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BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)

Learner name:

Lee Mason_____

Learner's University Registration Number:

2134424_____

FACULTY OF BUSINESS AND MANAGEMENT **PUBLIC SERVICE PROGRAMME**

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 4	Coaching, Mentoring, Assessment	2000
	Bibliography	
	Total	8000

Task 1

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

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

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

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

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

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

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

ANSWER:

Within this essay, I will reflect upon an incident that I have dealt with whilst working as a police constable. This will be an incident in which I played a significant role when attending a call whilst conducting my tour of duty as a mobile response police constable. I will reflect upon the incident by using Borton's model of reflection (Janse, 2024).

I was asked to attend an emergency call from force control room. The emergency call was in relation to a male who had attended a local hospital to visit his female partner who had been admitted. However, the male in question had court bail conditions in place not to contact his partner in anyway. This was put in place by the court to protect the victim from the male, due to a serious ongoing domestic related investigation. Court bail conditions are put in place by court officials, such as a judge. When these conditions are breached it is important for the subject to be apprehended by a police constable and put before the next available court (DPP Law, 2016).

Domestic related incidents are becoming more prevalent, with it being shown that in the last year, these calls accounted for 15.8% of police calls across England and Wales. With the Crown

Prosecution Service (CPS) charging rate for domestic abuse related offences being at an all-time high (Brader, 2024). I have found that domestic related incidents are an important part of policing and one of the main roles I deal with during my role. It is vitally important that these calls are dealt with diligently and professionally, to safeguard victims and bring offenders to justice.

My role in this policing incident would be significant, as it would solely be my responsibility as an initial dispatched unit to protect the victim from harm and arrest the male. Gwent Police motto is to protect and reassure (Heddlu Gwent Police, 2024) and as a police officer attending this call, I would do my utmost to ensure this would occur. It would also be my responsibility to protect persons within the hospital and secure the male whilst remaining professional.

When approaching the hospital, I was doubled crewed with a special constable, as I was aware the situation had the potential to escalate due to the males warning markers, one being for violence. Special constables slightly differ from a police constable role, whereby they are volunteers and do not get paid a salary. However, they still have the same powers as a regular police constable and are trained to a similar standard (College of Policing, 2024). I was also aware that there would be members of the public within the hospital, with some being unwell. I realised that being single crewed in an instance such as this, may put myself at further risk, hence the decision to double crew with a colleague. A survey was conducted by 94 police constables in England, that found that the majority surveyed believed they should be double crewed to alleviate the risk of being injured (Houdmont, et al., 2019).

Upon arriving at the hospital, my colleague and I liaised with hospital staff who had contacted police, to ascertain where the male subject was located within the facility. We were able to respond quickly, confine the individual, and prevent an escape by collaborating with hospital workers. The male was located within the same room as the victim who was still within her hospital bed, recovering from surgery.

I felt it important to secure the male as quickly as possible in order prevent harm to any person in the vicinity. I have used my situational awareness skills to establish this by way of evaluating impact factors such as the location I found myself within and potential of risk of harm (College of Policing, 2020). I have discovered that these skills are vital when finding yourself in situations linked to conflict, and I have become more accustomed to making these decisions with experience.

After securing the male, he was subsequently arrested for a breach of court bail and safely conveyed to police custody. When the male was authorised into custody, I travelled back to my allocated Police Station, this has allowed me time to reflect upon the incident I have dealt with. I had never used reflective practices in previous professional settings prior to becoming a police constable. However, in my short time working as a police constable, I have realised that reflecting on occurrences you've dealt with is a vital aspect of the job. It allows for self-development opportunities, instils

professionalism, and helps realise how a similar issue could be handled more efficiently on the next occasion (Christopher, 2015).

When I first started my role of a police constable within Gwent Police, I was nervous and constantly doubted my decisions when dealing with incidents. However, as I enter my final year of probation, I feel this has now changed, and I have become a more confident and obtained a greater skillset than when I first started my role. This has been achieved, as I have tried to attend available training courses which has greatly helped boost my confidence levels. Continuous Professional Development is shown to help the individual receiving training, as the individual can gain knowledge and an up-to-date skillset. It benefits the public as well, as they are receiving a professional service from the police constable (College of Policing , 2020).

I have realised that as a police constable, you cannot have a positive impact towards everyone you meet, you may have complaints made against you from time to time or receive critical feedback from a colleague. Before becoming a police constable this critique may have been taken negatively and would affect me. However, I have found to take this critique in a positive manner, as it can be used as a professional learning opportunity and used to greater my knowledge to do better next time (Belschak & Den Hartog, 2009). Police constables are already negatively impacted by various issues relating to their job role, so it is important to keep a positive mentality but be aware when you require support (Purba & Demou, 2019).

