on a daily basis. I do this by being honest and transparent, also

by respecting officers of rank and setting an example to my newer employed colleagues.

The authoritative leadership style is rule-based, where the leaders give orders to the police members under the leadership (Pyle, 2019). The leadership style is similar to the military approach. In this leadership style, the leader controls the police team and other subordinates. They are expected to obey and follow the orders without question or contributing their ideas. However, this style has not been effective in the new law enforcement generation, and the leaders are adopting new leadership strategies that involve the team (Richardson, 2020). The style is still effective in some situations where the leaders want complete control of delicate situations. With this in mind, over the past three years I have had to be flexible with leadership, such as I have had to take instruction from a leader, this mainly being my sergeant or an officer of rank. I had done this on a daily basis, building trust and respect between myself the leader and also the team which I work with in order to serve the community as best I can. I am aware that even though on occasions I am not the leader I still have a role to play by carrying out tasks or instructions set to me, in order for the leadership strategy to be successful. For example on a working day, I attend a tasking meeting at the start of every shift where my Sergeant runs through what expectations they have for the shift and what needs to be completed as a priority, I take tasks set to me and complete them to the best of my ability. However, I am confident to state if I do not believe a task has been set for right reasons or is not ethical.

Transactional leadership is similar to authoritative leadership. The only difference is that the transactional police leadership style depends on a reward-based system to motivate the team and the subordinates. According to transactional leadership, team members or assistants are punished or rewarded depending on their performance on the job. The better the performance, the better the reward. The style can be used to solve crimes where witnesses are rewarded if the information they provide leads to the solving of the crime or the suspect's arrest (Pyle, 2019). According to the theory, the individual officers must conform to the leader's orders, vision, and rules out of fear of punishment for poor performance and anticipation of encouraging reinforcement of better performance. Transformational leadership is a more people-centred style

that motivates, empowers, and inspires the team (Miller, 2020). The police leaders or higher-ranking officers using this style works with the team and subordinates to commit to the common goals and vision of the police department. In this case, 3 the main objective is to maintain law and order in the community. The leadership style is inclusive, depending on every team member's skill, needs, and motivations. The transformational leadership style has an 'open door' policy to simplify communication within the team. Every police team member and subordinate can contribute to the decisions made by the leaders. I contribute by using the skills I have such as being a good listener to the team.

Leadership traits are essential aspects of a good leader. The number of traits that help leaders effectively perform their roles is not specific. However, some traits are common to all police leaders. Commitment is one of the essential traits. Leaders from any setting must have a degree of commitment to their work (Miller, 2020). The leader must be willing to be committed to leading their team to achieve a specific goal. The police leader must commit to leading the police team in ensuring safety and order in the community (Cain, 2020). The leaders must be honest since they will work for the community and should be truthful. The leaders must be transparent in any ongoing investigation. The police leaders will constantly interact with citizens, other community leaders, and the media. Other essential traits include integrity, mentorship, and humility (Adriansyah, 2020).

Leadership within the policing community, changes not just on a daily basis but can be from minute to minute depending on the situation that has risen. Atmosphere and situations can change ever so quickly as a police officer, mainly due to the incidents we attend, some of which individuals we are dealing with can be calm and compliant and out of nowhere the situation can escalate and become violent. As an officer in my year three of probation, I often find myself being the most senior on shift which means, I on occasions am the leader needing to help and guide newly recruited officers. This requires me to be flexible in regard to leadership as I sometimes depending on the situation need to take a step back and allow a more experienced officer than myself to take charge and delegate actions or tasks. On the other hand it is becoming more common that I am the person who needs to guide and support my

colleagues which means I have to be flexible within my ability as a leader and colleague. I try and offer advice or explain the results of previous incidents in order to help the situation run smoothly and to get the best result for the public which is always my main priority.

Crimes in society can be solved effectively and faster through help from the community. Leaders should maintain a good relationship with the community since the witnesses are the community members, and they would play a vital role in solving the crimes (Pyle, 2019).

