



Prifysgol Cymru
Y Drindod Dewi Sant
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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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**Learner's University Registration Number:
_____ 2024018 _____**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 4	Coaching, Mentoring, Assessment	2000
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	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 answer, I am going to critically evaluate the role of the College of Policing in professionalising policing in the United Kingdom by looking at what this professional body is, and how they assist the police to develop police officers. I will look at the positives they provide to front line officers and consider the negative impacts of the training and/or education they provide. I will then evidence how I am personally progressing with my own role within Gwent Police, focusing on the elements that showcase that I am fulfilling the role and expectations. In addition to the before mentioned, I will reflect upon my final year of probation and discuss how I have seen the role change over the last 2 years.

I will be using 'Bortons Reflective Tool' to structure my answer when looking how the role has changed over the past 2 years. This is a straightforward development framework which allows you to easily reflect (White, S. 2006).

The College of Policing (CoP) describe themselves on their own website as a professional body who works with everyone across policing. The website also states that CoP are operationally independent of the home office (CoP, 2023). A further description adds that they claim to connect with people who work within law enforcement, so they understand their challenges. They also state that the College of

Policing is a 'voice' to professional police on standards and skills whilst using evidence based knowledge to develop their teachings (CoP, 2023)

The College of Policing are developing police officer by offering ongoing learning and development to officers, in particular the 'Policing education qualifications framework' (PEQF) offering a professional standard to police officers by using such entry routes to employment as the Police Constable Degree Apprenticeship (PCDA).

A PCDA is a three year program where a person is awarded a degree after successfully completing the course. The course is designed to help develop professionalism and a build a broad and diverse understanding of what is required within the job (Cop, 2020).

An example of how the College of Policing is providing police officers with development opportunities can be found in areas such as 'Conflict Management' which is labelled as information to support an officer to diffuse situations using non-physical methods. From my own experiences, I do not believe that the teachings of the College of Police have gave me the skillset to deal with conflict. I understand that idea of speaking to people to help mitigate risks of conflict has advantages. However, that being said, when in a real situation, outside of the remits of the literature found on the website, it is more common to come into contact with a person who cannot be reasoned with, and physical alterations are the only way to deal with that person. The information that the college of policing gives, provides a solid foundation, but it does not give a person a real understanding or experience of actual violence.

That being said, College of Policing does also provide teachings that are similar to the real world such as under the vulnerability tab.

Firstly, vulnerability is described as being vulnerable as a result of a situation or circumstance and they are unable to take care of or protect themselves or others from harm (CoP, 2021)

A person who would be highlighted as vulnerable, would be a victim of domestic violence. The college of policing does provide a good amount of knowledge around the topic of a vulnerable person in the form of how to identify someone as being so. However, there is little to no information on what do in certain incidents such as domestic violence. Considering that in England and Wales in 2021 18.3% of all telephone calls to police were of a domestic violence nature (Office for National Statistic, 2022). From my own experiences of working on the front line. I am now fully aware of what is expected of me and what needs to be done at a domestic related incident. An example of a requirement is the completion of a public protection notice (PPN). A PPN is a document that records any safeguarding concerns about an adult or child. These documents are shared with partner agencies to engage a multi-agency response (His Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS), 2023).

Overall, the College of Policing are able to provide a solid foundation of basic knowledge and allow for a person to begin to understand the role of a police officer. That be said, from my own experience, I have found that the information and teachings passed to me by this agency have fallen short on the realities of the job role and requirements which are subsequently experienced and thus gain understanding whilst doing the actual role of a police officer on the front line.

It is understandable why the College of Policing are setting the standard and/or requirements to be a front line police officer. Apart of that is having an educated or

professional work force which it has been disseminated as having an education to a degree level. This forms apart of the Policing vision of 2025 and the 5 year strategy. This vision is simply put as a plan for the next 10 years. It will have a focus on how police forces can become more effective, accessible and provide more value for money. All of these are to help aid building trust by making incremental reforms such as developing a proactive understanding of community needs to have a transformative change across the whole of policing with a goal of improving each aspect of it. (National Police Chief's Council, 2020).

The '5 year strategy' is described as being a vision to professionalise the policing world by setting the standards of professional policing practice by identifying areas that could be improved (College of Policing, 2014). To critically evaluate how this benefits the policing world, the police officers and staff involved would need to be spoken with.

