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LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND
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FACULTY OF BUSINESS AND MANAGEMENT **PUBLIC SERVICE PROGRAMME**

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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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:

The role of a police officers in the UK is continuously adapting to the ever-growing demand of the public and their expectations. Modern policing must apply professionalism, ethical conduct and the skills for officers to adapt in their everchanging environment. In order to apply these traits, frameworks such as Policing Vision 2025 (NPCC, 2016), the Workforce Transformation 2018 (NPCC et al., 2018) and the College of Policing's 5 Year Strategy (College of Policing, 2014) are used amongst police officers to maintain public confidence in the organisation they serve. I will reflect upon an incident in which I played the leading role in, discussing the actions I deemed necessary and the outcome of my decisions. I will then explore how this incident developed my understanding of response policing,

and the importance of professionalism when dealing with both victims and offenders. Furthermore, I will evaluate the strategic role of the College of Police in the development of professional standards of modern policing, and how during my final year I have developed my identity, confidence and growth.

During my probation period, I had attended numerous incidents where I have played a significant role in. One which comes to mind was a time I was dispatched to attend a domestic incident whereby the offender was alleged to be stalking and controlling his partner (Victim).

As the first on scene, I applied the National Decision Model (NDM) (College of Policing, 2024) by gathering information from our force control room and from the victim. My responsibility was to ensure the safety of the victim, whilst continuing to build on my information so I could make investigative decisions. During this interaction with the victim, I ensured I showed professionalism providing reassurance and empathy whilst conducting my procedural requirements of a domestic incident such as a DASH, which is short for Domestic Abuse, Stalking and Honour-Based Violence (NPCC, 2025). I then had to gather evidence and deem whether there is a necessity for a section 24 of the Police and Criminal Evidence Act (PACE) 1984 arrest (GOV, 1984). I obtained a detailed account from the victim and continued to assess the potential risk imposed on the victim, and if there was a potential for further escalation from what was disclosed to me. My actions were governed by the Codes of Ethics (College of Policing, 2024), as I showed respect, fairness and listened to the victim providing the necessary support. I then spoke with

colleagues who were also on scene to ensure my decisions were in line with our force policy.

During this incident I felt pressures from not just the victim, but also my colleagues. As I'm in my probation period, I am expected to take lead at most incidents to show my progression and to apply my knowledge. While I felt confident in my decision making and what steps I need to follow in line with force procedures for domestic incidents, I also had to consider the victim and their feelings during this time. It can be a distressing time when making disclosures to police in relation to their relationship breakdowns and it was important I showed a sensitive side to build a rapport with the victim. However, this can be challenging as I also need to maintain professionalism, ensuring all information discussed by the victim is obtained, so I can manage the victims' expectations.

Reflecting on this incident, I identified the skill in which I have demonstrated well was the ability to talk and listen to victims. This is vital as I was able to obtain all relevant information, as well as building a rapport with the victim, which led to the victim feeling comfortable in my presence at such a difficult time in their life, leading to valuable disclosures which help my decision making. On the other hand, I have also established the speed at which I conducted enquiries needed improvement. This was challenging as the victim went off topic on many occasions, which delayed the overall process, which lost valuable time in finding and dealing with the subject. This incident was a great example and valuable to my probation period as I identified the importance of professional standards and the transparency needed on these occasions, being able to refocus the victim on the incident at hand, whilst also being

patient to not rush and miss key evidence. This shows the importance of police policies such as the Codes of ethics (College of Policing, 2024), which I applied when making my decisions, ensuring I have safeguarded the victim despite the outcome of the investigation.

This reflection has been vital in my development when carrying out my role within front line policing. Using the reflective model Gibbs' (The University of Edinburgh, 2024) I can continue to spot key strengths and weaknesses whilst carrying out my duties. My strengths to communicate and listen, then the weaknesses being my speed in which I conduct investigative procedures prove importance applying professional standards, following the guidelines provided through the codes of ethics (College of Policing, 2024).

The HMICFRS (2019) describes the College of Policing being a professional body covering England and Wales that promotes evidence-based policing, to prevent crime, protect the public through ethical values and integrity. The body's primary aim is to boost professionalism, drive consistency, and improve leadership through its core functions (College of Policing, 2023). The college of policing provides frameworks already discussed being the Codes of Ethics, which frontline officers use when making any and all decisions when dealing with any incident. It is there to guide the organisation and its staff to police with honesty and integrity (Hayes, A. 2024). This builds a better relationship with the public in which we serve, to ensure officers take accountability for their actions, which is impartial following evidence-based policing.