Over the last three years, I have developed specific leadership strategies that will help me manage a range of different operational situations. My main focus will be on reducing violence while in the role of a response officer on shift. Hence, as a leader, I will practice specific leadership strategies, including proactive policing, which entails formulating and implementing ways through which crime can be reduced or curbed in the community (Koper, Lum, Wu & Fritz, 2020). This leadership strategy enables me to anticipate crime and determine crime patterns, resulting in posting officers in particular areas where crime is most likely to occur. I believe this will reduce many violent crime incidents that happen in such locations. Secondly, I would encourage focused deterrence, which aids in creating an interpersonal relationship between service providers, societal members and police officers, aiming to create a relationship that will solve chronic crimes in the community. Chronic crimes are crimes committed frequently, including drug use (Guo, Zhang, Liu, Mei & Yang, 2022). At the same time, I would build trust between members of a community and the Police as a leader to increase cooperation from people. I believe trust is vital, and it may result in effectiveness when handling policing operational situations like reducing violence.

Drug or gang related violence has been a significant problem in the community because of the illegal supply of controlled drugs on the streets and the carrying of illegal drugs by gang members. Recently, I was involved in a policing operational situation where I had to deal with a victim who had been assaulted due to the supply of illegal drugs or, so it was believed. Fortunately, the victim was not severely wounded since the assault was stopped by members of the public. After receiving an anonymous phone call by a member of the public I and my colleagues were able to attend rapidly and managed to assist the victim and start an

investigation. During the incident, the victim was struck to the head with a weapon a number of times causing a bleed to the head and significant swelling. The male who was believed to be the suspect and also one of the gang members fled the crime scene. At the time of this particular incident, I as previously mentioned can occur I was the most senior officer on shift which meant for me I naturally took the lead. Therefore, as the leader, I ensured the victim received immediate medical attention. Despite numerous leadership styles, I used the authoritative leadership style to start where I gave instruction to my colleagues at scene to achieve the best outcome. I give them basic instructions such as close of roads, protect the crime scene and to interact with witnesses and provide reassurance. I was aware that due to the situation I had to adapt and become flexible in my approach this where I went in to the transformational leadership style, which enabled me to create a close interpersonal relationship with the societal members (Fareed & Su, 2021). As a result, I convinced members of the public to conduct first aid to the victim before the ambulance arrived whilst maintaining communication with paramedics via the telephone. I was able to apply a change in leadership style to reflect the changing circumstances by showing my colleagues that they can connect with members of the public and use the resources they have around them. I tried my best to be the best leader in this situation that I could be.

In conclusion, leadership is the ability of an individual to lead and influence other people because of the authority entitled to them. Some communities believe that leadership is inborn, while some believe it is nurtured through developing particular skills and traits to lead. Numerous leadership strategies can be used in policing, including proactive policing and building trust between community members and police officers. Besides leadership strategies, specific leadership models can solve operational situations in the policing community.

Due to the nature of the work police officers do on a daily basis changes are inevitable. The law enforcement department is changing and evolving, and for effectiveness, the police leaders must grow in their leadership style and adapt to the changing policing environments (Miller, 2020). The changing of law enforcement necessitates the need to evolve the relationship with the community. Working with different groups, the police leaders encounter different perspectives, and they must have the skills to work in different ways to achieve the goals and objectives. The

leaders must understand the changing attitudes to ensure smooth daily police operations effectively and make vital decisions (Miller, 2020).

From my experience and research, it is evident that I myself as a response officer play a part in the authoritative leadership style, even when I am not the leader, I contribute by following instruction, building trust and respecting my leader and team. The transactional leadership style is used every day within the police community. As a Police Constable I am often reminded that I need to communicate with my victims and witnesses often and in a respectful friendly manner in order to achieve the best result in relation to the crime and suspect, this for me is a personal reward if I can help a victim of crime. As I am now at the end of my probation, as previously stated I have had to adapt from receiving instruction to be the one giving the instruction in order to keep the peace within the community and reduce crime. I am aware that I will need to remain flexible with leadership strategies as a police officer and look forward to learning and gaining further skill and experience in leadership.