The point being made here is that this 'vision' to professionalise the police is somewhat naïve and not practical. It would be inevitable that people who may not be able to complete the degree level education, would actually be good police officers but these people are being pushed out due to their educational abilities which could open the debate for discrimination. Further-more, the job role of being a front line police officer is extremely demanding, dangerous, and more often than not, a thankless job. I have personally found myself working well past my tour of duty which impacts not only me but my young family too. Also, completing the university work is difficult, which is to be expected. However, the nativity comes into play when looking at the expectations of needing people to complete a compulsory degree whilst working full time in this challenging role, often needing to complete work on rest days which adversely affects work like balance and family life, not to mention the stress it causes.

With all of the above being said, the job role of being a police officer was and still is a lifetime goal and what I would describe as being a dream job. I work hard to fulfil my role each day I go into work. Despite my concerns and points being raised over the university work requirements, I still believe that I put maximum effort into each day. This can be supported and evidenced by looking at my records. I have never been put on an action plan over concerns of my work nor have I had any complaints from member of the public who I have interacted with. Also, as apart of the university work and requirements, a 'matrix' is being completed. This 'Matrix' is evidence that I have completed certain aspects of the everyday job such as dealing with a victim or offender. Completing out of court disposals in addition to making compliant and lawful arrests and/or lawfully searching people and properties. It also has more requirements such as dealing with vulnerable people amongst other things. This matrix is point bearing and affects my overall completion of the final year of my PCDA apprenticeship. Due to this, the matrix is overseen and marked by an assessor who checks the evidence I have submitted is in fact up to standard. Up to now, I have passed year one and year two with flying colours. My assessor has reviewed around 70% of my evidence so far which has all been deemed acceptable. Therefore, I believe I am on track to finish the matrix soon.

Looking at my final year of probation the role of police officer has changed in some respects. Firstly, looking at the expectation of front line officers doing more of the niche jobs which the control room used to do. An example of this would be when I attended a road traffic collision. I was the first point of contact and I obtained all of the personal details of those involved. This is important as it allows for the relevant checks to be

completed on those people to ensure their lawful status of using a motor vehicle on a public road. Upon requesting the force control room to run the relevant checks. I was told to "do it from scene". Therefore, I have then needed to use my work issued mobile device to check the vehicles and drivers' legitimacy to be on the road. I quickly established that without the control help, this simple task took longer than was needed. Following this, I was able to establish that all of the persons involved were substantive, but it does highlight the importance of checking this information to look for unlawful use of the public highways. Going forward, I will continue to check if the control room will be in a position to assist, but as a failsafe, I know now what to expect and what actions to take.

The next change I will be looking at is the number of calls that police officers attend that are not of a policing nature but it's a short fall of the NHS and ambulance dispatch. Firstly, I was dispatched to a call for a male who had unknown injuries, but ambulance could not attend in the first instance. Upon arriving at the location, this male was identified, and it was clear that he had a serious head injury due to the amount of blood that was on the floor. I have immediately put a trauma bandage around the male's head to attempt to stem the bleeding and I immediately requested ambulance to upgrade the call to red for an immediate response. I thought this was very important due to the males' obvious injuries and the unknown head trauma he had sustained. Despite expressing the urgency of the ambulance, I was told there was a 6-12 hour wait. I genuinely believed that this male would be deceased by that point if something was not done right away. I have considered my options, what can I do? I knew the male needed a hospital, so I have contacted the ambulance dispatch team and spoke directly with a clinician. I have expressed my concerns and an agreement was made that I could take the male to the nearest hospital using a police vehicle using the blue lights. At this point, I was aware of the urgency, but I was also aware that this male could deteriorate further and cause a medical emergency whilst travelling. Despite this concern, the male had limited options, but in essence and reality he had no choice, so I have conveyed the male to Prince Charles Hospital, where he was left in the care of the professionals. This experience taught me that remaining calm, like I did, is paramount to making clear and concise decisions. It also taught me that there are always other option when you think outside of the box.

Overall, the job role of a police officer in my opinion is amazing. It is a job where you help people in times of crisis, in times of loss or bereavement. A police officer is not just a person in a uniform, they are an essential member of the community and provide safeguarding to those who need it and even the people who don't know they needed it.

