

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based
Workbook 6 (PCDA) - BMPP 6006D**

12 Elements 10,000 words

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

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**Learner's University Registration Number:
1910641**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (PCDA) - BMPP6006D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

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.

This workbook differs from those that you have already completed in that Task 3 -it has an options section giving you the opportunity to answer on an 'advanced learning' area.

Complete the question relevant to the area that has been agreed with the force to study in year 3.

You are expected to answer only **1 of the 5** options below:

1. Response Policing.
2. Policing Communities.
3. Road Policing.
4. Information and Intelligence.
5. Conducting Investigations.

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio. Wherever possible we are looking for you to reflect on your personal experience. However, if for any reason there are areas that you feel that you can only answer from a 'hypothetical' perspective, then make this clear within your answer.

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/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based

on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. 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 during the initial training day 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. However, you must:

- adhere to guidance in the Candidate Handbook about confidentiality;
- 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 Candidate 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 Candidate 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.***

Competency Based Workbook 6 - Learner Workbook

Guidance:

- Your workbook must contain tasks 1 - 4 below (in the order given);
- You should use the pro-forma to insert your text within each section;
- **Note that this module has 4 compulsory tasks with Task three being a choice of 'advanced learning area' relevant to the area that has been agreed with the force to study in year 3.. Choose only 1 of the 5 options; as only one of these options will be considered for marking.**
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

	Area of Professional Practice	Word count
TASK 1	Learning Plan / Personal Development Plan	2000 equivalent
TASK 2	Occupational Competency Portfolio (OCP)	2000 equivalent
TASK 3 OPTIONS SECTION	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 3.	All options are 6000 words
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	
TASK 4	Bibliography	

Task 1

Personal Study programme / Individual Learning Plan

One of the learning outcomes identified in the accompanying module descriptor (BMPP 6006D) asks that you formulate and implement a personal study programme to further enhance the development of your professional police practice. A template has been added for an 'Individual Learning Plan' that you can use for this task.

This task builds upon the last personal study programme/Individual learning plan completed in a previous workbook. Again this learning plan allows you to assess what level you believe you are in key knowledge, skills and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months. Some elements within it will be the same or similar to those identified before, however the ratings and your development needs would have changed.

2000 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

ANSWER - please complete the template on the next page:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
I would like to further my knowledge of custody procedure when needing to take wet and dry samples this will expand on my current knowledge and enable forensic opportunities not to be missed when arresting a suspect			8		6		I will volunteer to deal with the next prisoner that requires these samples to be taken to gain experience and confidence.
I would like to increase my knowledge of the hospital procedure after a serious assault / RTC			10		5		I will attend the hospital to conduct this procedure. This will enable an understanding surrounding the paperwork and the process that are followed. This will also help me improve my investigative mindset to ensure evidence is not lost.
I would like to improve my understanding surrounding complex case file. For my length of service I am quite confident if I was needed to complete a file however would like to be involved in a more complex file to have a better			10			8	I enjoyed my hub attachment and came away from it with an understanding of what is required. I have since taken on additional courses in relation to the CPIA to improve my knowledge around disclosure. Once I am out of my probation period, I will look to complete an

understanding of what is required and the detail needed for each specific form.							extended hub attachment / CID attachment to get involved with the more complex cases.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
I would like to complete the SEARCH course. This will benefit myself as a response officer when conducting searches of houses and vehicles.			9		7		I have emailed the training department and I have asked for my name to be consider when the course is next available
I would like to complete the CCTV course, after my extended traffic attachment I now understand how important CCTV is to any investigation			10		6		I continue to look for any available courses. In the mean time I will continue to speak with my colleagues in CID in relation to obtaining best available CCTV.
I have an interest in detailed and complex investigations and since I was given the opportunity for a 2 day attachment with Serious Collision Investigation, I am now sure that CID/Major crime is			9		6		Once I am out of my probation I will liase with my collagues from CID and take part in an extended attachment. This will help me prepare for the NIE exam as I will be able to experience practical scenarios which will help me with any revision.

the path that I would like to follow. I am aware of a number of courses that need to be completed once a detective and will start to look at what is needed for me to become a detective.							
EXPERIENCE I enjoyed my hub attachment and I am confident when it comes to dealing with prisoners and solicitors. However I would like to gain more experience with more complex interviews as this will help me in my chosen career path. I would like to be given the opportunity to act up as a sergeant on the shift. With quite a young unexperienced shift I feel this will also help me develop my understanding of my role but also my decision making.	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I will ask colleagues to sit in on a complex interview, in addition I will look to do a further attachment with the hub and CID to gain experience. Due to the low shift numbers and shift abstractions I have been given the opportunity to act up for a couple of shifts. However these were nights shifts where demand for calls were low. I will speak with my Seageant to express my interest in this role for any future dates with my team and with others.

