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

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 4	Coaching, Mentoring, Assessment	2000
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	Total	8000

Task 1

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

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

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

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

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

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

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

ANSWER:

This essay will reflect on my professional development as a modern day Police Officer, focusing on the impact of the College of Policing, the skills I use to ensure I am fulfilling my role and to analyse an incident whereby I have used those skills effectively. I will be referring to the Strategic Policing Requirement and the College of Policing's 5 year strategy, and how I have implemented that information into my own personal development. I will provide evidence of my ongoing professional development, whereby I refer to a policing incident I attended where a vulnerable person who suffers with mental health problems and is a substance user was in need of assistance. Throughout this essay I will also consider how my skills and understanding have evolved since my initial training heading into my final year of probation.

The role of a modern day Police Officer in the United Kingdom is largely shaped and defined by The College of Policing. The College of Policing is a professional body for every Police Officer, Police Staff member and every individual involved in policing. It is an operationally independent public body that connects everybody in the police to understand their challenges. Their aim is to teach those within the police and the members of the public about policing and to give a voice on what standards, skills and capabilities are required of those professionals (College of Policing, 2025).

Since its formation in 2012 (College of Policing, 2025) the College of Policing has set professional standards for everyone in policing. This is to ensure that policing by consent is sustained and that the continuation of effective policing is being built on public trust and confidence (College of Policing, 2024). The ‘Code of Ethics’ is a guide to “help you do the right things in the right way for the right reasons” (College of Policing, 2024), and is a non-statutory code that must be followed by all police members.

As a new Police Officer you are immediately molded by the College of Policing as they have shaped and designed the format of both face to face learning and online learning. They also conduct ‘immersive learning’ which:

- Simulates major and critical incidents.
- Creates a dilemma by adding ethical or practical considerations.

Thus challenging and preparing you for the high intense reality of working with the public. With the net increase of 20,000 Police Officers in England and Wales that was completed by the end of March 2023, each one of those officers would have been taught and continually shaped and developed by the College of Policing and have had a huge impact on modern day policing (NPCC, 2024).

The College of Policing have released a corporate strategy that they have spread over 5 years (2022-2026) and it looks to build upon their core values and beliefs which has been very consistent since their formation in 2012 (College of Policing, 2024). The 5 ambitions they have are:

- To build trust and a fair culture.
- Transforming Police leadership.
- Support Career long professional development and wellbeing.
- Boosting core skills.

-Strengthening innovation and implementing what works.

This consistency to continue to strive and build upon what they already have, will prove to be a huge asset to new and future police officers as there will be a set level to what professionalism is required.

The strength of having a base structure for new and future Police officers will benefit modern day policing, but that does not acknowledge the difficulty that the College of Policing will have in changing the current police culture. Although the College of Policing has increased the emphasis on best practice and evidence based policing, creating a changed culture in police services will remain elusive (Dubord et al, 2018). Some police forces may find it is more difficult to change than others, in respect to transparency and embracing diversity. This challenge will limit the positive impact that the College is having on transforming police culture.

The College of Policing will continue to have an effect on modern day policing, and with its 5 year plan in place it will continue to build trust and a fair culture. However, it will need to direct a proportion of that learning to experienced Police Officers on topics such as diversity and accountability if they are to ensure their role continues to rise in the policing world.

My role as a Police Officer has been shaped by the College of Policing, however the role itself has become far more complex. The role of a modern day Police Officer across the United Kingdom is to:

Prevent Crime

Provide an emergency response

Provide support services

Uphold the law

Build community relationships

Assist with mental health concerns

Prevent Anti-Social Behaviour

These are to name but a few of the roles expected of a modern day police officer (Hayes et al, 2023).

Going into my final year of probation I have experienced a large proportion of policing whilst on my response team. I have dealt with many incidents such as domestic violence, assaults, sexual assaults and non crime incidents such as mental health and anti-social behaviour. These incidents require a broad set of skills which I am continually trying to expand upon to ensure I meet the high expectations of a modern day professional police officer.

Within my community there are a range of different cultures and I have come into contact with almost everyone during my time of working in a busy City Centre. One incident I attended a local Mosque which is the local place of worship for Muslims. After dealing with the incident I stayed and spoke with members of the Mosque who were curious about policing. I engaged with them and asked questions on their culture to which they were happy to answer. They explained their struggles and strains with the Police and were happy that modern day Police Officers are open to learning and more accepting of different cultures. These types of incidents not only teach me how to better myself as a Police Officer, but also that of a person, which I know helps with my professional development in the long term.

Members of the public who are suffering with mental health problems are a large part of modern day policing, and as time progresses, there is more and more material to learn surrounding the subject. The NHS states that one in four adults and one in 10 children experience mental illness, which can arise from many different reasons, such as upbringing, loneliness, stress and many more (NHS, 2025). The College of Policing supplies continuous e-learning packages that allow Police Officers to stay up to date with modern learning and allows for individuals to expand upon their knowledge, which I feel has greatly benefited me when attending Mental Health with those in crisis. I have also conducted attachments with other policing teams such as the public protection team, who taught me an abundance of skills surrounding mental health, child offending and vulnerable adults which I have no doubt have assisted me in calls that I attend.