The College of Policing continues to develop and expand on police officers training. CPD UK (2025) suggests Continuous Professional Development (CPD) ensures a continuous learning pattern that empowers officers career progression. Which suggests police officers must manage their own learning progression which aligns with the organisation values and the public's values. This is important when in the probation stages of learning, like myself, reflecting on areas in which are exceeding or needs further development promotes deeper understanding in what makes a police officer, so officers are capable of adapting to new challenges. Frameworks such as the Police Education Qualification Framework (PEQF) within the College of Policing explore the learning of new and current recruits, providing educational degrees whilst in probation periods, promoting public confidence as this shows police officers are constantly expanding their knowledge and skills (Strong, J. 2019).

The college of Policing also promotes another key framework called evidence-based policing (EBP) (College of Policing, 2024). EBP highlights the importance of professional judgment in making policing decisions by exploring what available evidence has been obtained (Klose, S. 2024). The College of Policing (2024) suggests EBP is the best available evidence that informs and challenges decisions, practices, and policies. Furthermore, the College of Policing (2021) encourages officers to use their practice guidelines, used to aid in the prevention of crime and the encouragement for officers to apply EBP in their personal decisions.

In front line policing I have seen personally how EBP can be valuable in challenging situations where officers' decisions must be fair and also protect the victims. In my probation period, EBP supports procedures such as domestic risk assessments, in

which linked to my incident where I played a critical role in, ensuring officers are using best practices but also aligning with legislation to achieve the best outcome. EBP incorporates transparency and effectivity in decision making, which builds trust within the community leading to better cooperation (The Open University, 2024). EBP has also had positive impacts upon stop and searches in the police, allowing officers to stop search people using an intelligence-led and tactical approaches (Brown and Hobbs, 2023). This is seen in hotspot policing, using data to target an area of crime interest (College of Policing, 2022), and also the use of technology such as ANPR systems (College of Policing, 2023). However, Boulton et al. (2020) discusses the limitations being a lack of awareness and access, as police officers in their probation period being new to the job, they are suggested to have a lack of awareness of the research used in EBP.

The role of a modern police officers is to serve the public by upholding the law, detecting and preventing crime. Modern policing to date goes far beyond these factors, as police officer's expectations are to remain transparent, professional and to police with the upmost respect (College of Policing, 2024). Policing Vision 2025 (NPCC, 2016) supports this as they look for officers to protect the rights of victims and to partner with the community to reduce crime demand (Metropolitan Police, 2025).

Policing by consent can only be actioned when officers show fairness and respect to the public (). This is shown in Policing Vision 2025 (NPCC, 2016), as they highlight the importance of close collaboration with partner agencies and the community in which officers' police. In my own experience, building a report with the

local community by showing a presence in their community, listening to locals regarding issues, and community engagement events is important in crime prevention. An example of this is listening to communities to obtain intelligence in which can be developed to identify crimes which may be unnoticed.

As I am in my probation period, I look to incorporate these principles within my own policing, through engagements with the community, effective communication, and making the right decisions to safeguard my victims. Within my domestic incident in which I played a significant role in, despite dealing with disclosed offences, I have also prioritised the safety of the victim and others involved. I did this by following procedures such as the DASH risk assessment to aid me in my decision making. I showed patience and fairness when making my decisions, which met the wishes of the victim, which I took guidance from my core principles of the Codes of Ethics (College of Policing, 2024).

Modern policing relies on digital and an intelligence-led approach, as these are essential for both new and traditional crimes (NPCC, 2025). This is also highlighted in The Workforce Transformation 2018 Strategy (NPCC et al., 2018), as it discussed how police officers need digital skills in order to effectively deal with cyber-crime, digital safeguarding, and other digital investigations. Digital equipment such as body worn video (BWV) and ANPR is vital for obtaining key evidence (Webster, Miranda and Leleux, 2022). During my probation period, I have seen firsthand the uses of digital and intelligence-led approaches in investigations. During my domestic incident, the use of BWV was vital in capturing key disclosures made by the victim. BWV is also very important for officers as it promotes transparency and protects

officers in their decision making where the public may scrutinise the decision, but BWV will show the justification of the officers' actions (NPCC, 2024).

A probation period within the police force is a length of time, in which you learn new skills, and are tested by your assessor to see if the officer is capable of the job (Police Federation, 2016). Reflecting on my last year of probation, I've seen a transition from where I was as a new trainee, to now an almost fully capable officer. I have highlighted growth throughout this probation showing positive developments in vital skills such as communication and decision-making in which enhanced my professional judgment. Reflecting to the start of my probation, I've seen improvements in my confidence compared to the start.