After my probation I would like the opportunity to become a tutor. This will help improve knowledge but also use my existing knowledge and pass it on to new students. I feel that as I was just a student I will be able to relate to their concerns and provide positive feedback.			9		7		I have demonstrated my ability to become a tutor as I have taken out new students on their first few days with the team. Once I have completed my probation period I will sign up for the next available tutors course.
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TASK 2

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below, you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 6006D; Policing in the Workplace 3 and in signing it will be equivalent to 2000 words towards the 10000 words total.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance with the regulations.

Signed: Rebecca Lennox-Gordon (Learner – electronic signature accepted,
or type name in.)

Date: 7th June 2022

TASK 3

This is a reminder that this TASK 3 section is an opportunity for you to answer a question on an 'advanced learning' area - RELEVANT TO THE AREA THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 3.

You are expected to answer only 1 of these 5 options:

**Response Policing.
Policing Communities.
Road Policing.
Information and Intelligence.
Conducting Investigations.**

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

Wherever possible we are looking for you to reflect on your personal experience. However, if for any reason there are areas of your essay that you

feel that you can only answer from a 'hypothetical' perspective, then make this clear within your answer.

In your answer to this task, you may also wish to consider how this links into your final year 3 project.

Were there any practical solutions that you were able to derive from an incident, an investigation, or a case that you attended in year 2/3?

Did this play any part in your choice of the topic area you have agreed and intend to study in your final year 3 project?

There will undoubtedly be areas of common research and learning opportunities that you can utilise for this task and for your final year 3 project.

Whatever option you study for your task 3 it is will be beneficial for you to use a recognised reflective model.

Within your answer you should consider 'what went well', 'what not so well' and 'what you would do differently next time'; consider both your performance and the performance of others around you.

TASK 3 Option 1

Relevant areas of the National Policing Curriculum:

Response Policing

You should choose **a policing incident** from year 2/3 that was of a complex nature, in which you played a significant role in providing a response.

Critically analyse the social/political/strategic drivers that impact upon the response to this incident.

You could consider the strategic priorities of your Force; for example, victim led crime, harassment, racially motivated crime, or domestic violence.

Consider how strategies are evolved for those involved in response policing can remain effective in an increasingly challenging environment.

6000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

TASK 3 Option 2

Relevant areas of the National Policing Curriculum:

Policing Communities

You should choose **a policing problem relating to policing communities from year 2/3 that was of a complex nature**, in which you played a significant role in providing a response.

Critically analyse the key emerging issues and potential challenges faced to 'problem solve' a solution.

Consider how this could then help to reduce community tension and promote community cohesion.

Consider the competing priorities, any cost/financial constraints and availability of resources. Also consider community expectations against the capability of your force to respond

6000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

TASK 3 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

You should choose a serious collision that you have been involved **from year 2/3 that was of a complex nature**, in which you played a significant role in providing a response.

Critically reflect upon the management of a serious collision in which you played a significant role in. What were the causes and what strategies, and initiatives could be implemented to reduce the likelihood of it reoccurring?

6000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Johns (2011, p. unknown) describes reflection as a way of focusing on personal, lived experiences to allow individuals to understand, confront and work towards understanding the inconsistencies within what that individual desires and actual practice. He goes on to state that being able to recognise why the chosen outcome has occurred individuals will be able to take appropriate actions in similar situations in the future. In this essay I will be examining and reflecting on a serious Road Traffic Collision (RTC) which I attended. To help me reflect on this incident I will be using Driscoll's model of reflection (2007) which will enable me to explain and analyse the positives and negatives of my role whilst attending the incident. To reflect using Driscoll's model (2007), three questions are asked. What? So What? and Now What? By answering these three questions it will enable me to recap the incident, break down the incident by examining the outcome and then use the information I have learnt and apply it to similar scenarios in the future (Gladd, n.d). I will look to highlight the causes of this RTC and examine these to understand if this collision was preventable. Furthermore, I will conclude this essay with possible strategies and initiatives that could be implemented to ensure a collision of this severity is reduced by making the roads safer. I will be relating this incident and the management to policing policy and best practice along

with appropriate legislation including the Road Traffic Act 1988 and the Police and Criminal Evidence Act 1984.