To build my leadership skills with such young service, has been an area that I have identified to be invaluable. Most of the people on my team are also young in service, and I feel I have taken on the responsibility of working with and helping to direct those I work with. I have also worked with special constables who have come onto the team and have helped them adapt to their new role and helped offer guidance. I feel that this has helped with my confidence, ability to collaborate and delegate when needed. I know this skill will be crucial

in my later years of service, and I hope to build it from the start. Once I finish my probation, I will look to tutor new starters with the aim of developing both my own and their skill set.

There are many challenges that I experience daily in modern day policing, however I have understood that there is no direct path in policing, and adaptability is crucial in becoming a professional modern day Police Officer. I will continue to learn and become a better version of myself to be able to fulfill my role to the best I can. Since I started the role I feel I have learnt a large amount and I know there is a lot more to understand and take in. Going into my final year of probation I feel as though I am in a strong place mentally and will embrace the challenges to come.

As I go into my final year of probation I have set a target to enhance my learning and ensure that I am educated in the current state of policing and the threats that target our community. The Strategic Policing Requirement sets out what the current national threats are. In 2023 the Strategic Policing Requirement was updated, whereby it outlines an additional national threat of violence against women and girls. This along with other national threats such as terrorism, child sexual abuse and serious organised crime is a list that local and regional police forces must tackle with the highest urgency (Home office, 2023). I aim to ensure that I am familiar with what the current threats are and to stay as up to date as I can with modern policing.

One current national threat mentioned is serious and organised crime. Since I have started my probation period I have been based in a City Centre and Organised Crime Groups (OCG) have played a big part in many of the incidents that I have attended. Verese (2017, p. 45) states that an OCG attempts to regulate and control the production and distribution of a given commodity or service unlawfully.

A specific incident that I played a big role in was one that involved an OCG. In the early hours of the morning our control room received an email where it stated words to the effect of "Help, people in my house, drugs, won't leave". This instantly raised alarm, as the person and address linked was well known to us for being involved in crime and a place we have been to before. The person who owned the home was a vulnerable service user and was easily taken advantage of.

Upon attending the home, a young male not linked to the address was seen in the upstairs window and instantly ducked. We made our way into the home to protect the vulnerable person and found 4 people all together in the home. The vulnerable person was extremely scared and was visually distraught. I used a multitude of skills from training and skills I've learnt whilst on the job, such as communication skills and leadership skills to calm the vulnerable person down and establish details.

The people in the home were part of an OCG and had travelled from London to collect money from those involved in their unlawful activities. I stayed with the vulnerable person for the next few hours along with a Special Police Constable whereby we comforted and explained the process that would now take place in depth. I know this person suffers with their mental health and also substance misuse, to which I ensure that they would receive the right care from the right person. I contacted relevant partner agencies such as mental health professionals and social services to ensure that they were safe and well cared for.

Throughout explaining this process to the vulnerable person, I was providing information to the Special Constable who has not seen this side of policing before. I feel my ability to stay calm and communicate efficiently was crucial in aiding the vulnerable person and ensured that they were comfortable with the next steps that would take place. I feel I supported the Special Constable, by guiding them through the importance of staying calm and professional in those initial phases of a response call and ensuring that they have the right learning to progress the matter with different agencies.

This incident further developed my communication, leadership and development skills and has allowed me to go into my final year of probation more educated than when I started the previous year. Policing is an ever evolving space and I am under no illusion that learning will be a constant and changing factor in that. I hope that with face to face learning, e-learning and vicarious learning, I can continue to become a modern day professional Police Officer.

[Words 2082]

**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:

The use of technology and social media has seen huge advancements since the turn of the century. Police communication has adapted to those advancements and adopted appropriate strategies to evolve with the times. Social media has proved to be an efficient tool for police by engaging with the public, distributing time sensitive information and offering easily accessed information.

This essay reflects on a recent incident where I played a significant role in the response to a missing 14 year old female who had not been seen for 24 hours. Communication with the family and the local community were vital to the initial response of this incident, with Facebook being used to publish public appeals and updates for the incident, whilst also providing a space for information to be communicated back to the police. I will also use the Gibbs reflective model to evaluate the incident (Gibbs, 1988).

The aim of this essay is to evaluate the use of social media as means of informing and communicating with the public, with this essay offering a specific focus on Facebook. There will be reflection on the communication strategies used during the missing person inquiry, as well as an analysis on the benefits and risks of using any form of social media from a policing

perspective. There will also be a reflection and assessment on how these strategies align with South Wales Police force policy and professional standards which are set by the college of policing.

Approximately 2 hours into my working day I was provided information that a 14 year old female had been missing for just over 24 hours and the disappearance was only now being reported by the female's mother. There was substantial factual information offered about the female, such as descriptions, photos and friends, however limited information about her potential current whereabouts. There was no reason for her to be missing, and there were no previous similar incidents to this.

My role was to investigate the whereabouts of the female and communicate with the family to gather the utmost information that I could. There were multiple dead ends as the female's phone was turned off, her family members did not know where she left from or the exact time, and all of her regular locations she attended came up empty.

Due to the age of the female, and the ever rising concern, I communicated further with family and requested that an urgent social media appeal was conducted so that the wider community could assist in this time sensitive search.