Throughout the probation years I have had to take on more responsibility at incidents, in order to show progression and to action my developed skills. Each stage of probation comes with challenges, one being workload management. During this year I have been given an increased workload as I am now expected to complete complex locations, this can be very stressful, as there's still actions in which I need improvements on. It is important to manage personal wellbeing during this time. Wellbeing is vital for officers taking on more responsibility, which is why The Workforce Transformation 2018 Strategy (NPCC et al., 2018) focuses on the importance of wellbeing with the importance of reflection and having peer support, which I have incorporated in my final years' probation to maintain my stress.

Word Count: 2063

Task 2

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

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

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

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

What social media platforms are used by policing?

What are the benefits and risks of using social media?

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

ANSWER:

Social media is a great tool for organisations, policing specifically, to engage and incorporate with the public. The Police Foundation (2014) highlights social media importance and uses, as this tool is vastly used to obtain and provide information, engage with communities, and much more insight to improve public safety. Paljug (2025) defines social media as an online digital platform and applications such as Facebook, Instagram and more, all of which enable users to engage with each other. Police forces worldwide have recognised the reach in using social media platforms to engage with their communities, encouraging public cooperation (College of Policing, 2020).

Whilst exploring the many positives and negatives of social media in the police force, I will also incorporate a policing incident in which I played a significant role

in. This incident will demonstrate my use of social media and how it assisted as well as obstructed my policing incident. In this reflection, I will critically evaluate both actions and force policies that align with the principles of the National Policing Curriculum: Communication Skills, social media, Communication Strategy.

An article looking into social media by Jones et al. (2025) claims all 43 Police forces in England and Wales all have a presence on social media. This suggests the use of social media is a vital tool, which shows great success in its use. The College of Policing (2024) recognises the dangers when using social media within its organisation, which is why clear guidelines are imposed, ensuring police officers use it responsibly, safely, positively and appropriately. These guidelines are all aligned with the core values of policing through the Code of Ethics (College of Policing, 2023), ensuring all interactions with the public through the use of social media is professional and respects the public's values.

In my police organisation social media is used to not only engage with the public and provide the public with informative information, it's also a platform to share achievements following policing incidents, to further build public confidence and highlighting the good work which otherwise goes unnoticed. Departments of the police force manage specific platforms of most importance. However, frontline officers can contribute to things such as appealing for information, publishing road closures or reassurance messages. NPCC (2014) highlights the growth of technology as part of modern policing, implying the importance of cooperative platforms between the police and its public. Police forces incorporating social media must take into consideration the public's expectations, as the public expect to be

updated about what is happening in their communities. WeCops (2024) suggests real-time updates on incidents or operations provides insight into operational decisions, displaying openness that fosters a sense of accountability.

The guidelines provided through force policies have significant influences in the decisions I make and my use of social media when engaging with the public. Reflecting on my incident in which I played a significant role in, the importance of professional standards ensures I avoid misusing social media, avoiding risks attached to the platforms.

As discussed, there are numerous social media platforms utilised by police forces worldwide, all have specific uses and target audiences. An article by Ruddell and Jones (2013) investigates the target audience of each social media platform, exploring the effectiveness of each platform with their linked demographic. The College of Policing (2024) reinforces this article as they assess both strengths and weaknesses of the platforms used, ensuring they are tailor it to the right group to allow effective engagement.

Facebook is the leading social media platform with a 5.4 billion users dating 2025 (Statista, 2024). This makes Facebook an effective tool used for community-based policing, as police forces will utilise this platform for regular engagements and appeals, with the target audience being local communities.

Instagram and Snapchat are widely used by police forces to target younger groups and families as these platforms are best suited visual communication or campaigns,

and crime prevention. Targeting this group can assist officer in tackling crimes like anti-social behaviour (ASB) (College of Policing, 2024). Similarly, the platform TikTok is widely used among younger audiences, and again, police use this platform for both community engagement and intelligence gathering, as this app uses geotags which can place suspects at specific locations (Burley, 2025). However, privacy concerns and mistaking geotags suggest challenges which should be taken into consideration when using this for evidence.

The wide use of different social media platforms poses benefits and risks. These platforms offer police the tools of engagement with their diverse community, it could also attract negative attention as receivers could reply in a hostile manner or produce misleading information. Linking my policing incident, which involved a high-risk missing child, I saw the benefits of Facebook. I have ensured the next-of-kin (NOK) approved consent for media appeals, which later assisted in the missing persons safe return home. However, challenges were present, as this child did not have access to Facebook, as this child's social media of choice was Snapchat, limiting me to just one platform of enquiries. This can also be applied on the other end of the scale, as Aston et al. (2024) highlights further limitations when using social media, as the older generation suggest lower accessibility to these platforms, leaving a group unserved.