Word count: 2056

'All references used, can be found in more detail on the bibliography title page'

**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:

I will be looking at the use of social media within the police force in which I work and any other relevant constabulary. I will be looking at how social media is used, evaluating the benefits of using this platform. I will also look at the impacts of social media and the negative aspects that it brings, such as how crime can be committed and how not all members of the public use social media and thus causes gaps in communication.

Social media has become a fundamental part of the modern day culture. It is estimated that more than half of the world's population now use or have access to social media. The figure is estimated to be 4.80 billion people, that's around 60% of the whole population of earth (Chaffey, D. 2023).

The most popular social media platforms are Facebook, YouTube, Instagram, Tiktok and Twitter.

Facebook is the largest platform with an average usage rate of 68% of the 4.80 billion people mentioned above. That means that this platform alone has around 2.037 billion people who use Facebook daily (Kemp, S. 2023). The use of social media has been document to have a list of benefits that help a person in their day to day life. These benefits include the ability to easily keep in touch with family, friends and loved ones. Social media opens doors to create new friendships and allows for self-expression (Barricella, N. 2023). Naturally, social media does come with negatives such as how is provides distraction. The average session lasts around 15 minutes which results in a 1.5% drop in productivity, the urge to 'keep scrolling' in fear of missing something important drives people to continue to use social media (Cornell, S. 2023).

The sheer number of daily users of Facebook provides a clear understanding as to why businesses would use this platform for advertisement. In addition to the use of social media by the working industry, it also has benefits to other agencies such as charity's who can share important information, health professions who can offer online help or even the police asking for members of the public to help.

Heddlu Gwent Police use social media daily to aid with investigations or to pass relevant information. The platforms used by this police force include, but not limited to Facebook and Twitter.

Both of these platforms are used as a means to communicate with the local communities and a wider audience. Heddlu Gwent Police use the platform to share information on what is going on in the locality, this can include information on road closures due to a road traffic collision, weather condition or any other reason. This can provide a positive as it allows members of the public to arrange alternative routes to the location, which in turn could save the members of the public, time, and money. However, this information may not be updated in 'real time'. This could result in people travelling in alternative directions, causing inconvenience and potential financial loss for no other reason, other than a lack of quick updates on social media. This mishap could occur, due to human error or simply due to issues with the social media itself, resulting in updates not being added at the correct time.

The majority of police forces in the United Kingdom, include Heddlu Gwent Police use social media to request member of the public to help locate a person who has been reported as a missing. This action would be completed only if the family or reporting person has given permission for the information to be posted on social media.

There are people reported missing every 90 seconds on average in the United Kingdom, that is equal to around 170,000 people each year. These statistics state that out of this annual figure, 98,000 are people aged 18 and over and more than 70,000 persons are under 18 and thus making them a minor (Missing People, 2023). There are a wide range of reasons as to why a person goes missing, in adults, 8 of 10 people reported missing due to mental health issues. Further reasons can include breakdowns in relationships, dementia, money worries or to escape violence (Missing People, 2023). In minors, the common reasons include mental health issues, domestic violence, problems at home or a child living in care (Missing People, 2023).

According to The College of Policing (CoP), it is documented that using social media in this manner does have advantages which include that this method can be far reaching, as per the statistics mentioned previously. Facebook in particular has enormous daily traffic meaning that the missing persons' photograph has the potential to reach a wide audience. Using the facilities of social media, instant messaging could result in a member of the public passing real time information to the police should they see the person in question. Lastly, this method of sharing concerns over a missing person, could provide a psychological comfort blanket to the families and loved ones of the missing person (CoP, 2022).

The College of Policing further add that using social media does come with risks and disadvantages. It is explained that a media appeal can have a prompt and significant impact due to the having an immediate reach to a wide audience. The risks come from the fact that the original post from the police can be shared, this in itself could be seen as a positive as it means the appeals reach an even wider audience. However, with the appeal being shared, the content can become diminished, and people may put relevant information on these 'shared' posts, rather than the original appeal, meaning that information may not be shared with the police directly. Further-more, with the appeal being shared far and wide, in the event of the person being located, the information and appeal may become difficult to remove, leaving a lasting legacy and digital footprint. Lastly, concerns could be flagged as if the same person is reported missing, resulting in numerous appeals via social media, it could have a direct impact due to highlighting the potential vulnerabilities of the person and may result in a diminishing response and a general empathy fatigue (CoP, 2022).