The appeal was posted which provided the community with a picture of the female, her name and her age, as well as her last known location. Both police and family continued their efforts to locate the female whilst this appeal was posted, however within an hour of the post we had numerous calls to our emergency service line stating that they had seen a female matching the description on a local beach.

A large number of officers made their way to the most recent sighting of the female, and within minutes the female was located safely. The effectiveness of the social media appeal was crucial in what was a time sensitive search for the missing female.

There was a significant amount of concern for the female, which was portrayed by her mother when the missing person report was made. The concern portrayed was real, and I feared the worst when the investigation began. The family were distraught, and were willing to do anything to find the female. The family were extremely thankful and appreciative of those

who saw the social media appeal which helped locate the female. It also made me understand the importance of the platform that allows police to quickly interact with the members of the public.

This incident could have played out very differently the more time went on. The use of social media was the focal point in finding the female and the ability to be wide reaching in the community and have access to instant responses was a necessary advantage in this incident (NPCC, 2015).

The Facebook post itself was issued within 2 hours of the initial report made by the female's mother, which featured a clear image, last known location and police requesting any support in finding the female. The post was published on the South Wales Police Swansea, Neath & Port Talbot page which has 100,000 followers, as such the post for the missing female was shared approximately 300 times within 1 hour, which demonstrates the vast number of the community that the post had reached in a short period of time (Crump, 2011).

This appeal allows for the assistance of the wider community and allows them to feel involved and informed of current incidents in the area. The post led to up to date information and sightings of the female where people then phoned 999 to report that they had seen someone matching her description. This led to officers locating the female in a timely manner, whereby she was safe. Communication has shifted since the introduction of social media, and where once posters and letters were a normality, the instant effectiveness of broadcasting a message, and being able to conduct two way communication show the effectiveness of social media. (Meikle, 2016) This collaborative problem solving also increases the public's confidence in police, which in turn provides trust from both parties. The College of Policing demonstrates this in their 'confidence cycle:

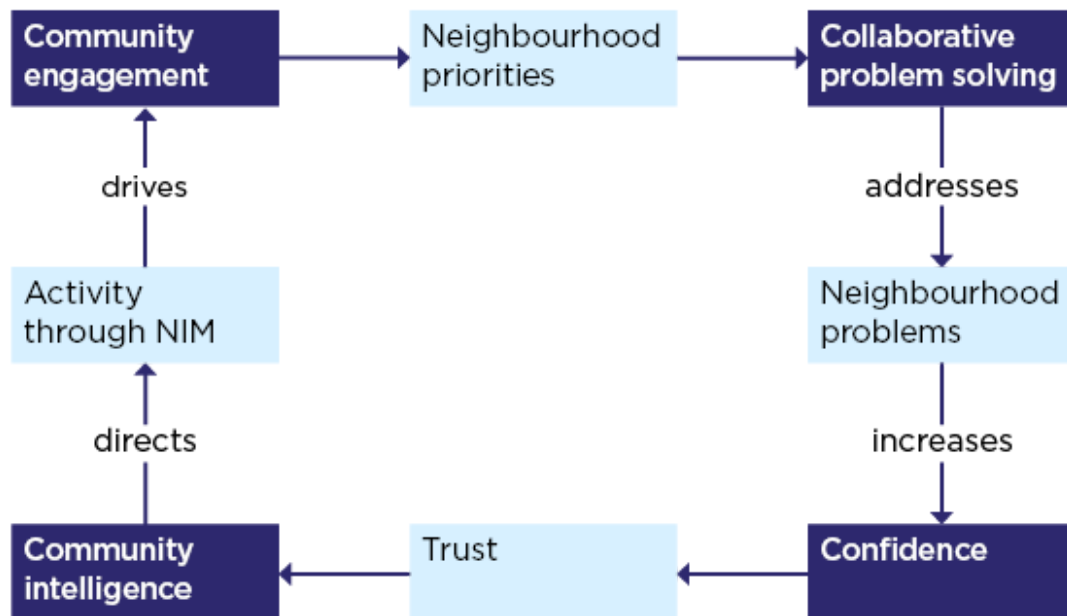


Fig 1: The Confidence Cycle (College of Policing, 2013)

Although the post led to the positive outcome of the incident, it also generated negative engagement. There were several negative comments made about the female's home life, mental health and speculation regarding her disappearance which introduced ethical concerns and the possibility of reputational harm for the female. Whilst SWP pages are regularly monitored, they are not monitored 24/7, and due to the sheer volume that they receive, harmful or hateful comments are not always hidden or deleted immediately. This provides greater risk of the spread of misinformation and hateful speech (South Wales Police, 2024). The College of Policing has set strict guidelines which highlights the need for careful moderation and safeguarding, especially in incidents such as this one where there is a vulnerable child involved (College of Policing, 2013).

The communications team are the ones who monitor the posts, and are the ones who ultimately publish the posts. They have to adhere to strict force policy, with how they use their language and in relation to what information is being shared. In some circumstances, there can be a delay in the publishing of these posts, which postpones potential information from being shared, however in this instance, the comms team moved quickly and effectively to enable the post to be shared with sufficient information. The comms team were compliant with South Wales Police social media policy, which permits the sharing of identifiable information in high risk missing person cases where it is proportionate and necessary in

locating that person (South Wales Police, 2024). In this incident, although there were risks involved due to the female's age, the benefits of sharing the post via Facebook allowed for the community to contribute directly to the safe recovery of the vulnerable young female.