This incident relates to a RTC which occurred in the early hours of a Saturday morning in February. The collision involved a single pedestrian, and a Heavy Goods Vehicle (HGV) which occurred on a 60miles per hour road with poor visibility due to the road being unlit. In addition, the weather on this morning was fine but cold. Due to the time of the morning, there were low numbers of vehicles traveling along this stretch of road. Throughout this incident my role changed. Initially my role was to guide my co-worker and delegate roles between first officers at scene. I was able to gather evidence and make arrangements for cordons to be put in place. When senior officers arrived, my role was to hand over how the investigation had been progressed so far and to follow instruction thereafter.

I was carrying out patrols with my colleague in the local town when our control room has notified us to a possible fatal RTC involving an HGV lorry and an unknown person. I was approximately 6 minutes from the location of the collision and made my way to the scene. En-route I have liaised with my control room relating to the circumstances of the collision. Several questions were asked, including If the driver was still at scene and if an ambulance had been called. Communication is known as transferring information from one person to another which can be done in several ways including via electrical devices (Office for Civil Defence,1965, p.43). Furthermore, growth in radio use between officers and control room has enabled a high increase in the efficiency and punctuality of officers especially when attending incidents that could be life threatening (Office for Civil Defence,1965, p.43).

I have communicated with my colleague whilst enroute to the scene to ensure that we both understood what was expected of us. Knowing that we were going to be the first officers on the scene and with myself being more experienced than my colleague, I knew that there were certain procedures that needed to be followed. These include preserving life, securing scenes, securing evidence, identify any victims and suspects (College of Policing, 2022). These actions are important as ensuring these are completed at the earliest opportunity enables a greater chance of a positive outcome. Furthermore, a delay in obtaining any evidence can result in that piece of evidence being lost or contaminated (College of Policing, 2022).

On arrival at the scene, I could see the HGV lorry parked across the carriageway with several people surrounding it. I have asked for additional units to close the road in both directions and made my way towards the HGV lorry. When attending the scene I observed a pedestrian lying in the middle of the road, I have instructed my colleague to attend the group of people to try and confirm who the driver was and any details of possible witnesses whilst I have attended to the victim. As I approached the victim, I noticed they were dressed all in dark clothing and was wearing a black hat with dark grey trainers. Paramedics were with the victim however it was clear from a distance that the pedestrian was deceased. I have updated the control room with the circumstances of the incident so far and asked for traffic officers to attend.

Due to the nature and the outcome of the collision, I have placed cordons around the scene. Although the road was already closed in both directions the cordons were necessary to preserve evidence and to protect the officers working at the scene (College of Policing, 2021). Pepper (2010, p.133) states that a cordon is also necessary to prevent unauthorised people from attending the crime scene. To preserve the integrity of the scene and to record details of all authorised personnel at the scene, a scene log was created. This log was given to the officer on the cordon to manage. I have then made my way to my colleagues who were taking witness details. My sergeant arrived and has taken witness details and accounts and uploaded these straight to the incident, this enabled other attending officers to view the witness accounts of what has happened but also allowed the witness to leave the scene. This ensured that the scene remained secure with minimal number of people being able to contaminate it, giving us the best possible opportunity to secure evidence.

I have taken the driver away and placed him in the rear of my police car. Whilst speaking with the driver I have explained to him that an investigation will take place as to how the collision has happened. Section 22 of the Criminal Procedure and Investigations Act (CPIA) 1996 defines a criminal investigation as any investigation carried out by police officers to ascertain whether a person who is charged with any offence is guilty of it or if a person should be charged with an offence (Stainton et al. 2022, p.18). Code C, para 10 of the Police and Criminal Evidence Act (PACE) 1984 outlines the circumstances where police officers are required to use the caution (Home Office, 2019, p.39). As I suspected that the driver had committed an offence, I have cautioned them using the 'when questioned' caution. This caution is given to protect their rights and to inform them of possible consequences of what they might or might not say (Bryant and Bryant, 2020, p.186). I was then able to obtain their

version of events and place this in my Electronic Pocket Notebook (EPNB). This allowed me to record any significant details and evidence that maybe needed later. (Beggs et al, 2012, p.12).