Overall, the identification of each platform and their uses are crucial for police. Matching each platform with their effective audience provides the best possibilities when reaching out to local communities. All with the aim of building community

engagement, whilst remaining professional and open, in line with the principles of the National Policing Curriculum.

Social media offers a wide range of benefits which all assist police forces worldwide. The main benefit for police forces is communication. Communicating with the public is vital to safeguard its community. Communication through the means of social media allows information to be sent to a wider range of people in a rapid manner (Osatuyi, 2013). The College of Policing (2024) recognise the power of social media and use the platforms already discussed in order to issue urgent appeals, provide information surrounding major incidents or share safeguarding advice to those communities surrounded by crime. All with the aim of avoiding misinformation and increase transparency.

Transparency is vital for building trust and legitimacy with the community in which they serve. Sustainability Directory (2025) claims transparency with communities, suggest people will be informed, allowing a two-way respect encouraging the community to partake in decision-making. Muir (2016) highlights the frustration between the public and their communities, exploring the stigma that police officers are dehumanized. However, social media has shown to counteract these claims as stated by Jones et al. (2025), the use of social media shows a face behind the badge, building that confident and making police officers more approachable. My experiences with social media use in my organisation see positive responses to posts regarding incidents and is very encouraging responding to the positivity from the community sounding the good work police officers do.

The Police Foundation (2014) highlights social media being a cost-effective tool. Whilst assisting the police with campaigns and appears, it can reach these targeted audiences with little to no cost, suggesting social media can be effective and having minimal financial burdens.

The partnership between both the police and the public has also shown benefits within my own incidents. Relating back to my high-risk missing person incident, the use of media appeals expanded enquires and, in the end, resulting in a safe resolution.

Overall, social media has been shown to be a vital tool now used a vast majority of police forces, as it provides the public effective and rapid communication, enhancing the partnership and allowing cost-effective tools utilised to assist in investigations. This has been demonstrated within this case showing a positive stride in modern policing.

However, despite social media offering numerous benefits, it also has limitations and risks which need to be managed appropriately. One of these risks' officers have to be mindful of is sharing misinformation. Social media platforms have a potential to allow posts without verification. The NPCC (2021) this as a breach of the core values in which officers have sworn to, posing false or inaccurate information may damage the public trust in the police. This is also recognised by The College of Policing (2024) who set guidelines for officers to follow when using social media, this avoids misconduct investigations and further builds on transparency with the public. Further to this, another concern is exposure to sensitive and confidential

information which risks being shared with the public. This will be seen as a breach of the Data Protection Act 2018 (GOV.UK, 2018). Officers must take ethical responsibility in the protection of personal details, victim / witnesses attached to incidents which may be shared to the public. Relating this to my incident with the missing person, I ensured I obtained NOK consent in written approval before posting personal details of the missing person.

Information in which has been posted to the public cannot be controlled, which will open risks of the public sharing sensitive information or even taking the investigation into their own hands, resulting in safeguarding risks (Metropolitan Police, 2025). Furthermore, the public could also abuse the tools used to build public confidence. Police social media accounts and posts can be attacked through means of hostility. The term 'troll' is used to best describe users who only post to spread hate and to seek gain from offending people (Merriam-Webster, 2025), these 'trolls' could create emotional distress for officers and the public (Naaz, 2025). The College of Policing (2020) set guidelines for officers to only respond in a positive manner.

Overall, despite social medias many benefits, in order to achieve these, the police force must apply force policies, maintain professional standards and adhere to the strict guidelines enforced by The College of Policing (2024). I have also reflected on the many risks ensuring my uses of social media only support the public and does not undermine.

Reflecting on my missing person incident, I have seen how social media tools can be an effective enquiry when dealing with most incidents. My incident involved me

first getting written consent from the missing persons NOK, then once obtained, I played a crucial role in communicating relevant details to the public, who could assist in widening my search. This role required responsibility and professionalism, as I ensured only the relevant and agreed upon information was shared. This later resulted in the missing persons location, where he was then returned safe.

This experience furthered my development, allowing me to see firsthand the effectiveness and importance of communication, in line with the National Policing Curriculum. I learnt how to use tools like social media to build cooperation between police and the public, benefiting both with relevant information to assist enquires, and public safeguarding. Alongside the benefits, I have also experienced challenges, such as false information as to where the missing person may be located. This took valuable resources off the street and time.

