

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6009D

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 Graduate Diploma in Professional Policing Practice. You are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

You may wish to use the same incidents as you have 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/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 is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

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 particularly 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 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- 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

Component 1 50%	Area of Professional Practice	Word count
Task 1	Vulnerability and Risk Evidence-based policing	2000
Task 2	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 2		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Critically evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Explore what works in relation to tackling repeat victimisation and repeat offending. Consider the use of evidence-based policing.

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

ANSWER:

Police officers encounter incidents that require reflection daily, with many of these incidents becoming engrained in the minds of attending officers for some time. I have chosen to discuss one incident that involved a vulnerable person and that allowed me to consider providing a greater emotional response to victims. Vulnerability is defined as “a person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation” (Policing, College of Policing, 2021). The College of Policing (COP) has many guidelines and frameworks to assess vulnerability and risk, however providing a common-sense approach to incidents involving vulnerability and risk should be at the forefront of police officers’ minds and be popularised in wider society. I will describe the incident I attended in detail whilst critically evaluating the appropriateness of different approaches by multi-agency partners and the police. I will conclude by evaluating the outcome and explore this in the wider context of repeat victimisation using the preferred method of evidence-based policing.

The COP has adopted 'THRIVE' (Policing, 2021) (threat, harm, risk, investigation, vulnerability, and engagement) and this tool is predominantly used to "identify vulnerabilities, understand how these vulnerabilities interact with the situation to create harm and/or risk of harm" (Policing, College of Policing, 2021). THRIVE can also be used practically to deploy the most appropriate resources. On the day of the incident, four response officers including myself attended a concern call in the Basic Command Unit (BCU) in which I was stationed. The Police Incident Log read "There is a man asking us to call the police. he's had his head out the window and he's saying he's been locked in for 4 days on his own and can't get out. He is elderly and sick". Upon initial attendance officers were greeted by a man stood in the window of a ground floor flat. The male told officers that he had severe, debilitating cancer and was under palliative care. He also disclosed that his primary care is provided by his daughter, however her whereabouts were unable to be established. The man's daughter had not returned to the address for over four days and as a result the man had not eaten any meals due to relying on his daughter for this basic task. It was becoming increasingly evident that the man's day to day needs were not being met and his condition was deteriorating as a result, putting his health at greater risk. I was able to use my Police and Criminal Evidence Act 1984 (PACE) s. 17 powers of entry to gain access via the ground floor window and found the front door locked with no keys located inside the address or on the male's person. The male told officers that he was able to access water from a nearby bathroom but even this was a difficult task due to his limited mobility. The male was unsure whether he was prescribed any medication by his GP as his daughter was solely entrusted to monitor and administer his medication. The male told officers that during a recent GP visit, his daughter became abusive causing the GP to leave and thus denying him treatment at the time.

The state of the living conditions became evident when I found the male living in a cramped, smelly, and small lounge area where the care bed had been placed. This bed was dirty and did not have any sheets on it. The duvet was also soiled. A child gate blocked access from the living room to the kitchen area further denying the man from accessing basic amenities. Inside the kitchen were two very large bull type dogs who appeared distressed due to having empty bowls of both food and water. This made the dogs appear very aggressive and initially led me to consider

my powers under the Dangerous Dogs Act (Dangerous Dogs Act 1991, s.5) as I had a strong suspicion that they may be a banned breed, specifically XL Bullies (GOV.UK, 2024). The kitchen was also full of flies and dog faeces all over the floor. I then conducted a check of the upstairs and found it to be very much in the same condition as the downstairs. Within the upstairs bathroom officers located 2 kittens. These kittens had access to wet food but no water. Upon opening the bathroom door an adult cat ran from the nearby bedroom and into the bathroom where it began eating all the food. It was clear that this household was in a dire state and the male, and the animals would benefit from a package of care delivered by the appropriate authorities. I conveyed the male immediately to hospital due to malnourishment and potential dehydration. The relevant Public Protection Notification (PPN) was also completed to ensure multi-agency partnership coordination between health, social services and the local authority to assess the gentleman's condition.