Whilst with the driver I have obtained a roadside breath test. This test is designed to show if the driver is under the influence of any alcohol. The roadside breath test can only be carried out by a police officer who suspects the driver to have been involved in a collision, has committed a traffic offence or if the officer has reasonable suspicion to suspect the driver to be driving whilst under the influence (U.S Department of Transportation, 2000, p.B-106). Before carrying out the roadside test there are several questions that need to be asked. These include asking if they have had a drink in the last 20 mins and confirming if they have smoked any cigarettes within the last 5 minutes (Ashworth Motoring Law, N.d). I have also informed the driver that Section 6 of the Road Traffic Act 1988 states that fail to provide a roadside breath test for analysis is an offence, and they will be arrested for it (Legislation.uk, N.d). In addition, I also explained to the driver that the legal limit to drive with alcohol in their system is 35 micrograms of alcohol per 100 millilitres of breath (Metropolitan Police, 2022). The driver agreed to the breath test and provided a reading of zero.

I have carried out all the relevant checks on the driver and the vehicle involved in the collision. I have conducted a person check using my mobile device confirming the details provided with the identification on the driving licence. This person check is conducted using the Police National Computer (PNC) which enables myself to check the criminal history of the person involved. (ACRO,N.d). It searches the databases from all forces across the United Kingdom and provides information such as if they are wanted in different forces or if they have been reported missing. This check also enables a driving license to be verified. It confirms whether the licence is full UK licence, how many points are on a licence or if the licence is a provisional or expired. All the relevant checks on the driver and the vehicle came back as correct.

I have explained to the driver that as part of the investigation I would need to seize his mobile phone for this to be examined. Section 19 PACE states that a police officer can seize anything which is on a premises if they have reasonable grounds for believing that the item my get damaged, destroyed, lost, or altered (legislation.uk, N.d). I have switched his mobile

phone off and obtained his PIN number. I have then placed his mobile phone into an evidence bag and sealed this up.

Looking back on my initial attendance at the scene I was able to communicate with my colleague before arrival so we both understood what was expected of us. I was able to update colleagues enroute to the scene to ensure they were up to date with all relevant information. My information was clear and concise to prevent any confusion. Furthermore, by updating the witnesses first accounts directly on the incident ensured that the people at the scene were kept to a minimum. However, as this was my first fatal RTC I was unsure of what the correct procedure was in relation to the deceased and protecting them to enable no evidence was lost.

I felt that I explained each step to the driver slowly and ensured that if he did not understand anything I would explain again. I was able to show empathy when asking questions about the incident, I reassured the driver and was able to read the drivers body language when asking the questions, giving them the time that they needed. Furthermore, as I expected the driver could display a variety of mixed emotions due to the events that had just taken place. I ensured he was looked after and although there was an investigation taking place, whilst I was with them, I had a duty of care to their wellbeing.

Moving forward I feel I have a lot more confidence if I was to attend another fatal RTC. I will try to ensure that other officers are enroute before I get to the scene. This will enable better scene management and improved golden hour enquires. After dealing with this incident, I am now aware that screens can be brought to the scene to protect the deceased and any other victims or witnesses. I will ensure that they are brought to the scene at the earliest opportunity. After this incident I was made aware of some additional information to think about when placing cordons around incidents involving vehicles. I was told to be aware of possible tyre marks and tyre skids that may be located a little further away. This will prevent any loss of tyre mark evidence (Horswell, 2004, p.376).

A traffic officer arrived a short while later and made his way over to me. He introduced himself as being the Senior Investigator Officer (SIO) for this case and would oversee this investigation. The Criminal Procedure and Investigations Act 1966 section 23(1) Code of Practice states that the officer in charge of a case is responsible for ensuring all the correct procedures are in place for recording information and retaining records and other materials

relevant to the investigation. In addition, they are also responsible for leading the investigation (Ministry of Justice, 2015, p.4). I have explained to the traffic officer that I have taken a first account with the driver, conducted all the relevant checks on them and the vehicle, seized their phone and conducted a roadside breath test. Furthermore, I have made him aware that my colleagues were with the witnesses taking their first accounts and the victim had not been identified.