Policing Vision 2025 was implemented by police chiefs, crime commissioners and partner agencies as a plan going forward to initiate positive change within the future of policing. This vision has been designed to help police in acquiring a plan going forward to tackle evolving crime and ensure the community are going to be kept safe in the future (NPCC, 2016). There are a few key strategies that Policing Vision 2025 has in place to concentrate on such as, Local Policing, Workforce, Digital Policing, specialist capabilities and enabling business delivery (Association of Police and Crime Commissioners, 2017).

Crime trends change over time, with digital policing now ever more relevant, policing would require changing with these shifts to ensure they can be policed effectively (Badrus Sholeh & Iswanti, 2024). I have made myself aware of these key strategies to ensure I am fulfilling my role as police constable to the best of my ability. Local Policing is an area that I have conducted proactive work within my role as police constable. Gwent Police have operations in place locally to gain the communities trust and to prevent crime from taking place. One such operation, I have attended on my rest days to ensure I am working towards achieving that goal and engaging with the local community.

The College of Policing is an independent professional body that is at the centre of all policing across England and Wales. This body sets professional standards for police staff to adhere to, ensuring police forces are equipped to provide a professional service to members of the public (College of

Policing , 2024). One of these standards was to implement the Policing education qualifications framework (PEQF), whereby police constables who joined the role, would enrol into higher education to obtain a degree qualification. By implementing this PEQF framework, the aim was to achieve a perceived professional workforce and ensure communities had greater confidence when dealing with police constables (Martin, 2021). There are benefits to police constables enrolling in higher education. Higher education has been shown to benefit police constables since it increases their knowledge and prepares them to cope with complex crimes (Martin, 2024). I have found that my academic writing has improved by undertaking the university degree, allowing me to utilise these writing skills into my descriptive writing for complex investigations.

With this, the PEQF is shown to have its negative factors. Figures showed that in 2021 one third of police constables had less than five years' experience. This evidences that there maybe is a lack of experience on shift for new recruits to learn the reality of policing on the street (Andrews, 2021). Members of the public may be tentative to apply for the role of police constable, due to being apprehensive to enrol into a university degree, as well as having to take on a new job role. With the police, requiring a diverse police constable force, the policing degree may negatively impact this (College of Policing, 2020).

There are no precise figures on the number of police constables in England and Wales leaving their jobs because of their policing degree. It was found that in the year ending March 2024, that the leaving rate of police constables was at its second highest rate since records began (Home Office, 2024). However, it was also shown that in the year ending March 2024, there has been substantially less police constables joining police forces across England and Wales than the year before. There has been a decrease of 41.9% (Home Office, 2024). These figures show a decline in police constable retention and employment over the past year.

There has also been calls for the policing degree to be amended, most notably by Hampshire and Isle of Wight Police and Crime Commissioner, Donna Jones. It is believed that people were being put off applying for police constables roles due to having to study for a policing degree. This was stopping people who would be beneficial for the role of police constable joining and the force losing out on suitable candidates. It was also found that police constables studying for the degree were taken away from actual policing with vital policing hours wasted (Jones, 2023).

Having been enrolled into the PCDA element of the PEQF degree myself, I have struggled to complete a university degree, along with being a police constable, due to the demands this imposes. However, I have maintained my well-being and realise the benefits of undertaking a policing degree. The College of Policing strive to better policing within England and Wales for police staff and the public they serve. Implementing the College of Policing's five-year strategy is one of the ways they have set out to do this. Ensuring professionalism is one of the goals outlined in this plan (College of Policing, 2014). By setting standards in regard to professionalism, this promotes trust with the public

they serve and increases public perception of police constables (Lumsden, 2017). Although these professional standards have been set out, not all police constables adhere to the conduct that is expected of them (Westmarland, 2016). This then gives serving police constables a negative reputation and harder for the public to gain mutual trust.

My role as police constable has now changed since I have entered my final year of probation. When I first started at my allocated police station, I required help and reassurance that I was correctly fulfilling my role. I believed that because I lacked experience, I required colleagues to guide me and boost my confidence levels. However, as I enter my final year as a probationary police constable, I find myself being more experienced than other police constables on my shift. These police constables, along with special constables now ask me for help and guidance. I now find myself taking the initiative when responding to incidents I attend because of the confidence I've built, due to the knowledge I have gained and experience.