I relied heavily on the National Decision Model (NDM) (Policing, 2013) to structure my decision making during this incident. I firstly gathered information and intelligence which was readily available such as the police incident log and completing a person check on the male and the address using police systems. I then assessed the threat and risk and developed a working strategy. This formed part of my decision making to enter the address over concerns to the male's health and the welfare of animals inside the address. This gave rise to consider my powers such as forcing entry to the address under PACE ((Police and Criminal Evidence Act 1984, s17 (1) (e)) which confers the following on a constable, "a constable may enter and search premises for the purpose of saving life or limb or preventing serious damage to property" (Legislation.Gov.UK, 1984). It also formed part of my reasoning for taking the male to a place of safety such as hospital and potentially seizing the animals and notifying the RSPCA. This would have been possible under the (Animal Welfare Act 2006, s.9) "a constable has the authority to seize an animal that...has not been provided with reasonable care, such as a suitable diet, appropriate housing, and protection from pain" (UK, 2006).

The next stage of the NDM is to identify options and contingencies. In this case, the male had no immediate family in the area and his daughter's whereabouts could not be established. It was also not possible to wait for the Emergency Duty Team (EDT)

to decide over care provisions. An ambulance was called from scene however they gave an adverse delay due to the priority and volume of outstanding calls. Ambulance instead advised me to convey the male to hospital to facilitate emergency treatment. Due to concerns for the male's deteriorating health, I had no choice but to secure the animals inside the address, leaving fresh water until an RSPCA officer was available to attend the address. This could be considered another example of partnership working between the police and the concerns regarding animal cruelty.

The final stage is to take action and review. I was satisfied that officers public protection powers had been used appropriately. This was later confirmed when the Public Protection Department risk assessed the original PPN and began their own dedicated Investigation into modern slavery and exploitation. This included the consideration of a police referral using the National Referral Mechanism (NRM) for addressing particular concerns such as "modern slavery, servitude, forced or compulsory labour and human trafficking" (Gov.UK, 2024) After reviewing this incident it highlighted the "ripple effect" that first responders are able to have on the ability to identify vulnerable people and tackle repeat victimisation. By sharing the risk between the relevant agencies such as the Public Protection Department, Social Services, and the RSPCA it prioritised the victim and allowed the necessary care infrastructure to support him after initial police involvement had ended. This also allowed police to carry out their duties and identify any offences committed against the man by his daughter which was later reported to the Crown Prosecution Service (CPS) for a charging decision.

In the example given above, my first consideration was to ask questions. Evidence Based Policing (EBP) is an approach that "prioritises the use of the best available research and data to inform decision-making across all aspects of police work" (SEBP, 2024). In short, this approach "encourages everyone to ask questions, challenge accepted practices and innovate in the public interest" (COP, 2020). Fundamental polices are created to set a clear boundary between different services. The existence of the Police is to protect the public and investigate crime. This is a broad pledge and often the police can be seen to absorb the responsibilities of other departments or agencies. This became clear when police officers in possession of

a police vehicle not the ambulance service conveyed the male to hospital. The EDT teams also stated that they could not assist despite there being clear “safeguarding concerns” and the incident involved a vulnerable person who was “considered to be at risk of harm or require an immediate emergency response” (Council, 2022). This did strike me as the most appropriate approach, and I knew that there must be a better way to care for victims and ensure the police remain as impartial as possible.

It is easy to see how inconsistencies can develop where the line between the most appropriate form of emergency service is distorted. This has been highlighted in a review led by Her Majesty’s Inspectorate of Constabulary (HMIC) which “found that coherent and routine working is yet to be embedded across the police, fire and ambulance services” (HMICFRS, 2016). This review paved the way for initiatives such as the Joint Emergency Services Interoperability Programme (JESIP) which was established to “ensure the blue light services worked together effectively to protect the public” (HMICFRS, 2016). Although JESIP was designed to protect the public during major incidents or events, it has fashioned a new way of thinking and trickle-down policies such as Right Care, Right Person are slowly being introduced to address inconsistencies and manage demand on the police service. These policies would not have been introduced without feedback from first responders who have informed decision-making through their learned experiences which in turn has “enhanced the effectiveness and efficiency of policing” (COP, 2020) through an EBP approach.