The traffic officer explained to me that the next steps of the investigation would be getting Forensic Collision Investigation Unit (FCIU) to the scene. The main role of a Forensic Collision Investigator (FCI) is identifying and ensuring all scenes are secure to prevent loss of evidence. Furthermore, they recognise, preserve, and record any physical evidence that could explain the reasons for the collision (Wyatt et al. 2011, p.306). Locard's Theory (1910) states that any contact at a crime scene will leave a trace, for example fibres from clothing and shoe imprints. Tilstone et al (2006, p.15) states that contacts between two objects at a scene will result in a transfer of materials between the two. The FCI are also responsible for taking photographs of each of the scenes and can use laser scanners to provide a more detailed picture of the scene (Wyatt et al. 2011, p.306). Once all this information is gathered, they liaise with the SIO on their findings to ensure the investigation is progressed in a timely manner.

Due to the nature of the collision the SIO has requested a Disaster Victim Identification (DVI) trained officer to attend the scene. Their role is to ensure that the victim is positively identified by scientific means using antemortem and post-mortem information however, ensuring the needs of the investigation process and the bereaved are considered (College of Policing, 2022). Once the identity of the deceased has been established, further golden hour enquiries will be able to continue with the deceased family members to enable officers to have a holistic understanding as to the previous locations the deceased has been and to understand the deceased state of mind prior to the collision.

The SIO asked me to stay with the driver and obtain more information regarding possible dash cam footage or cameras that are possibly located in the cab of the HGV. The driver stated that he had dash cam footage which was stored on the SD card however did not have any additional cameras. I have seized the SD card, placed it in an evidence bag and

gave it to the traffic officer. Once all the initial actions were completed the traffic officers have taken the driver to their vehicle whilst I have resumed my tour of duty.

Looking back on this incident I felt that I provided a clear handover to the SIO to enable them to continue with the investigations. I was able to follow instructions and advice provided to me from traffic officers and specialist department to enable all evidence to be gathered. I did however forget to speak with the driver in relation to the possible dashcam footage that he had which is an important piece of evidence when understanding what happened. I was also made aware of the correct procedure when dealing with mobile phone seizure which will benefit the investigation. In addition to this I am now aware that when it comes to seizure of dashcams to seize the entire device, this ensures that no damage is done to the SD card when removing it from the device.

Since this incident I have been given the opportunity to work alongside the roads policing unit and the FCIU to enable me to understand the roles that both these departments do when dealing with a serious or fatal collision. I have learnt valuable information when obtaining CCTV in relation to time periods before or after the collision, this can improve the investigation, especially when dealing with a fail to stop RTC. By using CCTV cameras officers can trace any vehicle believed to be involved and identify any discrepancies with that vehicle over a period of time. In addition to this I have also been made aware when taking witness accounts that best practice would not be to place the details and first account on the log but to get a EPNB signed by them. However, when dealing with serious injury or a fatal collision traffic officers complete a SCI-3 form from witnesses at the scene. This form details their involvement for example witness or casualty, their vehicle details and their first account. This form enables officers to obtain all the relevant information without needing to worry about missing anything when dealing with this type of incident. I have since obtained these forms and will be able to use these when I am first on scene to a serious or fatal collision.

Using my experience from this collision along with my attachment with specialist departments I feel that I will be able to manage an incident of this nature more efficiently. I now recognise that FCIU will attend any serious or fatal collision and I understand the importance of their role, both at the scene and in the months afterwards. I have been educated on different processes relating to investigations that I will be able to utilise at

different incidents. For example, if CCTV does not show the incident does it provide any other information for potential witnesses (buses that drive past with cameras). I will be able to utilise what I have learnt during this incident and my experience and share my findings with my colleagues to enable an effective investigation regardless of the incident.

A collision is defined in the Road Traffic Act 1988 as owing to the presence of a mechanically propelled vehicle on a road an accident occurs where by injury is caused to another person or damage is caused to a vehicle, animal, or other property (legislation.uk, N.d). The main cause of this collision was due to the victim walking in the middle of the road. There is no pedestrian walk-way for this stretch of road. Other identifiable factors include the males dark clothing, time of the day and the road being un-lit. Although there are no set rules relating to pedestrians walking on the side of the road, it is expected for pedestrians to wear reflective clothing, especially when the road is unlit to maximise their presence with vehicles. This reflective material makes the pedestrian three times more visible to drivers (Department for Transport, 2015, p.5). Further golden hour enquiries showed that the victim had been drinking in a pub and was intoxicated. Alcohol effects people in different ways. Alcohol can alter a person's ability to make decision and have rational thoughts. Furthermore, it can slow down how information is processed in the brain (Alcohol.org, 2022).