In conclusion, I have described a policing incident in which I have attended and played a significant role. With this, I have explained how my role has changed since I first started my role as police constable. I have explained the role of the College of Policing and how it has tried to improve policing. With this I have also noted Policing Vision 2025 and how I have tried to improve my abilities to meet strategies in place.

Word Count – 2087

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

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

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

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

What social media platforms are used by policing?

What are the benefits and risks of using social media?

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

ANSWER:

Within this essay, I will reflect upon an incident that I have dealt with whilst working as a police constable. This will be an incident in which I played a significant role when attending a call whilst conducting my tour of duty as a mobile response police constable. The incident I will be describing occurred when I was attempting to locate a suicidal male. I will reflect upon this by using Borton's model of reflection (Janse, 2024).

Whilst, conducting my tour of duty recently within my local police station. I was made aware by force control room, that there was a genuine concern for a male, who had made concerning remarks to one of his family members. The male had sent a message via his mobile phone to say that he would be attempting to end his life due to his declining mental health. Mental health calls are becoming more prevalent for police forces across England and Wales in recent years to attend and provide a service. It was found that in March 2023, the Metropolitan Police (MET) attended 78,000 mental health related calls and 204,000 concern for safety calls in the year 2021-2022 (BBC, 2023). The male used a social media platform to message his family member and posted concerning videos on his social media platform. However, when family members and associates have attempted to locate the male and contact him, he was untraceable.

It was vital that the male was located, as this would be graded by police as a high-risk missing person. Missing persons are risk assessed by police constables in relation to the information received and the impact factors that may cause serious harm to the individual. The assessed risk would

indicate what resources would be allocated to locate the individual (Pheonix & Francis, 2023). In this situation the male would be graded as high risk, it would be my task throughout my tour of duty to locate the individual before any harm would befall him. I felt a heavy burden of responsibility when I was tasked in locating the individual, as I did not want the individual to come to any harm. Police constables are shown to have a stressful role and are placed into challenging situations which could negatively affect their mental health (Garbarino, et al., 2013). Although the individual had not been confirmed to have been harmed, watching footage of the individual in a mental health crisis was challenging from a personal perspective.

The individual used social media to highlight his declining mental health and intentions, this could be seen by his friends, family and others who may not know him, on his social media platforms. Social media has become vastly popular in recent years. It was found that in January 2024, 82.8% of the United Kingdom population uses some form of social media (Kemp, 2024). Social media is not only used to keep in touch with family and friends. Numerous individuals use social media to keep up to date with the latest news in their area (Kyprianou, 2024).

The missing male's mobile number and social media handles have been obtained by liaising with family members. Having obtained his mobile number, this now allowed me to utilise internal services within the police force I serve. The mobile number and social media handles could potentially be traced by completing digital forensic work which would provide a rough location of the male. Single Point of Contact (SPOC) Communications Data Unit can be notified in live incidents with serious risk to life. The unit is available to use 24 hours a day, 7 days a week (Office of the Police & Crime Commissioner North Wales, 2023). Since a person is reported missing in the UK approximately every two minutes, it is positive that police departments can use social media for data transmission. (Fyfe, et al., 2014).

As the individual was under 18 years of age, he would be classed as a juvenile. Due to this, I would have to gain permission from family members or next of kin, for a social media appeal to be considered. This is another positive aspect of policing using social media in recent times. Police forces can place social media posts on their social media pages such as Facebook and X, formerly Twitter, requesting the public's help. By doing this, it would reach a wide target audience quickly and efficiently. As more people become aware that the person is missing and word can spread throughout the target area, the more people this social media post can reach, the better (Ferguson & Soave, 2020). I have utilised this option and completed the relevant details for a post to be completed through internal social media departments.

Fortunately, using social media in this case was beneficial. A member of the public who had viewed the police-created social media appeal provided information that led to the male's location. I have conducted an area search and located the individual in woodland with the help of community support officers, who have a good understanding of the local area. The male was unharmed and

engaged with myself, so I could provide the relevant support going forward for his mental health. The male was placed under section 136 of the mental health act which is a legislation that allows for the male to be detained by police (Mind, 2017). With the male now safe, he was conveyed to a mental health facility so he could receive the best mental health care going forward. I felt a sense of relief that the individual was located without any harm caused and I was able to help him receive the care he required for his mental health. Reflecting on the incident, had social media not been used on this occasion by way of a social media appeal, the outcome could have been very different.