Police forces, including Heddllu Gwent Police, use social media to aid in their investigations. This could include looking for member of the public who may of seen or heard something between certain hours of a particular day, or to obtain dashcam footage of a road traffic collision. In addition, this can entail, using the platform to draw attention to a person of interest or 'wanted' person. A person will become wanted in several ways. The most common reasons are due to a court warrant being issued due to failure to appear at a hearing or a breach of conditions that had been put in place. In addition, a person can be 'circulated as wanted'. This is when the police are unable to locate an individual who is suspected in the commission of a crime. When all options are exhausted, the person will be put out as wanted to maximise the attempts to locate them (Metropolitan Police. 2023).

Much like the points raised previously the benefits of using social media and the vast audience that use it, mean that a person of interest may be sighted by a member of the public. This could lead to either the apprehension of the subject or allow for the relevant intelligence to be developed and acted on.

Yet despite the help that members of the public may help, it opens a door for people who see an opportunity to either personally attack the wanted person verbally or hurl abuse at the constabulary. Further-more people may use the post to personal agendas and slur. This type of behaviour is known as 'Trolling'.

"Trolling is the act of leaving an insulting message on the internet in order to annoy someone"- Cambridge Dictionary 2023.

With the increased use of social media, so to have the number of people 'trolling' online increased. A report completed by UK Government found that the number of people who experience abuse online rose by 78% from 2021 to 2022. This report also documents how victims of this behaviour have resulted in a vast amount of emotional distress and embarrassment. This course of action, also known as 'cyber bullying', may be executed on the social media posts created by Heddllu Gwent Police and other police forces.

"A Cyberbully is someone who used the interest to harm or frighten another person, especially by sending them unpleasant messages" - Cambridge Dictionary 2023.

With the increased use of social media by such agencies it leaves opportunity for these cyber bullies to comment and disrupt social media appeals from the police. Similar behaviour can be seen on recent photographs released on social media from newspapers, such as The South Wales Argus, who document people who had been in court that week. The posts are full of abuse from various people who are opting to cause distress to the subjects it revolves around. The posts are often malicious, picking on characteristics on that person and using harm speech to talk about them.

The use of social media naturally comes with the risks and issues which have been mentioned previously. On a positive note, Heddlu Gwent Police use social media platforms to share information on what the force is up to, such as planned events, social gatherings, recent completed work or to praise members of staff following a positive outcome. The posts are managed and supervised by certain members of staff to ensure that malicious content is not visible on the posts and is ultimately deleted.

The use of social media with Heddlu Gwent Police is utilised by a select few individuals. Access to the professional social media platforms are prohibited and a process must be followed to get material posted online. This process included seeking consent from the family if a person is missing followed by the relevant ranked supervisor authorising the request. The people who create and publish content, as well as the staff who reply to members of the public, must always use professional language and act appropriately. This is particularly important when creating posts due to the wide audience it will reach. Further-more Facebook can be used to report crime to Heddlu Gwent Police. Due to this, the staff speaking to the public must be professional and courteous at all times. This is reflected in the Code of Ethics which all police officers and staff must adhere to at all times. These values are; accountability, integrity, openness, fairness, leadership, respect, honesty, objectivity and selflessness. These values are the key principles that underpin every decision and action completed across the whole world of policing. Officers and staff are expected to use and maintain all of the values every day and all activities completed (Gwent Police, 2023).

In summary, I have looked at social media as a whole, exploring the platforms available, such as Facebook, YouTube and Twitter to name a few. The growth of social media has been discussed and documented using relevant and current statistics to explain the points being raised which showed that over 60% of the world's population use or have access to social media and use it a regular basis. The use of social media by Heddlu Gwent Police was explored and positive and negative points were recognised, it was established that the platforms used by Gwent Police include Facebook and Twitter. The benefits of using social media was evaluated, which aided identifying the benefits it brings by given more help with investigations, missing person appeals and general information for the public. The negative impacts of social media have also been explored. These points included an 'addictive' nature of people who use social media on a frequent basis. In addition to this, cyber bullying and trolling were explored, documented, and explained. The information reported a vast increase in online abuse and the number of people who are subjected to it. As a whole, the use of social media has been critically evaluated to demonstrate the positives and negatives aspects, supported by facts and figures.