During my extended attachment within the roads policing department, I was given the opportunity to observe several collisions involving vulnerable road users which have resulted in fatalities. Vulnerable road users are defined as road users who are unable to protect themselves in a crash by using their vehicle, for example Pedestrians, Cyclists and Motorcyclists (ROSPA, 2022). Similarities were identified between the cause of this collision with previous fatalities involving vulnerable road users, which demonstrates there is scope for improvement to ensure the roads within the United Kingdom remain safe for all users.

Over the years the number of people who have been killed or serious injured (KSI) in a road traffic collision have reduced. In the year ending June 2021 there were an estimated 24.530 people killed or seriously injured on the roads in Great Britain. (Department for Transport, 2021). Comparing this to the year ending June 2020, this figure had decreased by 6%. (Department for Transport, 2021). A report conducted by the World Health Organisation (2015, p.48) confirms that globally, pedestrians account for 22% of all road traffic collision deaths. In addition to this the most serious injuries occur when the vehicle has made direct contact with the victim. When analysing data relating to pedestrians killed in Great Britain,

there has been a 30% reduction in fatalities between 2017 and 2019 (Department for Transport, 2021).

Data recorded for Wales in 2020 involving pedestrians show that there were 458 pedestrian casualties (Welsh Government, p.13). Out of these 458 pedestrians, there were 24 casualties on roads with speed limits of 60 Mile per Hour (MPH) (Welsh Government, p.g8). Research carried out by ROSPA involving pedestrian accidents show that 7% of pedestrians failed to look properly, 3% were careless or reckless and 2% failed to judge a vehicles speed (ROSPA, 2018, p.g15). A report published by PACTS in 2013 showed that 68% of pedestrian fatalities occurred at where the causality had consumed alcohol.

There are a number of road safety campaigns aimed at pedestrians to enable a reduction of casualties on our roads. THINK! Has been teaching road safety for over 70 years and during this time has campaigned for a number of road safety initiatives for both drivers and pedestrians. Some of these include encouraging the use of wearing seatbelts, drink and drug driving and also Stop Look Listen campaigns (Department for Transport, 2022). In 2001, THINK! Made a dedicated website for children to use at home and in schools. These are shown to children as young as 3 to introduce them to the dangers of the road. Furthermore, in 2005 they focused on the impact of pedestrians becoming distracted by use of mobile phone (Department for Transport, 2022). Finally, in 2018 THINK! Relaunched its road safety campaign with children through the slogan Stop, Look, Listen and Think.

Kerbcraft is a Welsh government funding scheme where it allows children aged between 5 and 7 to learn how to stay safe as a pedestrian. It teaches the children the appropriate places to cross the road and how to cross safely at junctions and by parked cars (Road Safety Wales, 2022). Although the Welsh government invests in young pedestrians there is no investment relating to adult pedestrians and additional courses or provisions that they are able to put in place. A reason for this could be because road safety is taught at a young age, the only way to improve and have a better understanding of road safety as a pedestrian is through own personal experiences and situations. By being able to learn through day to day scenarios and experiences will enable our knowledge and understanding to continue to grow.

Another national strategy aimed at pedestrians is the Be Bright, Be Seen Campaign. This is aimed towards children to ensure they are seen by road users especially when travelling home from school in the winter months. This campaign teaches children about the difference between wearing bright clothes during the day and clothes that reflect off the

driver's headlights at night (Road Safety Wales, 2022). Although this Campaign is aimed at educating children, the need to educate adults is also vitally important to ensure they too remain safe whilst using the roads. Rule 3 in the Highway Code states that during the day pedestrians should wear clothing that will enable them to be visible even in dark and poor weather conditions (Department for Transport, 2015, p.5).

Road safety campaign surrounding pedestrians have been around for decades however there are no national campaigns surrounding the affects that alcohol have on the brain that effect the pedestrian's decision making. In 2017 Essex Police, campaigned to reduce the amount of pedestrian vs vehicle casualties in their force, by focusing on the three main causes of the collision (SERP, N.d). The causes identified included the pedestrian being impaired by alcohol, in the dark and the pedestrian in a hurry (SERP, N.d). Through implementing this campaign and working alongside partner agencies the number of fatal accidents in Essex reduced from 64 deaths in 2016 to 46 deaths in 2017 (Police and Crime Commissioner for Essex, 2022).