Overall, I gained both strengths and opportunities for development with social media, which I will apply in my future approaches. I continue to reflect upon all my actions I've taken, ensuring I am guided by my force policies in all incidents.

Word Count: 1861

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:

Efficient policing relies on leadership and teamwork as the police deal with unpredictable incidents on a daily basis. Due to the complexity of incidents, frontline police officers should apply their leadership skills, whilst applying force policies and the codes of ethics (College of Policing, 2024), ensuring they manage the incident with the highest level of professionalism. This section of my workbook will reflect upon my leadership and teamwork skills which I applied within the incident I have had a significant role in, reflecting on the outcome as a result of my decisions.

The structure of this workbook will focus on my uses of leadership styles and strategies, which I have used in my day-to-day policing and have applied within my chosen incident which will be further discussed. Exploring the leadership styles provided within policing which aid officers in their operational practices, such as The

National Decision Model (College of Policing, 2024), all in light to improve team cohesion and effectiveness of the police force. Finally, reflecting on the learning gained from this chosen incident, which I will apply in future incidents.

The incident in which I played a significant role in was during a night shift when my colleague and I were dispatched to an emergency call in a generic area of a residential estate. The information received from our control room was of a fight between two males. Being first on scene, I had to evaluate the situation from the information passed and was presented from speaking with witnesses. I assessed the risks to both the public and my colleagues, whilst coordinating outstanding actions which needed to be explored.

On scene, it was clear a fight occurred as there were numerous witnesses still in the area where both males fought. Further information arose suggesting the victim was seriously injured and both the victim and the subject fled the scene prior to my arrival. There were clear safeguarding concerns as the victim was believed to have a head injury, and therefore, I took leadership and directed colleagues to conduct area searches, whilst my colleague and I continued to gather information from witnesses. Communication was vital between the public and colleagues as the victim was still outstanding. I was then informed from witnesses who knew the victim that the victim returned to his address just up the road. I had to be flexible whilst I updated both the control room and other colleagues conducting area searches, showing a directive approach issuing instructions to my team. I then took a supportive approach when speaking with the victim to provide the required safeguarding.

This incident required effective teamwork, leadership skills and efficient decision making, due to the continuous change in circumstances from the information gathered. The incident came to a safe resolution as the victim was safeguarded and had the required medical treatment. This incident was a great example in the importance of effective leadership skills, which ultimately assist the safe resolution. This opens the importance of communication from both the public and other officers, adaptability and teamwork.

Loeb Leadership (2023) suggests leadership requires the ability to be adaptive, due to everchanging situations and circumstances. The College of Policing (2023) supports this, stating adaptivity is key for effective leadership, as frontline officers will be exposed to changing risks and needs of the public. Relating back to my incident, my ability to change between directive and supportive styles showed leadership qualities. On my arrival to the incident, I showed directive leadership from directing the priorities towards the victim rather than the subject due to the injuries disclosed. Clear communication to colleagues and our force control room was essential to direct units to conduct area searches and enquires to establish further information surrounding the incident.

An article by Goodson, McGee and Cashman (1989) investigates the Situational Leadership Theory (Hersey and Blanchard, 1988), in which best describes the skills used within my chosen incident when applying a directive approach. This theory suggests leaders must adapt depending on situation and their individual or teams' ability, in order to best complete tasks. On the other hand, I have then shifted my

style to best suit the victim, as I applied a supportive approach. The victim had just been seriously assaulted and required safeguarding, and therefore, communicating in a calm manner to prevent further escalation with the victim moves towards an emotional intelligence approach. This approach requires self-awareness, empathy and relationship management (Gyles, 2017), applying these skills built trust between the victim and I, assisting me to reduce panic and obtain full circumstances to help locate the offender.

On full reflection, I identified strengths and weaknesses throughout the incident in which I managed. My ability to be adaptive show importance when managing the needs of both the victim and my colleagues. However, limitations were apparent as the directive approach meant I was too focused on directing immediate actions on enquires present, rather than focusing on my own actions within the call as I was in presence of valuable witnesses but was occupied with constant communication between colleagues and the control room. This made me rethink my approach, and the need to balance being directive but also taking into consideration my own responsibility on scene. Overall, the incident was important for personal development when taking a leadership approach. For future incidents, making sure I complete urgent enquires, but also addressing emotional approach towards victims and witnesses.

The incident I played a significant role in displayed numerous risks towards officers and those involved, showing the importance of effective leadership skills. There were numerous strategies which I applied to resolve the matter in a safe and positive outcome.