Word count: 2023

'All references used, can be found in more detail on the bibliography title page'

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 answer, I will be looking to critically evaluate the leadership styles that I have used and explore my flexibility when dealing with incidents. I will also be looking to critically analyse leadership styles that I have developed and how it has been developed to manage a wide array of situations.

Leadership styles within the police can either be autocratic or democratic.

Autocratic is defined as “*demanding that people obey completely, without asking or caring about anyone else’s opinions*” (Cambridge dictionary, 2023)

Democratic is defined as “*a democratic system or organisation allows everyone to be treated equally and to be involved in making decisions*”. (Cambridge dictionary, 2023)

In addition to the before mentioned styles. The College of Policing published a document in 2017 named "*Guiding principles for organisational leadership*". Within this writing, they document that within the police, there are additional leadership styles which include 'understanding leadership' which is described as a person needing to have current and just as importantly, future leadership capabilities with the ability to set direction. The next principle is documented as 'developing leadership' which is described as maintaining performance, undertaking learning and development opportunities and overall talent. The last principle is documented as 'displaying leadership', which is described as being innovative, diverse and support morale and wellbeing.

The before-mentioned leadership styles are something that I have needed to use in my day to day tour of duty. From my own experiences, I know the importance of how to approach a particular incident, what is the best way to engage with a person and ultimately, know what I would need to do should that person decide they do not want to engage with the police.

I can recall a specific incident where I went to an emergency graded call where the reporting person had phoned the police stating that their son was drunk in the house and would not leave. Whilst I was travelling to this incident, more information was passed that this male had now smashed up certain items of furniture.

I arrived at the location a few moments later and what I would describe as my default attitude was being used. I am a half full glass kind of person so I would usually use a democratic approach in the first instance.

I have entered the home address and asked the reporting person and the son to go into different rooms. Fortunately, on this occasion I was in company with another officer, so they were able to stay with the son whilst I got the circumstances of the events that occurred, leading up to telephoning the police. To begin with, all parties were engaging and complied with my simple instructions, consisting of "Can you sit there for me please mate" and "would it be okay to speak with you separately please?".

Whilst I was obtaining details from the reporting person, I could hear my colleague shouting at the male. I have immediately returned to them and seen the male trying to force his way past the officer. I have instructed the male to stop what he was doing and to simply sit down whilst we worked out what had happened.

I have returned to the reporting person to continue getting an account, only a few seconds had passed when I heard another commotion happening in the other room. I have immediately run back to colleague and seen this male once again attempting to get passed. This is where my change of leadership style occurred. I would say I had then switched to autocratic leadership, my use of instructions had changed, along with my tone of voice.

I have then made stern instructions to the male "sit down and stop talking". At this point this male would not listen to me, nor my instructions. For the safety of the officers and the people at the home address, I made the decision that this male will be arrested on suspicion of causing criminal damage. Upon hearing this, the male became very angry and started lashing out. He physically assaulted my colleague by kicking him to the head.

I have immediately responded to this blatant assault but using my use of force. I grabbed the male and pulled him to ground, handcuff were then applied.

This male continued to be irate, despite all efforts to calm him down. He continued to lash out with his feet, so I made another decision to have fast straps applied to

his legs. Supported by the male's demeanour and the fact he used his legs to assault an officer, I was able to justify this use of force.

I believe this incident can show how I am able to switch between leadership styles with ease and how they can alter naturally depending on the dynamic situation.

Evaluation myself, I believe that the course of action was the correct path. I believe that the use of force used and the decisions that I made were paramount in the situation that I found myself.

That being said. I can look back now and reflect that maybe my approach should have been different. I was passed information that the male had caused damage to the house, due to this information alone, I should of went into that home and arrested the male, putting handcuffs on him immediately. However, that being said, many incidents I attended turn out to be different to what was initially reported. Due to this, I was air on the side of caution. Despite this reflection of what could have been, I am able to look back and evaluate that my actions were acceptable and justifiable. However, I could of took the autocratic approach from the start due to the information received, choosing to enter that house and immediately detain the male. This may have prevented an assault, but then again it may not of.