South Wales Police approach to social media is strict and professional. Though there is limited information available publicly, there are “Social Media House Rules” (South Wales Police, 2024). Within this page, it outlines how it expects members of the public and followers to behave on their pages. It states, they wish for social media to be a two way dialogue between the police and their followers, and they do not wish to restrict that due to offensive or discriminative comments by members of the public.

In high risk missing person cases, South Wales Police allows for the sharing of identifiable information, as long as it is proportionate, necessary and is in the public interest. These posts are not usually conducted by frontline officers and are usually conducted by the trained communication team, who will ensure that information permitted is shared and in line with national guidance (College of Policing, 2013). In the incident that I was involved in, the photograph shared and key information provided was in line with both force and national safeguarding principles. Due to the high engagement, it led directly to a series of public reports which assisted in our search.

Whilst the communication team acted fast and efficiently during this incident, there have been times when potential weaknesses are exposed with the time in which public appeals are not authorized in a timely manner. During peak times, there appears to be a sizable disconnect between frontline officers and the digital team and their supervisors. In time sensitive moments, public appeals can be key, and delays could be costly. This points to a potential gap in not only South Wales Police policy but national guidelines. As frontline officers, there is only one path to request an appeal, and as such there can be delays. A need for a fast track or delegated supervisor who can authorise these posts should be elected to ensure that every minute is accounted for in the search for these vulnerable people.

Since the turn of the century social media has changed the way in which people communicate with each other. Police forces all over the world have attempted to integrate this into modern policing to enhance operational policing and provide advantages in the prevention, reduction and detection of crime. Platforms such as Facebook, X and Instagram allow police forces to

distribute large amounts of information in an urgent manner to a wide audience, which was clearly demonstrated in my incident.

As well as using the social media platforms to gather information in high risk incidents, South Wales Police also allow neighborhood officers to use the platform to engage with the community that allows for the members of the public to witness positive policing and build the trust between police and public. It also allows for those neighbourhood officers to be humanised when they publish the posts themselves. Strict guidelines are still followed by those officers and sufficient training is provided, which is outlined by the College of Policing (College of Policing, 2013).

South Wales Police also uses its platforms to promote policy campaigns, such as #NotTheOne, which is a campaign to prevent knife crime. Also during the holidays, South Wales Police adhere to their posts to that specific holiday. South Wales Police sees these platforms as a way to distribute information and guidance in a cost efficient manner (South Wales Police, 2024).

However, with the benefits of social media, also comes risk. Although regularly monitored, South Wales Police are not capable of monitoring each comment section 24/7 and due to the widespread capability that social media can obtain, harmful and discriminative comments are left in the comment section which has an effect on the wellbeing of those involved and in some circumstances the integrity of an investigation (Crump, 2012).

Approximately 90% of 14 year olds have access to mobile phones, and 80% have access to social media, such as facebook (Winstone, 2021). In the case of my missing 14 year old female, many of her classmates would have seen the post published by South Wales Police and advertently seen the hateful comments left by other members of the public who do not know the female. This would have had an effect on those youths seeing the comments and the 14 year old female herself if she is later told or shown the comments. The exposure requires careful moderation and ongoing welfare support to those who may be victims of online abuse. These risks illustrate the necessity for robust policy frameworks and continuous reviews for best practice in the use of social media, as well as continuous training for those who publish on social media for their respective forces.

Reflecting on this incident and reviewing the use of social media by police in the United Kingdom has highlighted the power and advantage that it can provide police with in the detection and prevention of crime. I recognise how tools like Facebook can serve as rapid response tools that provide the public with information at their fingertips that can assist us, especially in safeguarding incidents. I suggest that South Wales Police provides further guidance and updates their policy surrounding the use of social media, especially in those time critical incidents where waiting for authority could waste crucial time. I recommend additional training for chosen frontline officers, who have authority for urgent appeals to be published under strict conditions.

Social media, when used responsibly and effectively can transform the public into an operational asset as evidenced during my incident where the 14 year old female was located thanks to the help of the public. Researching and analysing this topic has deepened my understanding and allowed me to appreciate the importance of social media from a policing perspective, and will undoubtedly shape the way I police in the future.

[Words - 2170]

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:

Understanding and adapting to different leadership styles are fundamental to policing in the modern day, especially during dynamic operational incidents. The College of Policing has set out a diverse plan including 5 different stages for leaders at every level to continue development to demonstrate flexibility and the ability to adapt their approach in ever changing circumstances (College of Policing, 2023), this shows the importance of leadership throughout the police forces in the United Kingdom. As a serving South Wales Police officer who has now been operational for 2 years, I have encountered a number of incidents where I have been required to adopt a leadership role in complex situations, where quick thinking and adaptability was crucial.

Many incidents I have attended have required a form of leadership, with this essay primarily focusing on a large-scale domestic disturbance involving over 10 individuals. The incident centred on a violent encounter between step-father and son, which escalated quickly as other family members became involved. As the first officer on scene I took the lead in this incident and attempted to manage this sensitive, erratic and violent scene whilst directing additional units when they were arriving.