Right Care, Right Person is still in its infancy and is acknowledged as a partnership working agreement between the different services. Its main aim is to ensure that “people of all ages, who have health and/or social care needs, are responded to by the right person, with the right skills, training, and experience to best meet their needs” (GOV.UK, 2024). The scenario I attended could be shown to align with the criteria of the Right Care, Right Person scheme with Social Services and Health hypothetically absorbing a large part of the responsibilities associated with the incident and thus taking a central role. This would have left Police in a better position to investigate the offences such as False Imprisonment (Offences Against the Person Act 1861), Coercive or Controlling Behaviour (S76 Serious Crime Act 2015), Ill treatment or Neglect (S44 Mental Capacity Act 2005) and offences such as

Unnecessary Suffering (Animal Welfare Act 2006). This is important as Police are required to conduct impartial and ethical investigations where a crime has been identified under the Criminal Procedure and Investigations Act (CPIA) 1996. The police are also duty-bound to complete their 'Golden Hour' enquiries without delay thus in turn "increasing the opportunity to identify suspects, protect victims and witnesses and help to secure positive criminal justice outcomes" (Policing, 2013). Not only does this help to tackle repeat victimisation but helps to "prevent future offending, to improve public confidence in the police, and to reduce both crime and the fear of crime" (Policing, 2013). This cannot be achieved effectively if the blue light 'family' is arguing over who assumes responsibility for certain calls where resourcing and remit exert more influence rather than the basic principles that determine an emergency response.

In summary, the incident I attended highlighted the very good and the very bad side of policing. I was able to identify vulnerability of the worst kind and a victim who was in desperate need of support. A package of care was swiftly put in place under the "Referral for assessment of needs under the Care Act 2014" (COP,2016) whereby "police are able to refer and direct an individual towards services provided by the relevant local authority" (SCIE, 2024) . This placed a duty under Section 9 of the Care Act to carry out a "needs assessment of the welfare needs of that individual against national eligibility criteria and, where appropriate, provide them with a care and support plan" (SCIE,2024). This would not have been possible except for my ability to identify vulnerability and refer this to the relevant agencies. This was later successfully managed by the public protection department who worked with partners in health, housing and social services who verified the initial information and developed a package of care to support the victim. This allowed the Police to conduct their own investigation into any criminal behaviour whilst simultaneously tackling repeat victimisation.

WORD COUNT **2196**

Task 2

Choose 1 of these 5 options to answer

(Note for officers who have an interest in becoming a detective and wish to specialise in this role, you MUST choose option 5)

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

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

The police are the lead agency for collision investigation and have the primary duty to investigate and establish the circumstances that have led to road deaths and life changing injuries.

Describe a serious collision that you attended and in which you took a significant role (e.g., initial reporting officer, scene manager, lead investigator).

Critically evaluate the evidence base that you dealt with and strategies that could be implemented to reduce the likelihood of it reoccurring.

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

Answer:

Road deaths caused by serious collisions “have a devastating impact on families, individuals and communities” (COP, 2023). This area of policing is predominately reactive with a dedicated working structure put in place when such an accident occurs. This is done to maximise efficiency of the investigative process but also to cause as minimal disruption as possible to other road users and encourage partnership working. National Highways provides strategic guidance to all branches of the emergency services in its CLEAR approach (Highways, 2021). I will describe a serious collision that I attended and explain my role as the initial reporting officer. I will discuss the Joint-Emergency Services Interoperability Principles (JESIP, 2024) and how these were important in determining an appropriate response by the emergency services by utilising the Joint-Decision Model. I will explain how “METHANE” (JESIP, 2024) allowed me to communicate the incident to the control room allowing for the deployment of specialist resources such as a Roads Policing Officers (RPU) along with members of other emergency services such as those from the Fire and Ambulance Service.

Golden Hour enquires proved essential to the collision that I attended, and I will briefly touch on my ability to identify early investigative opportunities such as ANPR, CCTV, House to House and Witness accounts as part of the Golden Hour enquiries. I will briefly discuss the community impact and my ability to liaise with Neighbourhood Policing Teams (NPT) to reassure the public and ensure community road safety became a priority to residents and local schools. This was also one of the strategies implemented to reduce the likelihood of a similar event occurring in the future among other methods which will be described here.

The serious collision that I attended involved one vehicle and one pedestrian. The location was densely populated with local shops and residential properties based on the main street of a bustling seaside town. The vehicle, which will be described as V1, was a dark coloured car that was being driven at speed according to witnesses and then later identified by CCTV evidence. The pedestrian casualty left a local store in school uniform and has entered the carriageway. The collision has occurred on the zebra crossing projecting the girl into the air and coming to rest approximately 15 meters from the initial collision location. V1, following the collision, made no attempt to stop at scene and left the area resulting in a hit and run. This is considered an offence under the Road Traffic Act (1988), s. 170 which mandates the “duty of the driver to stop, report the accident and give information or documents to any person having reasonable grounds to require them” (GOV, 2019). The offence was also satisfied as the accident had occurred on a road, or public place and injury had occurred. According to the Motor Insurance Bureau (MIB) around 17,000 accidents each year in the UK involve a ‘hit and run’ or ‘failing to stop at the scene of an accident’ incident (Davies, 2021). This accounts for approximately 12% of all road traffic accidents in the UK (MIB, 2017).