As I have mentioned previously, I would describe myself as being a more democratic leader. As per the webpage named "*19 Advantages and disadvantages of democratic leadership style*", wrote by Brandon Gaille in 2018. They have said that this leadership style has numerous benefits which includes its ability to aid a person to solve complex issues and encourages creativity. This writing documents that being a democratic leader entails and opens up lines for communication to be generated, it adds that it allows for everyone involved to help reach a desired outcome. It further adds that this approach allows for a person to have a more hands off method of dealing with a situation and encourages thinking outside of the box and does not solely rely on traditional methods of dealing with incident (Gaille, B. 2018). The points raised here cannot be applied to the world of policing and due to this, I disagree with the points being documented. As mentioned, Gaille states that being a democratic leader allows for everyone to be involved and help reach a desired outcome whilst the main person, who would be the police officer in this situation, having a hands off approach and to not follow traditional methods. Within the world of police, this approach is not always going to be a beneficial method to deal with an incident and in fact, may cause more issues. I refer to the point of allowing everyone to be involved. This alone could cause a wide range of problems. I can personally recall numerous times that I have attended an incident and the people there often say to police, "I don't want them to be arrested". Further supported by a democratic leader 'not following traditional methods'.

In the context of policing, this leadership style could cause more issues, or even have adverse effects on the people involved. The law as a whole, is black and white, either a crime has been committed, or it has not. This means that not following traditional methods could result in a person not being arrested and removed from the location. Therefore, Gaille's writing is not an open interpretation to this leadership style. That being said, allowing people to believe that they are helping the police reach a decision on the outcome of the incident may build trust in the police and may allow for wider community engagement as members of the public may believe that their voice is being heard. This point is essential and must be considered by the police officers, including myself when dealing with any incident.

Albeit that the final decision will lie with the police, the public's views and opinions must be considered.

The next leadership style that I have discussed within my writing is an autocratic leader. Fortunately, I was able to locate documents on this leadership style which had been written by the same person as the previous leadership style discussed, meaning a fair and equal opportunity to analyse both styles.

On this topic, a number of benefits have been documented within the writing. These benefits include faster decisions being made whilst improving overall communication allowing for effective resolutions for emergency incidents. Gaille writes that this style of leadership allows fast decisions to be made due to only one person making the relevant judgement calls, meaning the outcome of the situation lies solely on one person's shoulders. Gaille also adds that communication is improved due to just one person making the decisions, they are able to rely on information directly back to the persons involved meaning there is a reduction in the likelihood of misunderstanding. This point is also the reason for effective resolution of emergency situations due to prompt decisions and direct contact.

The benefits being noted above are also positive in the police world, however, there are issues that need to be discussed (Gaille, B. 2018).

Gaille writes that fast decisions can be made. This may be apparent in certain situations such as a person being assaulted as an offender may be identified immediately. That being said, many incidents that the police attend do not have an obvious offender meaning that time needs to be spent to establish what has happened and who was involved. Failing to comply with this, may result in the wrong person being arrested. This could ultimately lead to an unlawful arrest and opening a door to disciplinary action being taken against the police officer.

Furthermore, Gaille states that decisions are made by just one person. Albeit that Gwent police officers are often single crewed, and this point is indeed valid. However, there are times that speaking with colleagues or supervisors is paramount in making a decision as they may hold valuable experience or knowledge on a particular incident. I have personally reached out to colleagues and my Sergeant on a vast number of occasions to ask for their advice. If a police officer makes a hasty decision without thinking about all of the options available and without speaking with someone else when the incident is complex in nature could result in a negative impact. These impacts are not just for the police officer who could be subject to disciplinary action in some circumstances, but also members of the public.

This point being raised conflicts with the leadership style of a democratic leader where community engagement can build trust in the police and improve the relationship between the police and all communities.

In summary, due to all of the points mentioned above, it highlights the need for a police officer, like myself, to be able to switch between leadership styles to ensure the best possible outcome is reached. Using both methods allows for control to be sought whilst remaining respectful to all members of the public. The flexibility will ultimately allow for community engagement to increase whilst ensuring that all police actions are lawful, justifiable and that the officers involved have accountability for the actions taken.