Leadership has various interpretations, depending on the context and the individual, however, “leadership in policing is about inspiring and influencing people to achieve a common goal. It involves setting direction, building trust, motivating others and adapting to different situations” (College of Policing, 2015). The aim of this essay is to critically evaluate and evidence the leadership flexibility I used during a number of incidents that I have attended by focusing and analysing on different leadership models such as Hersey & Blanchard’s situational leadership model, Daniel Goleman’s Emotional Intelligence model and Burns & Brass’ transformational leadership theory.

The primary incident I will be reflecting on for this essay occurred whilst I was single crewed working an afternoon shift for South Wales Police. There was a call reported for a large scale fight that was occurring outside of a public house. There was minimal information available, other than multiple individuals involved in a physical altercation which had spilled out onto the street. I was the first attending officer on scene and was central to a chaotic environment with shouting, aggression and multiple onlookers present. I identified the root cause of the altercation that was occurring between a step father and son, with other members of the family physically intervening to separate them.

As the first on scene, I assumed initial responsibility and undertook the supervisory role and sustained that throughout the call. There were multiple priorities that were vital in the initial phase of attending the call, such as conducting a dynamic risk assessment, separating those most volatile and gaining control of the scene to prevent any further escalation. There were no children involved in the incident outside, however I was quickly made aware that there were some present inside the public house, and there were multiple emotionally distressed adults, both inside and outside of the public house.

Given the large scale and visibility of the incident, effective communication and task delegation were essential in the initial response to the call. As further officers arrived to assist, I directed them to secure specific individuals and obtain fast acting accounts to try and gain an understanding of the incident. I continued to observe and attempt to manage the area whilst assessing the developing incident, with safeguarding and preservation of evidence being the top priority.

After a considerable amount of time and information provided by witnesses, the situation was eventually brought under control through a combination of verbal de-escalation and physical separation of the two violent individuals. No serious injuries were sustained, however the step father and son were detained and arrested for public order offences. I stayed until the end of the incident where I managed to reopen the access to the street, and normality was resumed. This incident provides the foundation for evaluating the leadership skills employed and their effectiveness.

Hersey and Blanchard's situational leadership model (1969) highlights four different styles as shown in *fig 1*, thus being *delegating* [low support, low directive], *supporting* [high support, low directive], *coaching* [high support, high directive] and finally *directing* [low support, high directive] (Hersey et al, 1974). The model itself highlights the need for adaptability across the model for different situations. In response to the incident outside the public house, my initial response was parallel with a directive approach. Given the chaotic nature of the incident and the threat of further violence in an emotional scenario, I adopted the high directive, low support style to conduct the most effective approach. I issued clear instructions and roles to those officers who were attending on scene without much prior knowledge of what was happening.

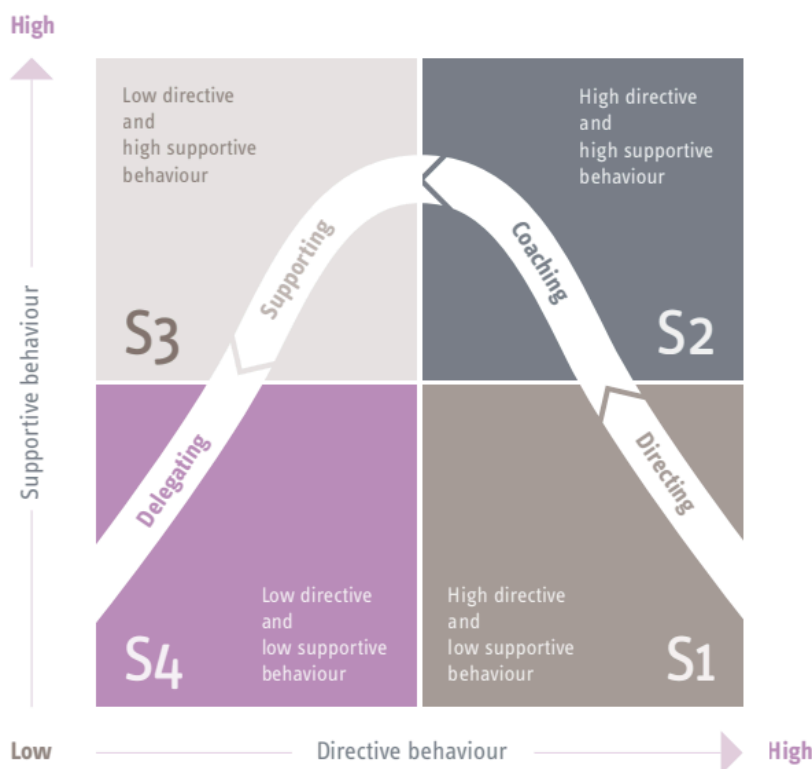


Fig 1: Hersey and Blanchard's Situational Leadership Model (1969) - (Williams, 2019)

Throughout the initial phase of the incident, I maintained the directive style to obtain information at a fast pace with the idea of stabilising the situation in a timely manner, whilst prioritizing the safety of all those involved. Hersey and Blanchard state that a directive approach is required when people require clear direction due to the urgency or complexity of the task (Hersey et al, 1974). In this instance, officers were attending with little knowledge and needed to be directed to sustain public safety and obtain initial accounts. I feel as though this leadership style was not shaped by myself, but the scenario in which I was placed in, the incident needed effective communication and direction for public safety, officer safety and overall management of the scene.