Social media can be used positively by police to engage with the community it serves. Community Support Officers regularly use social media platforms such as X, Instagram and TikTok to update the community regarding community events that they may have arranged or proactive patrols. It was found that Gwent Police were believed to have 100,000 followers on their social media platforms in 2013 (South Wales Argus, 2015). This figure will have grown over time, with social media becoming even more popular. A study was conducted across England and Wales involving 294 members of the public, in which they were surveyed. The study involved the public's perception of police forces usage of social media. It was found after the completion of the survey, that the public support the use of social media by police forces (Cartwright & Shaw, 2020).

Police forces across the England and Wales utilise social media platforms to share information with the public, in relation to road closures, wanted persons and job advertisements available. They also, engage by way of offering information to members of the public, when positive warrants are completed. Notifying the public via social media platforms such as X and Facebook, reaches a wide audience. It would also show the public, that police are serving them, preventing crime and creates trust (Bullock, 2018). It was found that police forces that have social media platforms, are more trusted by the public, than police forces without any accounts (BBC, 2012).

Police constables use WhatsApp to communicate with one another, using group chats or individual messaging features. However, this is shown to have its negative factors and can lead to breaching professional standards. An investigation was conducted recently within a police force in the UK, which involved the social media application named WhatsApp. A serving special constable was found to have sent racially offensive messages to colleagues using WhatsApp. These messages were so offensive that it equated to gross misconduct with the special constable being barred from working in this role going forward (IOPC, 2024).

It is found that criminals use social media platforms to attempt to commit crimes such as fraud across the UK. It is becoming increasingly popular and hard to police with social media companies asked to do more to protect its users (Doig, et al., 2025).

There are risks to police forces using social media to post on social media platforms. If the missing person does not wish to be found, circulating a post on social media platforms, could notify the

individual that police are actively searching for them. This could make the individual harder to trace, as they may turn off locations on their mobile phone, decline to answer family members or friends, they may even travel further away. It's possible that the person may self-harm because of the post because they may feel ashamed, depressed, or want to carry out their threats before the authorities can find them safely (House, 2020). Although, I was aware of the potential negatives of completing a social media post in relation to the incident I dealt with. I decided that this was the best option to locate the individual swiftly.

Use of social media by police forces across the UK was more prevalent during the COVID-19 pandemic. Members of the public were restricted from leaving their homes and there were minimal opportunities for police to engage with the public in person due to the restraints put in place. Police forces use of social media became important during this period to reach individuals who were within their homes (Ralph, et al., 2022). By using their social media platforms, police forces were able to engage by way of posting safeguarding information, reaching vulnerable individuals who required support.

Lancashire Police use of social media to engage with members of the public has been documented but this has received both negative and positive feedback. Whilst recently completing a social media post on X, they have shared photographs of recently imprisoned criminals with before and after photographs (BBC, 2023). This can be portrayed negatively, as the public may perceive this humour as below the professional standard they expect and a form of bullying. However, the use of this social media engagement, can be defended, as good engagement and a way to make police forces more relatable (Sky, 2023).

Police forces across England and Wales have policies in place for the use of social media. Locally Gwent Police have their own guidelines in relation to social media and relay the message that their social media should be a safe place for every person to engage with them (Heddlu Gwent Police, 2024). Gwent Police have numerous set guidelines that they expect persons to adhere to if they are to comment on their social media posts. A few of these guidelines are not to promote discrimination, contain spam, contain any violent material or contain any malicious communications (Heddlu Gwent Police, 2024).

It is important whilst using social media that police forces adhere to policies in place. The IOPC has stated that police staff and constables must act professionally whilst using social media. If they fall below the code ethics and professional standards set when posting on social media, they could face serious consequences (NPCC, 2021).

In conclusion, it was advantageous for police to use social media in relation with the incident I dealt with. Sharing a social media appeal allowed important information to be obtained to find the male because it reached a large number of people on social media channels. The use of social media is

shown to benefit police forces, allowing engagement and promotes trust between the police and the public it serves.

However, there are negatives to using social media, with police constables shown to use it inappropriately. Police forces offer guidelines on how social media should be used but this is not always adhered too. Police forces should remain cautious when using social media, as their posts are open for everyone to view and be scrutinised by the public. With more individuals using social media across the UK, it can only benefit police forces to use and engage with the public.

Word Count - 1993

Task 3

Relevant areas of the National Policing Curriculum: Leadership and Teamworking

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

Critically evaluate and **evidence** your flexibility in leadership style.