One of the most important strategies which I applied was clear and effective communication between all involved. Research by Stevenson University (2025) suggests effective communication provides clear instructions, promotes cohesion and ensures officers fully grasp their requirements when dealing with incidents. I ensured I demonstrated clear communication, providing updates and speaking with those involved. This meant the officers assisting me knew what their individual tasks were, victims and witnesses could provide me with further information which could assist with enquires. The limitations to this was too much time was spent speaking with colleagues and our control room, and not enough attention was focused on the witnesses, which meant there were delays in the location of the victim.

In line with clear communication, another skill utilised during my incident was de-escalation techniques. This was applied to both the witnesses and the victim. The witnesses knew the victim personally, and following the attack, the victim fled the scene, which struck panic with those with a personal connection. When speaking with the victim later into the incident, the victim was in a panicked and agitated state, which escalated my first interaction as he believed he was in trouble. Lavoie, Alvarez and Kandil (2022) state the skills of de-escalation can further the trust between the victim and the officer, and in this case, this skill reduced the fear the victim was experiencing at the time, allowing me to engage in a calm manner.

The final strategy used was coordination, which I displayed when directing colleagues to undergo area searches, updating force control rooms on information gathered and providing those I spoke to the relevant safeguarding. Coordination in

the police improves public and officer safety, when demonstrating effective resource management and strategic responses during incidents (College of Policing, 2024). The limitations experienced when undergoing these strategies was the difficulties managing colleagues to do tasks, when most of my time was spent updating our control room.

Despite the limitations of these strategies discussed, it was clear they all contributed to the safe resolution of both the victim and witnesses. Overall, it is important for officers taking the leadership approach to recognise these limitations, and to reflect upon each incident to ensure skills are being continuously developed.

Leadership models are available for officers to utilise when they need to adapt their styles to best suit the incident they are managing. All incidents can be different, and each can also change at any moment, which is why having numerous models at disposal will better achieve the best outcome in for that incident.

One model which has been discussed but best suits the incident which I led is Situational leadership (Hersey and Blanchard, 1988). This model assists officers when urgent enquiries arise, requiring urgency and attention. Linking to my incident, the dynamic changed, and the urgency was present when one witness described the victim's injuries, highlighting the possibility of a head injury. At this time, due to the head injuries and an unknown location, I applied this model to best direct other units to updated last locations of the victim. Once clear instructions have been passed to other officers, that's when my flexibility was applied as I reverted to my supportive approach, to further engage with witnesses extracting vital information.

This model worked well as the clear instructions allowed for effective area searches for the victim or other possible witnesses. The limitation of this approach was that other colleagues were prone to listen to my instructions and took away their independence when thinking and applying actions they may thinking is the best course of action.

The other model used was when I located the victim, who at the time, was going through a lot of traumas as they had just been attacked, and the victim showed signs of a concussion. The victim at first sight was pacing in his address and was in a state of panic. From analysing the victims currently behaviour, I then applied the Transformational model (Denton, 2020), as this approach is focused on people skills. This approach was vital in building a rapport with the victim, focusing on his needs and feelings, calming the victim and in the end making the matter more manageable. The strength of this approach was the rapport built between the victim and I, as I was able to minimise risks to the victim and other officers and convince the victim to seek medical treatment. However, the limitation to this is the time-consuming element as I needed to be patient with the victim, which meant too much focus was spent engaging, rather than obtaining information on who the subject is and possible directions of travel.

Lastly, the most important model used by all police serves, and used in conjunction with other models listed above is the NDM (College of Policing, 2024). When applying the NDM throughout any incidents, the officer ensures the right decisions are being made at all times, ensuring the safety of other officers and the victim. I

utilised this throughout all decisions made in the incident I played a significant role in.

Reflecting on the incident and all my decisions made, allows me to build to reinforce my strengths, but also identify areas of development. My strength within this incident was my flexibility, as I was able to adapt and apply all the models listed above. However, the limitation was of the Situational leadership model (Hersey and Blanchard, 1988), as this put restraints when building a report with witnesses due to the to constant focus on updating our force control room, rather the listening and engaging with that witness. This has shown despite being flexible, I much choose what style is important at the time, whilst ensuring the safety of others. I will continue to apply these models in further incidents, to show my progression, and in hope, build on my identified weaknesses.

Word Count: 1911

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:

A police officer may only become an accredited constable following the completion of their three or two year probation period, which will include coaching, mentoring and an assessment criteria, all this forms part of the National Policing Curriculum introduced by the College of Policing (Strong, 2019). This curriculum was designed to help new officers in their journey, giving them the training to enhance and develop skills, meeting organisational requirements needed for the ever-changing demand of operational policing. For this task, I will reflect on my three-year probation period, discussing the benefits of coaching and mentoring. I will also reflect upon my learning and performance through my probation.