Word count: 1960

'All references used, can be found in more detail on the bibliography title page'

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:

I am going to be looking back over the last 2 and a half year and reflect upon my probation. I will be looking at whether I have benefitted from any mentoring or coaching that I have received. I will then be looking at if the support that I have been offered has supported me to meet the goals set by my organisation or any personal goals that I had set myself. Further-more, I shall look at if the assistance I have received and question has allowed me to strengthen my own knowledge and whether its impact has been able to aid me learn and develop within my workplace.

As I will be reflecting over my probation period, I will be using 'Bortons Reflective Tool' to structure my answer when looking. This is a straightforward development framework which allows you to easily reflect (White, S. 2006).

In the world of policing, coaching is defined as being a development activity that requires a coach and a client. The purpose of coaching is for the client to complete and follow set goals or objectives over a set period of time (College of Policing, 2023).

Mentoring is different from coaching as its focus is more on a relationship between an experienced or more knowledgeable person, offers support, advice and guidance to less experienced people to aid them with their development and overall progress. It is the responsibility of the person who is mentoring to identify when advice, guidance or support is required, (College of Policing, 2023)

As I look back over the years that have passed, I can ask myself, have I benefitted from coaching or mentoring? The simple answer is yes. In short, every new police officer who completes their initial 6 months classroom based training will be coached

for 10 additional weeks, undertaking real incidents, and learning what being police officer entails.

When I look back at my 10 weeks of coaching and reflect upon it, I can identify both positive and negative points.

When I look back, my experience was that I was coached away from the shift and station that I was to join after completing the 10 weeks. I was coached within the PDU, (personal development unit). The benefits for this is that this unit are not considered deployable resources, this means that we could pick and chose what incidents we were to attend.

I can consider the, so what? What did I learn? Was this the best way for me to learn? In my honest opinion, there were times when I thought, this method was the best way to coach me as ultimately, to successfully pass the 10 weeks of coaching certain incidents must be dealt with whilst completing competencies such dealing with conflict. Therefore, this method of coaching where the coach decides what incidents that we would respond to, would allow greater chance of 'ticking the box' for the aspects that I needed to experience and take part in. However, to be critical of this method, this coaching method opens numerous opportunities to simply, not experience a realistic day of a police officer. An example of this is that I would respond to an incident with my coach, the situation would then be dealt with, and we would go back to the station and write up the incident and in essence, due to not being a deployable resource, we would not be chased by the force control room or any other police supervisors or colleagues. This meant that we could spend hours updating a single job. I understand the importance of allowing time like this in the first few weeks of being coached as I know from my experiences, it is all new, the paperwork does not make sense and updating any job is like trying to complete a digital maze. However, that being said, the time spent updating the incidents would go past a helpful amount and enter the realms of being bored, finding myself just hanging around the station.

So now what? What did this experience of coaching do for me? At first, when I joined my shift and was allocated a callsign, making me a deployable unit, the overall pace of the job came as a real surprise to me. I found myself struggling to update incidents quickly enough meaning I would be called to attend another incident meaning that my paperwork would build up. This caused me a lot of stress in the first few weeks of my independent status. Overall, the coaching phase of my development did not give me the best basis to start my policing career from and I would actually say it nearly ended my career in the early stages as I began questioning whether being a police officer was for me due to the stress, I found myself being subjected to.

My experiences started to change and improve as time went on slightly. I began to 'find my feet', and the paperwork was becoming easier and quicker for me to complete. Albeit from the help and knowledge of my colleagues. I would describe this phase of my career as the mentoring era, even though I still find myself learning new ways to deal with incidents daily even now. What experiences do I speak of? Well, I found myself asking my colleagues to help and advice on how to complete the paperwork which they were able to provide to me in unlimited amounts. In-addition, I would find myself contacted members of my shift whilst as incidents, asking for their advice on what course of action they believe I should take. Furthermore, I found it a great aid to simply watch my colleagues handle incidents, learning from the action they took whilst I just watched in ore. So, what did they do or say to me to help? They all aided me by showing me methods of completing the paperwork

more quickly whilst maintaining the gold standard levels of details. They gave me the confidence to make decisions without needing to rely on others to help me reach a suitable outcome.