WORD COUNT - 2320

Task 4

Relevant areas of the National Policing Curriculum:

Coaching, Mentoring, Assessment

Critically reflect upon your three-year probation:

How have you benefited from mentoring and coaching?

How has it helped you to meet personal, professional and organisational goals?

How has it aided you to learn, develop and perform in the workplace?

Consider relevant coaching and mentoring definitions along with current coaching and mentoring theories used in policing.

How do you provide and receive feedback?

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

I am going to discuss and reflect on my last three years as Police Constable based on response at South Wales Police. I intend on discussing how I met professional and organisational goals and also what coaching and mentoring I received during this period. I will discuss how these theories benefited me throughout the last three years. I am going to use Gibbs (1988) Reflective Cycle to do this. (GIBBS,1988).

Coaching involves giving support and guidance to increase and maximise self-learning and development requirements, while mentoring involves sharing expert opinions and knowledge of a given role to assist others in becoming better. I gained skills and experience due to coaching and mentoring during my three-year probation as a Police Constable. Professionalism has become a critical discourse for police force development in the United Kingdom in recent years. This has resulted in a shift away from traditional training techniques and programmes to a formal and acceptable higher educational programme that has improved professionalism in the police force. The recent development in the policing field made modernization an important concern for development at workplaces to meet the Twenty-First Century demands. I have learned a lot during my three-year probation as a police officer in South Wales, which has helped me expand my knowledge since I learnt a lot from people who already have those hands-on experiences.

At the very start of my career I made myself aware of South Wales Police priorities and goals as an organisation. These being to prevent crime, preserve life, and support the community in which we serve. I also set personal goals to accomplish by the time my probation ended. These varied from attending courses to improving skills such as communication. I wanted to be competent in, response driving, taser, interviewing skills and techniques, and first aid.

I started my Policing career in September 2019, this entailed attending initial training which lasted for sixth months. During this initial sixth months, I learnt the relevant legislation required to be a competent Police Constable, I also took part in many role play scenarios in hope to prepare for the outside world. I had to pass a number of exams in order to progress to the next stage of my probation. During the next stage I

was assigned a mentor who was an experienced Police Officer and had been given relevant training to be a mentor to new student officers like myself. My mentor spent a set amount of time, this was approximately three months guiding and supporting me through my tour of duty which helped me gain the relevant skills and experience to be deemed competent to work independently. My mentor would arrange 1-1 sessions with myself and explain exactly what was required of me at particular calls. Once we had attended these calls we would reflect on how I dealt with the incident, pointing out areas in which I need to improve, such as my communication skills. One area in which I found difficult was communicating via the radio, I found this daunting and could not always remember what information I needed to provide or the terminology used by police. My mentor allowed me to practice as much as I could to ensure I met the required standard. I also made notes of the terminology used to familiarise myself which is something that worked well for me and by the end of the three months I had achieved this skill.

My coaches who were colleagues played critical roles in leading and directing me towards achieving my goals, they provided me with the space and opportunity to teach myself how to think independently. The coaches and mentors achieved this by asking me questions about my role and observing my responses; this improved my confidence and expanded my knowledge of subjects that I didn't understand better. As a Police officer, I engaged with offenders in the courts, community, and those in custody to ensure that I contribute to making the community safe. I interacted with offenders, victims, police, and prison service colleagues regularly under the guidance of my bosses and the coaches. I acquired job-specific guidance and direction about the various complex role as a police officer that are essential for the service.

The coaching and mentoring sessions I had throughout my probation period profoundly impacted my personal and professional perspectives. On a personal level, the coaching and mentoring program helped me discover more about myself. The opportunity offered me space and structure for reflection, essential for learning and growth. According to Millings, Burke, and Robinson (2018), coaching can help individuals understand their values and the point where their actions diverge from these stated values or goals. At this juncture, I feel the coaching has given me what it takes to reconnect in a healthy way my personal life with work, creating a balance suitable for me.