The Institute for Academic Development (2024) defines mentoring as a relationship of an experienced person guiding others, where they will share their knowledge and skills to assist in their personal development. Johnson (2022) defines coaching as

a goal-oriented process that involves a partnership between the coach and the client or clients, where they will provide professional advice to maximise their potential. Both these approaches have been utilised within the probation period, ensuring officers have the best possible learning, to assist them in their carer.

This task will discuss the theoretical of both coaching and mentoring focusing on its uses in police. I will then explore my personal experiences through my probation period, and how these approaches helped me in becoming a competent officer, meeting the organisation requirements expected. I will discuss how feedback has helped identify any strengths and weaknesses. Finally, taking into consideration the limitations of this process, and how these have affected areas of development.

Coaching and mentoring are core components within the probation period for professional development. The College of Policing (2023) highlights that these components are essential to enable officers to meet operational requirements inline with the Codes of Ethics (College of Policing, 2024), further improving or expanding on skills all in hope to allow officers the tools to make effective decision-making. New officers will have to go through a school like period, before becoming operational at their specified working stations. Officers throughout this process will endure mentoring and coaching to obtain guidance as they undergo each stage of the probation period.

Mentoring in police context implies newly appointed officers within their probation period, will be guided and challenged by a more experienced officer, where they will reenforce knowledge, personal advice and support. Mentoring will be managed by

tutors, who are police officers trained for the purpose of training new officers. Sergeants also play a crucial role within the mentoring process, both training new recruits through challenging incidents, helping them manage or undergo enquiries, all well supporting the recruit's mental wellbeing.

Coaching which has similar attributes to mentoring, involves in this case an officer who will be coached by another with the aim to achieve a goal, through constant reflection (Johnson, 2022). Theories such as the GROW model (Goal, Reality, Options, Way Forward) (Leach, 2020) is commonly used in policing, encouraging police officers to reflect on their own decisions, rather than a continuous reliant on their coaches. Police coaches will utilise this model when conducting their debriefs with the recruits, exploring current strengths and weaknesses, alternative strategies and any improvements on their decision making. The model displays the importance on personal reflection.

Another model utilised by police, known as Cognitive Apprenticeship, developed by Collins, Seely Brown and Holum (1991) discusses how students develop their cognitive skills by observing and imitating expert, using the structure modelling, scaffolding, coaching, and fading (Aldino, 2023). In a police context, police tutors will demonstrate tasks like statements, then encouraging their student officer to take ownership once their knowledge hits the required criteria, then withdrawing their guidance to then challenge their student and test their abilities. This model best mirrors the probation period, as student officers become more independent and requiring less mentoring. Similarly to this model, Zone of Proximal Development (ZPD), developed by Vygotsky (1978) (Fani and Ghaemi, 2011) explores the gap

between what the student can do with their current abilities, and what they could achieve with support. Applying this in a police context, similar to the Cognitive Apprenticeship model (Collins, Seely Brown and Holum, 1991), police tutors will display their skill when conducting tasks, then later withdrawing their support when competence grows with their student.

The use of all these models within recruits' probation periods, highlights the importance of supportive learning and learning developments upon self-reflections. Both Coaching and mentoring are therefore critical components in the probationer's journey towards the completion of their probation, allowing them to handle personal and operations challenges in modern policing.

Throughout my probation period, I saw clear improvements within myself as a result of being mentored by my tutor, and other experienced colleagues. Both supported me through guidance and reassurance, enabling me to handle the challenges of operational policing.

The Zone of Proximal Development (ZPD) (Fani and Ghaemi, 2011) approach was demonstrated during my early developments in my career, as my tutor helped me adjust from first coming out of a classroom to frontline policing. An example of this was when I conducted my first traffic stop. I struggled throughout this procedure as I could not find the balance between communication and legal requirements, as this was all new to me. My tutor saw that I was struggling, and therefore intervened at the areas I showed clear weaknesses in. From observing my tutor and practice, this allowed my confidence to build and during my development allowing my tutor to take

a step back. This example shows the benefits of this model, as my tutor applied this model's structure, assessing the areas of improvements, providing guidance and then 'scaffolding', which is gradually removed as I perform tasks independently (Margolis, 2020).