Hersey and Blanchard describe adaptability as potential for ineffectiveness if the individual has a wide range of styles, not suited for the scenarios, however as a police officer a wide range is needed for the dynamic operational tasks provided (Hersey et al, 1974). Once the incident outside the public house de-escalated and the scene became more manageable, there was not a requirement to maintain the directive style of leadership and as such a more supportive style was adopted with a view of drafting safeguarding measures for the children in the public house, encouraging witness support and managing the emotional tension felt by officers and family members. This shift in style also aligns with Goleman's emotional intelligence model (2000), where he describes self awareness and empathy, which was needed to build relationships in the emotional situation (Channell, 2021). This shift in style shows the need and awareness for fluidity in complex situations.

The ideal police leader is driven, seeks out challenges and is quick to adapt (College of Policing, 2015). The flexibility to adapt to high pressure scenarios and complex situations without compromising others is a key point made in the College of Policing Leadership Review (2015) and is what is required across not only South Wales Police but all of the United Kingdom's police forces. The initial approach adopted was necessary and appropriate, however the transition to the supportive style was just as vital in staying professional and ensuring public safety was established.

This incident at the public house highlights the importance of adaptability in dynamic scenarios and reinforces the operational requirement for situational awareness and confident decision making as core leadership skills.

Daniel Goleman's emotional intelligence model (2000) has similarities to the situational leadership style, however it comprises 5 key components, thus being, *Self awareness, Self regulation, Motivation, Empathy, and Social skills* (Channell, 2021). Many policing incidents involve violent offenders, heightened emotions and difficult environments, and the management of emotional intelligence becomes a valuable leadership trait to possess. Emotional intelligence enables police officers to not control their own emotions, but defuse heightened emotions of others and build trust with those people we deal with.

During the domestic incident at the public house, involving over 10 family members, I was required to adopt a directive approach, which was linked to Hersey and Blanchard's Situational leadership model (1969), however once the initial threat of violence was over and public safety was secured, I adopted a more emotionally intelligent leadership approach. Self regulation is the ability to self control your own emotions, in what are sometimes emotionally charged situations (Goleman et al, 2017). Self regulation allowed me to maintain a calm and composed approach when dealing with some of the distressed and emotional family members. Despite adrenaline still flowing through me, the situation required a quick change in direction, and required me to control my emotions in order to reflect calmness and remove tension from others. I did this by comforting those involved, and ensuring the tone of my voice and body language was appropriate for the time. This ability to adapt quickly, and be able to control my emotions is consistent with Goleman's theory of self regulation

Along with self regulation, empathy was required once I had transitioned from the directive approach, as family members were visibly upset and distraught at what had just occurred. Understanding their emotional state and as Goleman states, placing myself in their shoes, allowed me to communicate in an effective way, offering reassurance and support to those in need (Goleman et al, 2024). In this instance, empathy helped me gather accurate accounts of the events that occurred and built trust with the family members, which made safeguarding the children and distressed adults more attainable.

Goleman's emotional intelligence Model (2000) appears to be more of an operational necessity than an optional leadership trait. It is a vital component in maintaining professionalism and having the ability to control dynamic incidents.

Another model that identifies specific traits and skills in leadership is the *Transformational Leadership model*, which was first introduced by Burns (1978) and later developed by Bass (1985) (Roberts, n.d). This model's idea focuses on an individual's ability to motivate and inspire positive change in others. It is composed of 4 elements of transformational leadership:

- *Individualized consideration*
- *Intellectual stimulation*
- *Inspirational motivation*
- *Idealized influence*

Again, reviewing the incident outside of the public house, there are elements of transformational leadership which I believe were evidenced. Once the violent disorder had dispersed, I shifted from directing officers and members of the public, to inspiring communication and calmness to both my colleagues and those involved. This utilises both *Inspirational motivation* and *Idealized influence*. I acted as a role model for other officers, in offering reassurance and empathy to all involved and provided motivation and the high standards maintained with the optimism of maintaining public safety during a time of uncertainty.

Individualised consideration was also demonstrated when I considered the emotional needs of the children inside of the public house. I encouraged colleagues to take ownership of certain tasks and promoted a collaborative culture where my colleagues' initiative was valued.

The incident at the public house was a key example of when I have used leadership skills across multiple models to navigate a highly emotional incident, involving a large number of people, however, it is one of many incidents that have shaped my approach to leadership and how I manage incidents. Over the past 2 years I have developed my skills, through colleague and supervisor feedback, observation of colleagues and fine tuning practices that work well for me personally.

Adapting to the correct style or approach has been a skill I have adopted recently to enhance the effectiveness of my communication with subjects and victims. I have noticed that the fluidity of transitioning from one style to another has become more advanced, and I am able to use the style needed for each situation. For example, when dealing with a missing person case, I adopt empathy when dealing with family members of the missing person to

understand their concerns and worries, and transition fluidly into social skills, to enhance the investigation and gain further information, which I was able to do by the building of trust, enabled by empathy.

Understanding the emotional tone of an incident is a skill that is not easily adopted, and requires some experience to understand the variety of incidents that police officers will attend. Dealing with victims of crime, again requires empathy and support, which both refer to emotional intelligence and situational leadership. Whereas dealing with a spontaneous arrest, will require a directive approach to maintain control and ensure that safety is paramount to both the members of the public and my colleagues.