The young female casualty received serious life threatening and life changing injuries. This included a fractured skull with a potential bleed on the brain and fractured bones in her legs along with other internal injuries resulting from the collision. The vehicle was identified by using Automatic Number-Plate Recognition (ANPR) Cameras and CCTV at scene. The subject was later arrested on suspicion of causing serious injury by dangerous driving under the Road Traffic Act (1988), s.1A and failing to stop under the Road Traffic Act (1988), s.170. Police officers were

able to force entry to utilise their powers of arrest under the Road Traffic Act (1988), s. 6 E whereby a “constable reasonably suspects that the accident involved injury of any person” (Solicitors, 2024). The vehicle (V1) suspected to be involved in the collision was located at the address showing signs of heavy damage to the windscreen and front body panels. This was recovered for forensic opportunities along with the suspects mobile phone which proved vital to the investigation and accounts for one of the ‘fatal five’ identified as the main causes of road traffic collisions (Road-Safety-Wales, 2018).

My initial consideration was the preservation of life. This included my own life as too many police officers are killed or seriously injured in road traffic collisions in the line of duty. One such example is the tragic case of PC Andrew Harper from Thames Valley Police when he was killed attempting to apprehend a stolen quadbike (Sky, 2020). Once I had arrived at scene, I was confronted with the young girl who was lying motionless on the floor and bleeding heavily from her head. This formed my basis for the preservation of life, and I quickly identified the Ten Second Triage (TST) model (NHS, 2023) as a tool available to me. This included assessing the girls’ injuries, treating them if appropriate and preventing any escalation. Several witnesses had gathered, and a large crowd was forming. I have utilised the Joint Decision model as opposed to the Police National Decision Model as it was necessary to combine information with other emergency services to save life and limb. This included “bringing together the available information, reconcile objectives and making effective decisions at scene” (JESIP, 2024). I then declared a major incident, and this was done by communicating METHANE, Major incident, Exact location, Type of incident, Hazards, Access, Number of casualties, Emergency services to the control room for additional resources. This model can be utilised universally by all branches of the emergency services to bring “structure and clarity to the initial stages of managing any multi-agency or major incident” (NHS, 2023).

Effective communication proved crucial at this early stage as it allowed the control room to “coordinate the deployment of supervisors and additional resources to the incident” (COP, 2023). This meant that ambulance arrived on scene within minutes and took over primary care of the casualty allowing police officers to investigate any offences and conduct a search for the offending vehicle and its driver. This

was conducted by the specialist Roads Policing Unit (RPU) who located and arrested the driver. This is an example of Joint-Emergency Services Interoperability Principles (JESIP) in action, such as co-locating the site of the incident, communicating the relevant details to share information and also to coordinate resources to prevent “duplication of effort and minimise risk” (JESIP, 2024). My role was significant as my communication skills and understanding of the seriousness of the incident as the initial reporting officer formulated the combined emergency response which proved vital to save the young girls life and arrest the offender.

Due to the nature of the incident and the full extent of the casualty’s condition at this early stage, a Roads Policing Lead Investigator was assigned to the incident. This individual represented overall management of the incident and asked me to initiate any golden hour enquires as part of the investigation to identify the suspect under the Criminal Procedure and Investigations Act (1996) (CPIA). This included gathering initial witness accounts and adding details to the incident log. I was also successfully able to identify CCTV opportunities such as those located at the store. This showed V1 travelling well above the speed limit, swerving violently and then leaving the scene after the accident had occurred. It also gave a clear image of the Vehicle Registration Mark (VRM) allowing RPU colleagues to check local ANPR cameras in the area and trace the vehicles movements. Other considerations, post collision included, “circulating a description of the offender and vehicle, placing a marker on the vehicle’s record, on the police national computer (PNC), making enquiries with the registered keeper, identifying the route taken and setting up road checks under the Police and Criminal Evidence Act 1984” (COP, 2023).