So now what? With the knowledge I have learnt and developed I am now in a position to effectively help others and offer them the guidance that was once offered to me. This is a fitting statement as I am now one of the senior police constables on my shift in terms of service time. This means that people often come to me asking for help. Due to my experiences, the coaching and mentoring that I received over the previous couple of years, I am in a position to help the people who find themselves in the shoes that I once filled. I would like to be critical over my shift being helpful, however my shift and other colleagues have not ever provided me with bad advice or told me to do something that has had a negative impact. The only point that I could raise is that there may not be consistency with how officers update the incidents that they attend at each station, even each shift may do aspects of the updates differently, this could be due to the way the shifts pass on their knowledge, leading to minor changes in people's approach to updating incidents.

As I have mentioned above, coaching and mentoring has helped me reach numerous goals over the years. In terms of professional goals, these methods of passing on knowledge have provided me with not only the basis for my knowledge to be built upon, but also the building blocks to create, develop and to learn from. This knowledge could come in the form of how to deal with a domestic related incident or how to deal with a road traffic collision. The knowledge being built not only benefits me as the police officer who would be dealing with the incident, but also the members of the public who engage with me. Members of the public would expect a police officer to know exactly what to do in every situation, more often than not, an experienced police officer may know, but a new police officer may not. This is why passing on the knowledge is crucial as the public perception of the police can easily be influenced.

This point also works when talking about organisational goals. As a whole, Heddle Gwent Police would not want the general public to have a bad image of the police constabulary, so having knowledgeable police officers on the front line, may help reduce the impact of the public's perception as not only will the officers know what to do, like in my own experiences, I now know how to engage with people, what to say when people are distressed or upset. I understand what is required of me at each incident that I attend.

The last point is that how coaching and mentoring has helped me with personal goals. I have looked back at my previous workbooks where I documented my areas for my own development. I personally wrote that I needed to develop my communication skills, increase my exposure to conflict and stress management. With communication, this is an essential skill required to be an effective police officer. I wrote that I felt my current levels were very good but felt there was always room for improvement. From the time of being coached and mentored, my communication skills have definitely increased, this means I am able to talk to people from all backgrounds. I strongly believe that my mentoring was a key point that would take credit for my development. The next point I wrote was to increase exposure to conflict to learn how to manage this situation. This point has also been greatly worked upon. I feel this has come from a number of years of completing the job role of a police officer, conflict is a daily occurrence for me, and I have been to

an uncountable number of incidents where violence was a factor. Over the years of watching my experiences colleagues show assertiveness in all situations has been a pivotal point for me when I consider my development. I know believe that I am a strong leader who can demand assertiveness when required.

The last point I previously mentioned was stress management. I have already discussed how stress was a big factor for me when I first started my tour of duty on an active shift. To reiterate, without my colleagues providing me with reassurance and help I honestly don't believe I would still be employed by Heddli Gwent Police as I would have offered my resignation. However, that being said, I am glad that I was able to see the light at the end of the tunnel and now I am offering that help and reassurance to the newer members of my station.

The final topic I shall be discussing will be feedback. I provide feedback to my colleagues by simply talking to them. As someone who is still in their probation, I do not feel it my place to provide critical feedback to someone, however that being said if one of my colleagues are making critical mistakes, I would not let them go down that path and would immediately step in and help. I would then have a simple chat to them after the incident had been completely dealt with.

I often get feedback from my supervisor. This is also passed to me in the form of a simple conversation. My supervisor and I will have regular one to one meetings where my workload is discussed, amongst my general work performance and any issues or concerns that I have.

These meetings are helpful as I find it beneficial for someone else, like my supervisor to look at my workload and provide positives, negatives and review the actions that I should be taking.

This allows me to ensure that I am always working to the standard that they require and want whilst also working my development and knowledge on how to deal with incidents.

In Summary, I would consider my initial coaching phase to provide an okay basis for me to work from, however, my development has been hugely improved due to my colleagues and supervisors offering they help at all times, essential acting like long term mentors. I thank them for they help and guidance.

Word count: 2058

'All references used, can be found in more detail on the bibliography title page'

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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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