As per Gibbs Reflective Cycle, I remember feeling very overwhelmed at the start of my career due to there being so much to learn but also so much to remember. I was very aware of the responsibility I was now carrying, and the high expectations set by not only my organisation but the general public also. I was excited to learn and willing to make the most of my mentor and any coaching I would receive from my experienced colleagues. Coaching and mentoring were also critical for professional growth. Enhanced self-awareness is a foundation for professional development (Price and Reichert, 2017). The coaching got my self-awareness in place, and I can now build more significant insight into what I need to develop professionally and identify other areas for future development. Coaching enhanced my resilience and improved self-awareness which was critical in improving my stress tolerance. As a result of the coaching and the mentoring program, I feel that I am now better positioned to successfully adapt to unfavourable conditions, which will be vital in reducing burnout and improving my overall job satisfaction. I learnt quickly and effectively through being mentored, I remember becoming more competent in communicating with different people, my interview skills improved and also my ability to make decisions at a fast pace dramatically improved over a short space of time. This was all down to the guidance and feedback from my mentor, he was patient and talked me through every incident. Talking and receiving feedback is something that works for me, I like to know how I can improve.

Besides realising personal and professional goals, coaching is also significant in meeting organizational objectives. According to Garvey, Stokes, and Megginson (2018), coaching and mentorship make employees feel supported, competent, happy and develop a sense of belonging, which positively impacts their productivity and performance. Through my probation period, I developed a sense of purpose and belonging to the police service, I feel content, and I intend to stay content and keep improving. This level of commitment is vital to the police service as I am well-equipped and motivated to offer the best possible critical benefits in meeting organisational goals.

Additionally, coaching has enhanced my level of collaboration as I can now understand the motives and underlying commitments of the team. This move has helped me reduce conflicts through my probation period and helped improve my confidence in decision-making. I feel the

coaching program improved my communication skills which have come in handy in meeting my professional goals.

I met my personal goals by being coached through the taser and response driver course. This was something I found difficult as both were a completely new skill to learn and required much guidance and support from my trainers. Physically being able to practice is something that allows me to learn best, enabling me to learn from my mistakes and having coaches to hand who were able to answer any questions I had was a big help to me. I was happy to have met my personal goals which would aid me meeting the organisation goals.

Evaluating the last three years of my career with the coaching and mentoring it would be true that effective coaching and mentorship programs leave employees with last impressions that enhance their productivity at work. In research by Carter and Youssef-Morgan (2019), coaching programs help build bonds between individuals who had never interacted before, which is essential in developing an intra-organisational personal relationship. These relationships are crucial in establishing a collaborative learning experience where knowledge and skills are shared between employees. The learning process made me a well-rounded officer, capable of growing my skillset and increasing my expertise at work. On the other hand, the program has been essential in developing my work-related leadership skills. According to van der Weijden et al. (2014), coaching programs are handled by senior employees who hold leadership positions within the organisation capable of making a positive experience rapidly progress in their development. I hope with what I have learnt I will be able to coach any new officers.

The personal attention and guidance I experienced during the probation program enhanced my sense of purpose and strengthened my leadership position at my place of work. Lastly, the coaching and mentorship phase played a significant role in improving my performance at work. It helps me establish a strong relationship with my mentor, whom I have always consulted whenever I encounter challenges at work. The ability to interact freely with my senior officers, who also happen to be my coaches, has been critical in improving my performance I also feel more satisfied with my job, hence the increased productivity at my workplace.

Gibbs reflective Cycle ensured I processed and analysed the last three years where I have received coaching and mentoring. Several theories are involved in the coaching and mentoring process. According to Kamarudin et al. (2020), the most significant theories include the Zone of Proximal Development (ZPD), the GROW model, and Biggs' Presage-Process-Product Model. The views play a critical function in coaching and mentoring where they engage both of them in a process that optimizes the outcomes of the coach and the mentee. A number of meetings, establishing rapport, and posing the right question and answer techniques are essential in getting the best out of the process. Occasionally, the coaches should be able to develop actions that they want their trainees to follow. Therefore, it is essential to develop a thorough comprehension of these theories for mentors and mentees to understand how to apply them to maximize their effectiveness. It is clear and evident that coaching and mentoring plays a vital role in the life of a newly recruited police officer, and I now know how important and beneficial it was to me. Being mentored helped me gain relevant skill and experience quickly with someone I trust who was able to give constructive feedback in regard to any mistake I made, or even when I completed a task well.