The past 2 years of operational policing has taught me that leadership in policing is never the same for each incident, and being able to transition through different styles is essential in providing an effective service to victims and ensuring the safety of all those involved.

Throughout this essay I have drawn on different models of leadership, such as Hersey and Blanchard's situational leadership, Goleman's emotional intelligence, and Bass's transformational leadership model. I have demonstrated my ability to adapt to different situations, with a fluid motion from one style to the next, depending on what the situation needs. I will continue to evolve the skills throughout my policing career and will embrace the challenges of leadership to come.

[Words - 2159]

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:

The College of Policing and South Wales Police have designed the three year probationary period to allow myself and other officers to gain operational experience on the frontline, whilst also following a structured development programme which is both practical and classroom based (College of Policing, 2025). This initial phase provides officers the foundation to gain valuable experience and build confidence to work independently and with others to deal with complex and dynamic policing incidents.

Coaching, mentoring and receiving feedback from supervisors and colleagues during this phase are vital in enhancing an officer's knowledge and confidence. The training programme designed by the College of Policing aims to allow officers to fulfill their potential whilst following core force policies. For South Wales Police, this is to be proud, professional and positive in every action we take, with a policing purpose to ensure that victims and vulnerable people are protected and criminals are pursued (South Wales Police, 2024).

This essay explores how I have benefited from coaching and mentoring throughout my three year probation with South Wales Police. I will assess how these methods have allowed me to gain confidence and experience and helped support my personal development. Throughout

this essay I will include relevant theories such as Gibbs reflective cycle (1988) and the GROW model (1992).

Mentoring and coaching are key components in professional development in policing. Not only are they key during your initial probationary three year period, but throughout your whole policing career. However it is during your initial probationary period that you are expected to build on your operational skills and develop your emotional intelligence in a short period of time.

Although Coaching and Mentoring are similar in nature, there are differences in definition. Coaching is typically viewed as more short term, with a view of unlocking a person's potential to maximize their performance via short term goals and developing specific skills (Whitmore, 1992). On the other hand, mentoring is more long term, with a view on offering career guidance, emotional support and knowledge sharing, "Mentors help someone less experienced gain confidence, clearer purpose, insight and wisdom" (Clutterback, 2021, p.4).

These development methods are used by the College of Policing and South Wales Police to ensure that the force's policies and values are upheld. Upon finishing the six month classroom based learning, probationers are appointed a tutor constable which they will then work alongside for their first twelve weeks on the frontline working operationally. This phase is not only essential for the probationer to learn valuable key skills, but also to understand the force's organizational values such as professionalism and integrity. Although the tutor constable will be the main mentor during these twelve weeks, supervisors and peers will offer informal support for the following three years, and for the rest of your policing career.

To support ongoing learning and reflective practice, one method I have consistently referred to is the Gibbs' Reflective Cycle (1988). When joining as a Police Officer, I knew that mistakes would be made. This model was designed to give structure to learning from mistakes and experiences, and as such I was able to use this method to see benefits from this model, rather than setbacks. The model offers reflection across six stages:

- Description
- Feelings
- Evaluation
- Analysis

- Conclusion
- Action Plan

The model allowed me to reflect on operational incidents I had attended and allow for more understanding of feelings I had before, during and after the incident. Actions I had taken or not taken that changed the course of the incident. Ultimately allowing for increased development and the ability to plan improvements for the future.

A widely used coaching model within policing and leadership development is the *GROW* model, which was developed by Sir John Whitmore in 1992. The acronym stands for Goal, Reality, Options and Will, with the idea of offering a structured, solution based method in guiding people to achieve their specific outcomes. Conversations with my tutor and supervisor, whilst using this model, strengthened our relationship and allowed clarification on objectives with a clear line on how to achieve them whilst dealing with any barriers that could obscure us from that objective.

Throughout my three year probation as a Police Officer in South Wales Police I have received guidance and support through both coaching and mentoring, from my tutor, supervisors and colleagues on my shift. This has been invaluable in my personal development, and allowed me to build confidence and be knowledgeable enough to make important decisions that are in line with the force's values and policies. Two key areas were identified to me where this development became most evident, this was in dealing with highly complex incidents, and in the understanding of alternative disposal options.

Decision Making in Complex Incidents

During my initial twelve week probationary period on the frontline, I attended a domestic incident that involved multiple parties with conflicting accounts of what had occurred. As this was one of my first domestic related incidents, I was initially very overwhelmed with the intensity of the incident and the overwhelming amount of information that is thrust upon you from the outset.

My tutor, who had twenty-nine years on response policing, identified a need for a debrief once we were back in the police van, and did so using Gibbs' Reflective Cycle (1988). He first asked me to describe the incident as a whole, and then asked me to reflect on my

emotions. Doing this, allowed me to understand that I was heavily impacted by my personal emotions, which had a large impact on my situational awareness during the incident.

Gibbs' Reflective Cycle (1988) includes a phase for evaluation and analysis, it was during this stage that I was able to understand how my questioning style was closed, which limited my ability to obtain further valuable information, and therefore limited my ability to identify who the primary aggressor was. With support from my tutor, we concluded that I needed to slow down and adopt a more structured approach when under pressure. Once all parties are safe and there is more time, there is no strict timescale to deal with the incident.