Critically analyse leadership strategies that you have developed to manage a range of different operational situations.

Consider leadership models commonly used in policing.

How were you able to apply a change in leadership style/strategy to reflect changing circumstances?

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

ANSWER:

In this essay, I will reflect upon an incident that I have dealt with whilst working as a police constable. This will be an incident in which I played a significant role when attending a call whilst conducting my tour of duty as a mobile response police constable. The incident I will be describing involves reported drug dealing by youths in the local area. I attended and dealt with this call whilst crewed with a special constable. I will reflect upon this by using Borton's model of reflection (Janse, 2024).

When I started my tour of duty within my local police station, my sergeant requested that I be crewed with a special constable who was inexperienced. Special constables are volunteers that join the police force, they share the same legal powers as serving police constables with many having unrelated full time job roles (College of Policing, 2024). I felt a sense of extra responsibility when I was directed to crew with the special constable. It would be my responsibility to ensure his welfare was maintained throughout our tour of duty together and incidents we were to attend, were dealt with correctly by both of us. A survey about the hiring of special constables revealed that there seemed to be certain challenges in the recruitment process involving expectations of the role (Wadley, 2024). With this, I wanted to make sure the special constable enjoyed his time on shift and would be happy to attend in the future.

Having only been in my position as police constable within my local station for a perceived short period time, I felt that I would not be ready for this responsibility. However, I took it upon myself to

delve into the task with positivity even though I lacked leadership experience within the police force. Force control room requested myself and my colleague attend a call to a location whereby there was a report of youths dealing drugs. Drug dealing is a major problem within the United Kingdom (UK). It was important not only to locate the youths to disrupt the supply of drugs in the area but to try and safeguard them too. Youths across England and Wales are found to be integrated into organised crime groups and are at risk of child criminal exploitation (Ashton, 2025).

Whilst travelling to the reported location, I began to converse with the special constable. I began to offer instruction on what lines of enquiry we would be conducting and legislation that could be beneficial in the circumstances. I offered instruction as I was aware that he was inexperienced in an operational capacity with the reality of policing different to the training setting. Practical learning is shown to have its benefits, this occurs when you learn by taking part in an incident rather than through study. Practical learning is shown to offer a deeper understanding, ability to learn from mistakes and promotes teamwork (Nutley, 2022). Although, it was found that including both studying in a classroom environment and gaining practical experience is advantageous for personal development (Leask, et al., 2020).

Whilst conversing with the special constable in relation to what we would be doing when we responded to the call, I became aware that I was not allowing him to provide any thoughts or suggestions. Research shows that I was offering an autocratic leadership style. Autocratic leadership involves the team leader receiving no input from colleagues and allows the team leader to oversee the decision-making process (Denton, 2020). It has been demonstrated that this leadership approach has both benefits and negatives.

The ability to make decisions quickly in an emergency is one asset of authoritarian leadership (Gumusluoglu, et al., 2020). Additionally, it would enable precise goals and objectives to be set, ensuring that colleagues understand their duties upon attendance (Mansaray, 2019). This leadership style best suited the situation I found myself in, when attending the call. Since the incident was classified as a grade 1 emergency call, police constables have 15 minutes to get to the scene (Metropolitan Police, 2025). This gave me little time to converse with my colleague, as we had to attend the location quickly to meet time restraints. With the special constable explaining he had little operational experience, I thought it a priority to offer guidance and specific instruction, for awareness of what was expected.

A negative aspect of implementing this leadership style would be the risk of creating low morale and colleagues believing they are being micromanaged (Cherry, 2023). As my colleague did not get a chance to offer any input into the discussion on way to the incident, this could have caused a sense of dissatisfaction. The special constable may have felt that I was being overbearing and that his expertise was unreliable. I was aware that this would be one of his first response calls to attend, so

there was a worry that this approach would either displease him or discourage him from returning to work on shift again.

Upon arriving at the location, two youths could be spotted on mountain bikes, whilst also carrying backpacks. The reporting person indicated that these youths had been seen dealing what they believed to be drugs to a neighbour. The two youths were not located together and were separated.

I have then directed my colleague to engage with one the youths, whilst I dealt with another. This incident was now best described as dynamic, which is a situation that is always changing and evolving (Police1, 2024). The leadership style has then evolved to suit the situation, as it was not possible to offer instructions, as both myself and my colleague were now apart. My colleague who oversaw his detained individual would now be making his own decisions.