This incident dramatized community tensions and the lead investigator decided it was appropriate to involve the Neighbourhood Policing Team “to prepare a community tension assessment and make use of community contacts to assess the impact on the local community” (COP, 2023). Local Police Community Support Officers (PCSO’s) assisted in preserving the scene and developing a cordon for the preservation of evidence, such as vehicle debris. I assisted with the preparation of a cordon to prevent other members of the public or other road users

from injury. The lead investigator utilised powers under the Road Traffic Act (1988), s.35 to direct traffic and close the road and create diversions under the Road Traffic Regulations Act (1984), s.67 with the assistance of the local highways (Highways, 2021). A social media presence was proposed as the community was in shock that a local schoolgirl had been injured because of a hit and run incident in the Town Centre. This is approved by the College of Policing that states that social media “positively offers the best opportunity for the police to undertake investigations, share information and support victims” (COP, 2023). A Family Liaison Officer (FLO) was also considered.

My role as the initial attending officer prevented me from conducting arrest enquires of the suspect and the recovery of the vehicle. This was to prevent cross-contamination and support a “professional, ethical and robust investigation” (COP, 2013). I later found out that the suspect had been using his phone whilst driving, making him “four times more likely to be involved in a collision” (Road-Safety-Wales, 2018), and was therefore oblivious to his speed and ultimately causing serious life-threatening injuries to the innocent young girl. He was also required to provide a specimen of breath and saliva for the purposes of a roadside breath and drugs wipe under the Road Traffic Act (1988), s.6 which “provides a power for a constable to administer preliminary tests” (CPS, 2023).

As a result of the collision several strategies were identified. These ranged from immediate post-scene preparations such as the “measurements of gradients, road cambers, full mechanical vehicle examination reports, and speed estimations” (COP, 2023). Other strategies involved working with the local authority to improve the markings and visibility of the pedestrian crossings in the area and the possibility of speed reduction measures such as permanent speed cameras and increased street lighting at night. The speed limit was swiftly changed to accommodate the new nationally recognised 20mph in Wales which came into effect on 17th September 2023, making Wales “the first nation in the UK to adopt 20mph as the default speed limit on restricted roads” (BBC, 2023). It has been observed that the introduction of the new nationally recognised speed limit aims to reduce casualties on 30mph roads in built up areas such as the one involving the collision. The Welsh Government’s position is firm that by “reducing the default speed, it will make it easier for drivers to

stop in time to prevent collisions” (Gov.Wales, 2021). This is backed up by Police statistics from 2022 which showed that “51% of collisions occurred on 30mph roads” (Gov.Wales, 2024). The Welsh Government shares its values with the Police in this regard as “decreasing speeds will reduce collisions, save lives, and reduce injuries – helping to improve quality of life and make our streets and local communities safer for all” (Gov.Wales, 2021). Although evidence, remains to be seen, it can be proposed the introduction of a lower speed limit in residential areas such as the one at the location of the collision could decrease the likelihood of a harm occurring in the future.

Another strategy could be the introduction of a new Artificial Intelligence (AI) camera system designed to “catch motorists on their phone whilst driving or not wearing a seatbelt” (AutoExpress, 2024). Such a project is currently being utilised in collaboration with Devon and Cornwall Police and their “Vision Zero South West (VZSW) programme” (VZSW, 2021). This new technology originated in 2021 and aims to put road safety at the heart of its mission to catch drivers who break the law. Indeed, the spokesperson for the RAC (Royal Automobile Club), Rod Dennis has said that “AI-equipped cameras that can automatically detect drivers breaking the law offer a chance for the tide to be turned” (RAC, 2024). This also correlates with data from the Department for Transport which showed that 400,000 drivers a year still use a mobile device when behind the wheel (DfT & RAC, 2024). The evidence is clear that the use of a mobile phone whilst driving can be fatal for drivers and other road users.

Overall, I am satisfied that my involvement in the incident led me to consider how collisions can have a serious adverse impact on those involved. This area of policing can be managed effectively by an appropriate knowledge base of the initial reporting officer including effective communication, the ability to identify first aid skills such as TST, JESIP and Golden Hour enquiries. The victim made a full recovery, and I was asked along with colleagues from NPT and RPU officers to attend the girl’s school and conduct a presentation to teachers and pupils. This was extremely rewarding and a great personal endeavour to educate children about road safety which will hopefully reduce the likelihood of such incidents occurring in the future.

Word Count: 2186

Authentication signature: Elliot David Parry 2236205

Please sign to confirm that the work submitted is your own and has not been copied from another:

Signed: Elliot David Parry 2236205

Date: 04/08/2024

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.

Bibliography – Task 1

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