The action plan that my tutor and I created was focused on active listening, improving my dynamic risk assessment skills to improve my situational awareness and having an open mind. These skills were strengthened over the following twelve weeks with coaching from my tutor and support from my supervisors.

The coaching method used by my tutor resonates with the *GROW* model (Whitmore, 2007). A **goal** was set for me, which overall was to deal with high pressure calls more efficiently, as I was often attending with a closed mind and focused solely on control, which was the **reality**. The **options** I had offered to me, was to shadow other officers and review body worn video to understand the areas I needed to improve upon. I then had to commit **will** to ensure that these improvements were made over the following weeks. With this in mind, I was able to see marked improvements in my confidence and ability to deal with these highly complex situations.

Understanding of Alternative Disposal Outcomes

Prior to becoming a Police Officer, I was a Police Community Support Officer (PCSO) for a short period of time. I often dealt with Anti-Social behaviour in youths and low level crime, that often did not need formal action taken. Upon becoming a Police Officer, I was taught in depth about arrests and the importance of them if the necessity is there, and as such this became a default response once I finished my twelve week probationary period with my tutor. I felt that this demonstrated strength and decisiveness, especially as a new starter.

However, through an experienced colleague on shift, who had undertaken roles on the neighbourhood team, he began to act as an informal mentor to me. He reminded me of my time as a PCSO and made an effort to educate me on the different disposal methods, other than arrest. Through this, and attending a variety of different calls, we engaged with community resolutions and worked closely with offending support services in the area.

Having the knowledge of different outcomes allowed me to feel more in control as a Police Officer, as I knew there were options available. This was a turning point in my personal development. We used the *GROW* model and set out the following:

Goal - Ensure that long term problem solving is the priority, instead of enforcement.

Reality - I had limited knowledge on disposal options available to me.

Options - I worked closely with my colleague who demonstrated many different outcomes, as well as connecting me with the youth offending team, and support groups.

Will - *Commit to using alternative disposal methods when available.*

I also reflected on the impact of only using arrests with my colleague, using Gibbs' Reflective Cycle, this allowed me to understand that I was potentially only raising tensions and causing aggression from those I was dealing with due to the impact of being arrested. Analysing the outcome allowed me to understand that there were wider benefits to be seen, such as increased resources, reduced custody time and increased public satisfaction.

These experiences demonstrated how coaching and mentoring enabled me to build confidence and knowledge, allowing me to make proportionate decisions aligned with South Wales Police's values.

Receiving feedback during my three year probationary period has been essential in my personal development and allowed me to have a better understanding of policing as a whole. During my first twelve weeks on the frontline, the feedback I received came from my tutor and my supervisor and usually came in the form of the STAR (Situation, Task, Action, Result) feedback model (Cook, 2009, p37). This model was used due to its simplicity and ability to provide clear structured guidance that I could reflect upon.

One scenario that I received valuable feedback using the STAR feedback model, was within the first few weeks of finishing with my tutor. I had attended a large number of calls, one of

which a person was arrested, and I did not update the call efficiently enough for the following shift to completely understand what was needed.

- **Situation** - I had attended multiple incidents during a demanding late shift.
- **Task** - To update all of the calls and ensure that all information was accurate before the end of my tour of duty.
- **Action** - Due to time pressure and a desire to finish on time, I resorted to bullet pointing key information rather than providing comprehensive entries.
- **Result** - This caused the following shift to be confused and frustrated at the lack of details left on the updates, thus creating additional work, against the clock.

The following day my supervisor provided me with the feedback so that I could clearly understand how my actions had a large impact on a number of different people. I was not criticized or made to feel inept, but informed of the importance of administrative work, alongside operational work. With this feedback, I was able to work on time management and communication to allow myself time to update calls efficiently with enough time at the end of each shift.

Now I am nearing the end of my probationary period I am finding myself using the STAR feedback model with new officers who are lacking experience. The feedback is clear and offers solutions, rather than creating a negative atmosphere, and allows others to understand rather than feel belittled.

In addition, using Gibbs' Reflective Model post feedback allowed me to channel my emotional state, which was often guilt, into an action plan to ensure that the mistakes were not repeated. Together the STAR feedback model, and Gibbs model, enabled me to improve my personal development and now provide new starters with the guidance for their own development.

Over the past three years, coaching and mentoring have been essential in shaping my personal growth as a Police officer. Guidance from my tutor, supervisors and colleagues, alongside models like the *GROW* model and Gibbs' Reflective Cycle, enabled me to learn from past mistakes and from past successes. Feedback I received using the STAR model helped me understand how my actions have a longer lasting effect on others and therefore helped me learn rather than simmer with my emotions. These experiences have undoubtedly

shaped me into the police officer I am today, and will prepare me to support others in their own development.

As I move beyond my probationary period, I feel well prepared to contribute to team development, enhance victims' trust in South Wales Police and ensure I continue my own personal development throughout the rest of my policing career. The impact that coaching and mentoring has had on me was substantial, and I recognise the value in mentoring others. I will aim to pass on the same valuable guidance that helped shape the officer that I am today.

[Words - 2143]

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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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