The laissez-faire leadership style has been implemented due to the change in circumstances. Laissez-faire differs to the autocratic model that was first used when attending the incident. It involves a “hands off” approach where colleagues would be making their own decisions rather than receiving instructions on what to do next (Cherry, 2024). This style has had to be implemented, as there was a lack of police attendance to stay with the special constable and offer instruction. The two youths had to be detained and spoken too with relevant checks completed. However, the one youth would be the responsibility of the special constable and decisions regarding what would happen next would fall onto him.

Both youths were searched under section 23 of the misuse of drugs act 1971 (Legislation, 2025) with the special constable making his own decision to search using this legislation without prompting. When searching the backpacks which the youths were carrying, they were found to contain a considerable quantity of drugs, along with money. The two youths were subsequently arrested and conveyed to a custody unit.

The laissez-faire leadership style has its benefits and disadvantages. Benefits include team members being able to make their own decisions and the use of this leadership style offers personal development (Cherry, 2024). This could involve a colleague making a mistake due to making their own decisions that could be incorrect. The important aspect of this would be by making a mistake they are able to learn from this and gain a sense of growth. Disadvantages would involve colleagues not being aware of their responsibilities when dealing with a situation or feeling a lack of leadership from team leaders (Cherry, 2024).

When travelling back to the local police station, I have had time to reflect upon the leadership styles undertaken when attending the incident. By utilising different leadership styles, this has enabled the situation to be adequately managed to adapt to the changing circumstances. Team leaders who offer

flexibility in leadership styles rather than being confined to one leadership style, are shown to be the most effective leaders (Knight, 2024).

Reflecting on my handling of the incident which led me to apply different leadership techniques with the special constable who accompanied me. I would critique the leadership style implemented when first attending the call. I would follow the democratic leadership style before attending which allows colleagues to work together to share ideas and knowledge to come to a decision. This leadership style empowers colleagues due to the sharing of ideas (Gastil, 1994). Even though the special constable was deemed less experienced, they could have ideas that would have benefited the incident or had a skillset aligned to the call. Evidence suggests that democratic leadership is preferred by individuals than autocratic leadership (Foels, et al., 2000).

I have engaged with the special constable and began to reflect on what we could do differently on the next occasion, offering him support and advice. By implementing a coach-style leadership this initiated engagement and collaboration. Coach-style leadership is a new style of leadership and has benefits (Indeed, 2024). I felt most comfortable using this leadership style and enjoyed the feeling of helping the special constable by offering support. The special constable explained that he felt more comfortable and that he felt a boost of confidence.

I've discovered that even colleagues who are thought to be less experienced can exhibit leadership traits while responding to calls, even when seasoned police constables are in attendance. Police constables undergo various specialised training programs that equip them with a distinct set of skills. While participating in a call recently, several police constables were present, including some with more experience. I have exhibited a leadership style where I was the only qualified method of entry police constable in attendance at an address. Method of entry involves trained police constables attempting to gain entry into locked doors and windows at addresses (West Yorkshire Police, 2024).

Taking charge of the situation meant giving directions and guiding my colleagues to gain entry into the address while actively participating myself. My colleagues were looking to me for direction because they lacked the required specialised training. The style of leadership that was portrayed in this incident is named transformational leadership. This leadership style requires the team leader to become involved in the goals and inspire others to achieve the goal (Cherry, 2024). Transformational leadership has been applauded by academics for the benefits this leadership style offers. The implementation of this style of leadership is shown to promote cultural change in a policing aspect (Cockcroft, 2014). A survey was conducted in Germany, involving 3000 German state police officers regarding transformational leadership. It was found that this style of leadership benefited officers and created job satisfaction (Masal, 2015).

College of Policing offer standards that should be met regarding leadership in a policing aspect. The police leadership programme has been established to offer guidance across five organisational stages of the policing organisation, that should be adhered too. These standards have been set in line with the code of ethics competency and values framework (College of Policing, 2023). The police leadership programme was established to ensure that individuals have an equal chance of developing their leadership skills through the policing organisation and are trained adequately (College of Policing, 2022). Future police constables will benefit from this program since they will be trained by capable leaders, which allows for better leadership in police forces going forward (Police Federation, 2023).

In conclusion, I have described a policing incident that I have dealt with and explained the leadership styles implemented. Depending on the circumstances a police constable finds themselves in, it has been demonstrated that having a flexible leadership style is advantageous. College of Policing have implemented a framework to help guide police staff going forward, to ensure leadership throughout the police organisation has the best chance to improve. I have evaluated the leadership styles used and evidenced how these styles were achieved.