HGV lorries are considerably heavier and bigger than other vehicles that use the roads within Great Britain. Drivers of these vehicles have specific requirements that are needed to be adhered to. This include ensuring the upkeep of their vehicle is safe for use on the road as well as their own personal knowledge and skills. To ensure that their knowledge is kept up to date they need to complete 35 hours of periodic training every 5 years (ROSPA, 2022, p.g 5). This training includes defensive driving, making allowances for other road users and anticipating danger. (ROSPA, 2022, p.g5). HGV drivers also have a number of rules that they need to follow whilst driving including limiting the amount of hours they are allowed to drive at any one time. This data is recorded on Tachographs (Gov.uk, N.d).

Operation Tramline is a national HGV road safety project which focuses on Highways England's figures with the aim at lowering the number of people killed or seriously injured on the road network (Highways England, 2019). South Wales Police also participates in this project whereby an unmarked HGV is driven along the major trunk road network, including the M4, A470, A465 and the A4232. The aim of this project is to detect any offences committed by other HGV's and other road users. The majority of offences identified are driving with a mobile phone and seat belt offences (South Wales Police, 2022). This project often happens four times a year and as they work alongside the Driver Vehicle Standards Agency (DVSA) and other partner agencies the results of this operation are very successful.

Construction Logistics and Cyclist Safety (CLOCS) main aim is to manage the work related road risk to reduce vulnerable road user casualties (CLOCS, 2015, p.2). They look to achieve this by improving road and vehicle safety by the way the vehicle is designed and ensuring that road safety is seen as just as essential as health and safety (CLOCS,2015, p.2). CLOCS set out a number of requirements that they ensure are fitted to all their vehicles over 3.5 tonne. These include the use of direct and indirect visual and audio aids to help eliminate the driver's blind spots which are located all around the vehicle. Furthermore, they ensure the use of CLASS VI mirrors, are fitted to all their vehicles. These mirrors are used to ensure the driver is able to see directly in front of their cab (Law insider, 2022). These additional safety measures are designed to help minimise risks of collisions with pedestrians and other vulnerable road users by maximising what the drivers are able to see. (CLOCS, 2015, p.5). In 2015, Transport for London introduced a safer lorry scheme to reduce the amount of casualties on their roads. The scheme ensures that only lorries fitted with certain safety equipment including the use of VI mirrors and side guards are permitted on the roads in London (TFL, N.d). Since the safer lorry scheme was introduced, London has seen a reduction in the amount of vulnerable road users being involved in collisions on their roads. In 2018 the number of people killed whilst walking was at their lowest with 57 deaths recorded. In addition to this, deaths involving HGV's and pedestrians were nearly halved (TFL, 2019, p.g7). Overall, in London HGVs were involved in less than 3% of collisions (TFL, 2019, p.g11).

Night time driving has many negative factors and risks that puts both drivers and pedestrians at an increased risk of being involved in a collision. Some of the factors that drivers have to deal with when driving at night including being blinded by oncoming lights, increased fatigue and concentration due to their eyes straining (Goodwin et al. 2007,p.V-13). This can be even harder for the older driver especially if they suffer from eye diseases or Cataracts (NSC, 2022.) The NSC go on to states that even when cars have their full beam on, visibility is only at a maximum of 500 feet leaving little to no time to react to avoid a collision especially if driving at high speeds or in a larger vehicle. Correct use of lighting in vehicles will also aid in the reduction of casualties. Manufactures should install headlights that are able to increase visibility on unlit roads however making sure that the driver in the oncoming vehicle is not blinded by this. Research carried out in Germany state that lighting on trucks and lorries were inadequate. This research further states that 5% of the collision involving these vehicles were due to poor visibility (WHO, 2004, p.25). A survey conducted in Great Britain showed that 3.1% of fatalities which occurred on non-built-up roads had streetlights compared to the 4.9% of fatal accidents which did not have any (ROSPA, 2018).

ROSPA also state that studies have indicated a 30% reduction in the number of collisions when street lighting has been improved.

Digitalised road signs are becoming more popular on the roads within Great Britain. These road signs are often found on Motorways and Dual carriage ways and is a quick and easy way to relay information to drivers in a clear and concise way. The benefits of these enable drivers to view this information even when there is limited to no lighting and drivers are able to view these and react if they need to in plenty of time. Comparing these signs to the everyday road signs which can be hidden behind trees and bushes. These road signs often become dirty over time and require upkeep from local councils to ensure they are fit for use. These road signs may not be visible in areas with no lighting which could lead to the driver either missing the possible hazard warning or information signal. Digital road signs also benefits pedestrian as they are able to relay information to people of all ages. This helps increase their own knowledge of road safety and make them more aware of any potential risks especially if the pedestrian does not drive.