Through coaching, I got the opportunity to learn from the senior employees of the service, which helped improve my confidence and expanded my knowledge of the new role ahead. The three-year probation period also allowed me to sharpen my skills while learning from my mistakes and minimizing the risks of their recurrence; this helped ensure that I left work with enough skills needed to succeed in the policing field. I have met my personal goal of fulfilling my long-term dream of serving as a police officer with South Wales Police through coaching and mentoring. I feel satisfied with my career trajectory since this is what I have been looking forward to since my childhood. The experience that I have gained through the probation period will go a long way in ensuring that I offer my best in serving the community.

Most employees value getting feedback about their behaviour or performance. According to Shipley (2017), subordinates want to know how they are doing. Providing them with regular coaching and feedback is an effective way of keeping them engaged and motivated to do more. Some forms of giving feedback include recognition of exemplary performance, caution when they do things that are not right, or when they do something that affects others. The feedback is provided to help employees know where to improve or correct to realize their full potential. I learnt to accept feedback regardless of whether it positive or negative. I am now able to take negative feedback and put it forward as a learning experience to gain something positive as an outcome. As I progress through my career, I have given feedback to newly recruited officers, I always try to bear in mind how I felt as a new officer and how I benefited from feedback in hope that I can help them learn and grow.

Being able to practice a particular skill and receiving feedback is what worked best to develop myself. However policing is spontaneous and you never know what is around the corner, not being able to discuss an incident before attending is something which did not work so well for, I like to talk through situations and discuss possibilities and on occasions this simply was not possible and something I found a personal struggle. With time and support I was able to understand deal with incidents as they occurred and am aware this something in which I will continue to learn from.

In conclusion coaching and mentoring is the most powerful way of motivating an employee to improve at work. The probation period serves as the most defining moment in my policing career as it helped me discover myself and has been critical for my personal and professional growth. If used effectively, coaching can instil the appropriate skills necessary to motivate employees to perform optimally to help in realising organisational goals and objectives. While I gained invaluable service during the probation period, I also acquired useful experience and development in leadership and supervisory skills which are extremely important in different work areas. The probation period under my mentors and coaches' supervision provided me with tremendous value that will be useful during my time in the service which I am confident in working to my full potential because of the quality coaching that I received during my probation. This will translate to the police service achieving its objectives by having skilled experienced officers who can prevent crime, preserve life and support the community.

Going forward in my career I intend on carrying the new skills and experience I have and hope to pass my knowledge on to new student Police Officers starting their career as I am very aware of how daunting this time can be. I wish to expand my knowledge further in hope of achieving a secondment to the Criminal Investigation Department where I hope to receive a suitable mentor for a short period of time to support me in this area. I wish to accomplish as much as I possibly can during my career. South Wales Police offer a training programme for leadership and mentoring, this is something I am considering however this will be in the near future but not immediately as I need to gain the skills and knowledge required to be able to competently help junior colleagues. I am grateful for all the help I received and continue to receive from my colleagues and the important part these people played in helping me with my role and career. The guidance I received at very beginning has helped me become the confident person I am now. If I were to do the three-year probation period again, I would hope to improve my organisational skills as I believe this is what let me down and the part I struggled with the most, having to balance university, work and family life proved difficult on occasions. I would take help and support offered to me by the university as this was something I did not think was a priority and I put work first. I now look back and realise if I could do this period again, I would prioritize both equally and believe this would have made the experience much more enjoyable. However, I am happy with my progress and where I within the policing community. Again, if I could do this period again, I would utilise my mentors and coaches in relation to my university studies as this was something I did not do which would have been beneficial to me.

I believe the coaching and mentoring I received and continue to receive has made the person and police officer I am now.

WORD COUNT 2742

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