Word Count - 1942

Task 4

Relevant areas of the National Policing Curriculum: Coaching, Mentoring, Assessment

Critically reflect upon your three-year probation:

How have you benefited from mentoring and coaching?
How has it helped you to meet personal, professional and organisational goals?
How has it aided you to learn, develop and perform in the workplace?

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

How do you provide and receive feedback?

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

ANSWER:

In this essay, I will reflect upon my three-year probation whilst working as a police constable. I will explain how mentoring and coaching was beneficial during this period and how this has impacted my development. I will reflect upon this by using Borton's model of reflection (Janse, 2024).

When first joining as a student police constable I was aware that I would be offered training in relation to becoming a qualified police constable. Firstly, this would involve completing an initial 6-month period within a classroom setting, with other student police constables. Police forces across England and Wales manage their own training programmes, the classroom training involves student officers learning about policing in the first instance and legislation (Bedfordshire Police, 2025).

It was challenging to adapt to learning in a classroom setting whilst completing this training. Although I was in a classroom with other student police constables, I would be considered older than some of the younger students. This made me feel uneasy, as most of the students had recently left an academic setting, whereas I had been employed in full time job roles for a considerable amount of time. I believed I would find it harder to adapt than others but pushed myself mentally to work through this feeling of uneasiness and self-doubt, to set long term goals. Findings have identified how mature students who enter academic learning develop a determination when studying and set themselves long term objectives to succeed (Jones & McConnell, 2022).

During the classroom phase of my probation period and learning, we were allocated a police training officer, which we would call "staff". This officer would be responsible for our welfare, ensure we were

being trained correctly and offer support when required (College of Policing, 2024). This would be the first experience of a coach in a policing context for myself. However, on a personal level I did not find this beneficial, as little support was given and at times the officer did not know any of our names. During the classroom phase of my probation period, I felt the only benefit was the comradery amongst fellow student officers. This support built up my confidence and allowed me to grow on a personal level to complete the exams and practical element of the classroom training. Classroom camaraderie amongst students can be beneficial, as it encourages learning and improved wellbeing (Kahu, et al., 2024). With this, I did not have great expectations of being mentored or coached when I left training school, due to the negative experience received.

Mentoring and Coaching are an important aspect of learning and allows for professional development. However, the two differ slightly in a training capacity, mentoring is a long-term objective and coaching is provided over a set time frame (Institute of Directors, 2024). Through mentoring, an experienced employee of an organisation can share their knowledge to less experienced staff members and offer support when required (College of Policing, 2024). It has been found that mentoring has its benefits for students, such as improved knowledge, self-awareness, and career development (Marshall, et al., 2021). Coaching has advantages for the individual receiving it as well as the workplace. Coaching-based training has been demonstrated to improve teamwork, skill development, open communication, and offer organisational benefits (Indeed, 2024).

Upon being dispatched to my local police station, which would start my operational policing career, I was assigned a police constable on shift to accompany me. As part of my probationary period, this police constable would serve as my tutor for ten weeks, which is referred to as my tutorship. The tutor's role would be to accompany me to incidents, to enable me to learn the job role from them. They would then monitor my progress throughout the 10-week period and assess my capabilities (Derbyshire Constabulary, 2025). I felt that this would be a long time to spend with someone solely on shift but was eager to learn and develop from the police constable.

During my tutorship I learnt a great deal from my tutor and felt lucky that I not only had a good working relationship with them but that they were efficient in communicating. Before attending an incident, my tutor would converse with me and make sure I felt confident in what legislation could be used. My tutor would also make sure we both knew our roles by way of formulating a plan before attending an address, so we were prepared for any situation that may arise. I was aware that not all my fellow student constables felt this way with their tutors. However, not all police tutors operate the same way, many tutors have slightly different approaches which may not align with the student (College of Policing, 2022). It has been found that both the mentor and the mentees found mentorship to be challenging, and the mentees reported that they benefited from specific support systems put in place, such as emotional support (Gunn, et al., 2016). However, not all students would feel this to be beneficial and may want to be supported in a different way by their tutor.

After attending an incident, my tutor would take the time to go through the incident and give me both positive and negative feedback if required. I did not let any negative feedback affect me on a personal level and realised that this was a positive way to learn from mistakes (Jug, et al., 2019). Establishing this communication style would allow me to apply it in a policing aspect. This would help me communicate openly and listen actively to individuals at an incident to achieve an outcome (College of Policing, 2021). I would then reflect upon the incident and share what I had learnt and what could be improved upon. This reflective practice helped me greatly and highlighted areas of personal development. Reflective practice involves the individual critically evaluating their performance after the event, to develop knowledge and enhance skill set to allow for continuous professional development (Bleach, 2014). At first, I found this difficult to achieve, as I had never implemented this style of practice in other job roles. However, as I continued to gain experience through using this method, I found this beneficial and helped me learn from mistakes.