The theory of Cognitive Apprenticeship (Collins, Seely Brown and Holum, 1991) is another reflection of my probation period. During the early learning stages whilst being operational, I have learnt through the means of observation. I would have observed my operational tutor whilst attending calls such as domestics, where they will take lead initially in the incident, demonstrating the correct procedures expected of competent officers. I will then once satisfied through observing, will be given the opportunities to apply and take lead. Throughout my probation, this has improved my skills and professional judgement, also providing me with different practical styles of policing, as the theory also applies when observing other experienced colleagues.

Despite the many models discussed, mentoring was not without its challenges. Mentors all have their personal methods of teaching, some are more directive, others prefer an independent approach. These changes in mentoring tactics all occasionally led to inconsistencies on approaches which best suits my learning needs, making it difficult at times to receive and apply feedback. In addition to this, mentoring has clear limitations which stem around the tutor themselves, and what styles they use to teach. Overall, mentoring despite the limitations show positive development opportunities which enabled me to achieve competencies within operational policing.

Unlike mentoring, which offered structural guidance, coaching also had equal importance, allowing me to think for myself, owning my decisions and reflecting on them. In policing context, coaching was apparent when accompanied with sergeants and supervisors, whether this was during work briefings, incident feedback or general conversations.

The GROW model (Leach, 2020) best applies to the coaching feedback when speaking with supervisors or my Sargent. For example, after dealing with a critical incident, such as a high-risk domestic, my Sargent will require me to apply this model when I reflect on my involvement. By applying the GROW structure, I was asked to think about my 'goal' was for managing the incident, the 'reality' on how the incident changed, exploring my 'options' to manage the change, and then reflex a 'way forward' for other incidents (Leach, 2020). By applying this structure, I was able to access my actions, and identify areas of improvements through reflective practice, all in hope to better me decision-making.

Cognitive Apprenticeship (Collins, Seely Brown and Holum, 1991) also crosses with coaching methods. My Sargent would also apply coaching traits, by accessing my confidence when dealing with incidents or investigations, then allowing me to take responsibility and a leadership approach. Sargent displaying coaching traits would also intervene if new challenges arose, offering guidance, then allowing me next time on similar challenges to apply my learning. These styles built both my confidence and independence, highlighting the effectiveness of this approach for probation officers.

Elements of coaching can be identified within Zone of Proximal Development (ZPD) (Fani and Ghaemi, 2011) when looking at an officer's confidence to deal with matters independently. An example of this was when my Sargent made me conduct an interview on my own. This at the time was outside my conform level, however, with my sergeant's coaching, I was able to pre-plan procedures I would encounter within the interview, which allowed me to successfully complete this process independently. This experience had a massive boost on my confidence, showing the importance of coaching, as it allows officers to challenge themselves in a safe and controlled environment.

One limitation I encountered was that not all sergeants take a coaching approach, but more of a directive approach, only addressing the issues and providing a strict solution. The issues with this for me was that it left no room for reflective feedback, restricting my developments for independent problem-solving. This highlights issues as coaching will be dependent on the officers Sargent. Overall, coaching complements mentoring for probationary officers, not only allowing them to develop required skills, but to also develop self-awareness and reflective approaches. Both enabling and developing officers with the skills to deal with any incident throughout their career.

Mentoring and coaching were essential throughout and coming to the end of my probation period. Personally, I found that both these approaches have helped me with my confidence, which was my focus of development coming into my probation period. Professionally, the support from coaching and mentoring have helped me

meet the requirements of the National Policing Curriculum (College of Policing, 2024), through operational training and personal reflections from feedback after dealing with incidents. The probation period highlights the importance of officers going through the correct procedures and having the right training to ensure public safety, efficiency and public confidence.

Feedback is vital within the probation period. Feedback from my Sargent and mentors helped me identify key weaknesses, one which was identified during my probation period being dyslexia, making it difficult to write statements. However, through the assists of mentoring and coaching, I was able to improve and manage my learning needs, now making me a competent writer. Verbal reflections were beneficial to me as a dialog between sergeants and colleagues helped me understand challenges and strengths.

Despite the benefits listed above, there were limitations to both coaching and mentoring. For me, I found it difficult with some sergeants and colleagues who only provided directive instructions, rather than reflective approaches which I found to be most effective for me making improvements. I also found the time period of probation to be a limitation. Due to my learning needs, I required extra support, however still had to meet the required date of completion for each of my probation years.

In conclusion, mentoring offered essential guidance to meet operational standards, in line with the core values of the Codes of Ethics (College of Policing, 2024). Whilst coaching offered reflective criticism, helping officers build resilience and build their confidence. both approaches showing benefits in the completion of the final years

of probation. Despite the limitations of each process, which will affect others differently depending on their personal learning needs, I aim to apply what I have learnt to future probation officers, once I finish my probation period.

Word Count: 1950

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