By examining all the previous and current strategies that the government have put in place it is clear that there has been a reduction in the amount of road deaths within Great Britain. Some of these initiatives have worked well, for example the Stop, Look, Listen campaign which was still be using twenty years later. The positives of a successful campaign show that the intended target audience has a clear understanding of the messages that are being portrayed enabling them to pass on their knowledge to future generations. Comparing the success of Stop, Look, Listen campaign to the Be Bright Be Seen campaign there are clear factors that's show that this is not as successful. For instance, the clothing that is made available in shops for cyclists and pedestrians to buy are mainly black with a small reflective stripes normally located on the legs and the arms to reflect the light from a vehicle however does not make the user visible. From my previous experience with fatalities involving vehicles and vulnerable road users all users were dressed in black. In addition to this I have obtained dash cam footage of these incidents it is easy to understand how the drivers of these vehicles failed to see the vulnerable road users.

Moving forward to enable the roads to remain as safe as possible continued investment is needed into the safety of the vehicles and pedestrians on the road. Continued improvements are needed to minimise risk to pedestrians. These include better awareness surrounding the effect that alcohol can have on decision making by comparing this to the effects of drink driving. Ensuring that pedestrians and cyclists understand the different risk

associated with their choice of clothing and ensure that clothing manufactures work closely with government and road safety campaigns to ensure that everyone is working together to reduce the amount of casualties.

The evolution of vehicle technology is constantly changing, the vehicles on the road are some of the safest that there has been. This is due to better research and analysis of collisions and advanced engineering (National Highway Traffic Safety Administration, N.d). However pedestrians are still being killed by these vehicles. Manufactures need to continue to work alongside governments and partner agencies to understand how the collision has occurred and look find a solution to ensure that, if possible, the type of collision does not happen again. Manufactures should look to increase the window size of the cab in a HGV, by doing this it will increase the drivers vision and with the added use of the VI mirrors this will minimise the blind spots of the vehicle. In addition to the above, sensors should be fitted in places around the vehicle to alert the driver of potential hazard. This will benefit the driver especially when in small spaces or on tight roads. Lastly manufactures should look at the type of light used in the headlights. HGV's often travel at night on unlit roads by providing better headlights the driver would be able to see further and be able to react to a hazard if they needed to.

The collision that I attended was no fault of the driver. The pedestrian was stood in the middle of an unlit 60mph road dressed all in black, intoxicated in the early hours of the morning. The driver was not expecting to see any pedestrians on this specific road. The driver saw the pedestrian at the last second however due to the size of their vehicle was unable to avoid the collision. Had this vehicle been fitted with improved headlights there is a possibility that the driver would have seen the driver earlier and have more time to react. In addition, if street lighting was located on this road, the pedestrian is at a higher percentage of being seen. With the addition of digitalised road signs being used will stand as a reminder to drivers that there is a possibility of pedestrians. This visual aid can alert the driver to potential hazards even if they are familiar with the road. Dash cam footage for this incident was very important, it showed the collision from the view of the driver and confirmed that unfortunately the pedestrian was at fault.

Word Count 5762.

TASK 3 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

You should choose an investigation that you have been involved in **during year 2/3 that was of a complex nature**, in which you played a significant role.

Critically evaluate and reflect upon how information and intelligence was used to progress a given policing operation.

Consider the role of the National Intelligence Model and reflect on how information and intelligence was critical to the outcome of the situation and analyse how the role of NIM as a business process is used to shape a wider force policing objective.

Examples of policing operations could be relating to cannabis factory, organised crime groups, or handling of stolen goods.

6000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

TASK3 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an investigation that you have been involved in **during year 2/3 that was of a complex nature**, in which you played a significant role.

Critically evaluate the role of the victim, or the witness in the investigation and the strategies employed to manage their journey through the criminal justice system. Consider the role of specialists in relation to complex live (or cold) cases.

Critically reflect on how you have ensured the wellbeing and resilience of the investigative team and self during the investigation.

Consider the professional support involved for victims and witnesses and how you maximise the evidential opportunities they present.

6000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

TASK4 Bibliography

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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