My tutor was very honest, as she had worked as a response police constable for several years and was able to share both good and negative sides of the job role. This enabled me to view the good and the bad sides of policing and obtain the reality of the role I had taken on. My tutor was proactive, and this enabled me to attend a wide range of calls and obtain further knowledge which would not only benefit myself but the police organisation. This positive relationship and culture in place which was provided in the mentorship phase of my learning, had a lasting effect upon me. It was found using a mediation model, that the mentor's behaviour in the workplace has a lasting effect upon their students going forward (Jeong, et al., 2018). Personally, I would experience anxiety if my tutor did not make any effort and was not pro-active. It was found in a survey completed by Australian state police constables, that probationary staff did take on some of their mentors perceived traits (Tyler & Mckenzie, 2011).

After my 10-week tutorship period was completed, I was deemed competent to obtain my independent patrol status by my tutor. This would mean attending calls by myself without my tutor to support me. I felt that the mentorship period had helped me develop personally, professionally, and organisationally. With my tutor's support in place, I felt more confident attending calls than I did before due to the knowledge and experience offered to me. Professionally, by reflecting with my tutor I was able to develop my skillset by way of evaluating my performance and finding areas of improvement. My tutor also helped me integrate into ways of working and taught me about the culture and goals of the police organisation.

Feedback is an important aspect of personal professional development. It is a key skill that can be utilised for effective professional growth. It was found that 57% of individuals surveyed in a medical setting, believed it developed an area of their skillset by receiving feedback from peers (Valdez, et al., 2014). My feedback was conducted with my sergeant and separately with my tutor through 1-2-1 informal meetings, which enabled me to feel more comfortable to engage.

College of Policing have made great lengths to improve coaching and mentorship. They established a coaching and mentoring programme in 2018 which was implemented to benefit police staff throughout the organisation in relation to training (College of Policing, 2022). The five stages of the leadership program are spread throughout the police organisation and are intended to help individuals advance their skills over the course of their careers (College of Policing, 2022). This leadership programme offers coaching packages for senior leaders to attend and develop their skills to enable them to deliver efficient coaching. With this, College of Policing offers workshops for senior leaders to attend, to improve culture and develop underrepresented groups within the police organisation (College of Policing, 2024).

I can reflect upon how my job role has now changed since gaining my independent status on shift. Although, not tutored any longer, I felt a great deal of support from experienced police constables on shift. These individuals have offered me guidance, as they joined the police organisation just before myself and have slightly more experience. I have found this guidance important personally and followed their advice regarding career progression. Although, these police constables are not classed as my mentors or coaches, they have inadvertently taught me skills and shared knowledge. This form of mentorship can be best identified as peer mentorship and occurs when colleagues at a similar level can offer experiences and new skills (Dagli, 2024). I have found advice regarding attending additional training beneficial to develop personally. I have taken advantage of these courses to learn more about a particular area of policing that I may be struggling with. Upon completing these courses, I now feel more confident at these specific calls and class this as career progression.

Being on shift for a prolonged period of time has made me experience many police constables leave to other departments and new police constables start their career on shift. Having been in the student constables position, I have found it advantageous to help these constables, as I enjoy offering help and advice. I have found that the GROW model of coaching is beneficial. This framework stands for Goal, Reality, Options and Way forward (Miller, 2020). I found this model the easiest to implement, as it encourages open communication, is a straightforward model to follow and it allows the individual to show responsibility for how they will meet their identified goals (Hancock, 2025).

In conclusion, I have reflected on my 3-year probation and how mentoring and coaching has benefited me in different ways. When I first started my training within a classroom environment, I felt let down by the training officer. However, mentoring and coaching have been an important aspect of my policing journey, with my 10-week tutorship being highly beneficial. This 10-week period has shaped me into the police constable I am today, thanks to the guidance of my tutor. I have developed myself through receiving support from colleagues on shift and completing various training courses. When I first started my role, I did not believe I would be coaching an individual on shift using a coaching framework, but this has become a reality due to my progression. Going forward, I will use the framework implemented by college of policing, to ensure I gain knowledge and experience off senior leaders, to help me develop further.

Word Count - 1963

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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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