

**SHEKU  
BAYOH  
INQUIRY**

**The Sheku Bayoh Public Inquiry**

**Witness Statement**

**Andrew Park**

**Taken by** [REDACTED]

**At the Scottish Police College**

**On 5 October 2023**

**Witness details**

1. My name is Andrew Park. My year of birth is 1970. My contact details are known to the Inquiry.
2. I'm have 18 years' police service. I am currently a Sergeant with Police Scotland working in the probationer training department of the Scottish Police College.

**Career Summary**

3. I joined what was Lothian and Borders Police in 2005. I worked in operational policing until 2010. Thereafter, I worked in Licensing and then Counter Terrorism Policing up until November 2014, when I then arrived at the Scottish Police College as an instructor for probationer training. I did that role until May of 2018, and I was promoted to sergeant at that point and returned

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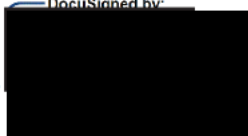
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to operational response policing. I did response policing until January 2020. When I came back to the Scottish Police College, having completed a teaching degree, I went to operational command training and delivered that for a period of time. COVID happened and so that training was stopped for a while. I came back into the probationer training environment to assist with training, because that training had continued, given my previous experience. I then went back to operational command training for about a year and then was permanently transferred through to probationer training to take up my current role.

#### **Remit of training role pre-May 2015**

4. I became an instructor in the probationer training programme in May 2014. My involvement in training was predominantly on the delivery side of business as opposed to the content of the training programme. At that time the Probationer Training curriculum was delivered across 6 Units. This was the programme that was in use at the point I joined Probationer Training in November 2014 und until I left in May 2018. Within this role I reported to a Sergeant who would have responsibility for a number of classes, depending on the size of the course. During my time as an Instructor, course sizes ranged from 60+ probationers to over 100. New courses arrived every 2 or 4 weeks. I was responsible for providing instruction in a classroom setting to new probationers joining Police Scotland. I delivered lessons to each course and would usually be supported by other instructors performing the same role. Class size could vary depending on the size of the course. I have taught large classes of up to 35 probationers and smaller classes comprising only 6 officers, when I was seconded back to Probationer Training during COVID in 2020.
  
5. Each Unit contained a number of subject areas – Unit 1 material included lessons on the National Decision Model (known then as the National Decision Making Model), Emergency First Aid, The Human Rights Act 1998, Airwave,

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Health and Safety and Moving and Handling. Unit 2 comprised subjects pertaining to the principles of Evidence, Identification, Sufficiency, Arrest Procedures, Searching People and Search Training and Criminal Procedure. Unit 3 comprised lessons involving the Introduction to the Investigation of Crime and included lessons on Assault, Breach of the Peace, Controlled Drugs, Theft, Robbery, Offensive Weapons, Sexual Offences, Homicide and Counter Terrorism, amongst other subjects. Unit 4 was known as General Policing Duties and contained lessons on Protecting Children, Firearms, Liquor Licensing, Sporting Events Legislation, Mental Health, Honour Based Abuse, Missing Persons, Domestic Abuse, Public Order Legislation and Major and Operationally Challenging Incidents. Unit 5 was Road Policing legislation and Unit 6 contained lessons on The Use of Notebook, Obtaining Persons Particulars, Statement Taking, Suspect Interviewing, Police Systems and Victim Support.

6. Over the course of my time as an Instructor, along with other officers working in the same capacity, I would have been responsible for providing delivery of these subjects and others to Probationers. As well as delivery of the curriculum content, I would support Physical Education lessons under the instruction of a qualified Physical Education Instructor. In December 2016, I qualified as an Operational Safety Training Instructor and would also support the PEIs in the delivery of lessons to probationers undertaking that part of the programme. As a class instructor I was also responsible for supporting probationers in terms of any welfare matters that might arise and additional support for learning.

**Current Training Role**

7. My role at the moment is curriculum maintenance and examinations unit within the probationer training environment. Curriculum maintenance involves basically four separate functions. There is the general curriculum maintenance of the probationer training programme which is responding and reacting to changes in legislation or policies or procedures which have an

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impact upon the probationer training or the probationer training content. We also have an officer who has a role for neurodiversity support; we have an examinations officer; and we have an officer who is employed for digital content creation because we are doing as much as we can to modernise the programme so that the content is up-to-date and refreshed.

**Review of the Probationer Training Curriculum**

8. I have been asked whether the probationer training programme is reviewed in response to recommendations that come out of public inquiries, fatal accident inquiries, Coroner's Inquests etc. I would imagine so, as long as that response was something that was aimed towards probationer training. I can't think of an example in the past where I have been personally involved in the amending of it in response to a public inquiry, fatal accident or coroner's inquest. As explained, my time as an instructor, between 2014 and 2018, was predominantly on the delivery side of business as opposed to the curriculum maintenance side. Now, the curriculum maintenance unit is a relatively new unit within the department. It did exist before but it was only one or two people that carried out a role of curriculum maintenance and examinations; and those members of staff subsequently resigned or retired, so that function had to be subsumed into the delivery side of business. And recently, when I returned to probationer training, having been in that leadership role, I recognised that that potentially was not being done by the department and that legislative updates or any policy or procedural updates that were coming through were not being registered or picked by a single person or group and that there was a less structured approach.
  
9. So, I suggested to my inspector that that was something that I felt was necessary. Previously, going back a number of years, there used to be a Police Information Net for Scotland (PINS) unit and that was a database team that used to take all legislative updates and map them out across all training components to see where there was an impact. We still do have an involvement with that team, although it would be fair to say that that team are

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now known as the legal research team. The legal research team are the ones that signpost to us documents that come in which have an impact upon training in general. We look through that document to ensure or ascertain if there's any impact upon our curriculum; and then, if necessary, we would also have to involve partners in quality assurance and the SQA, Scottish Qualifications Authority, if there was a significant change, to any learning materials.

10. For example, recently there was an introduction to the Age of Criminal Responsibility Act in Scotland. That hadn't existed before, so that was a brand new lesson that had to be created. There's also been changes to the legislation for fireworks and pyrotechnics which has had an impact upon sporting events legislation that we teach as part of our programme. So, again, that had to be implemented. The crossover to examinations is there too because certain questions would no longer be valid to ask probationers, so those questions need to be reviewed as well when changes to content are made.

11. I have been asked whether, in terms of reviewing the programme, if it is always prompted by an event like legislative change or a change in a procedure, or whether there is a fixed point in the calendar at which the programme is reviewed. Speaking from the context of current practice, I would say it's a continuous review that we carry out. We get feedback from lots of sources. The curriculum maintenance team themselves have got a lot of experience. They have all been on the delivery side of training and they recognise when our processes, in terms of the procedure for training, could be improved. So, they may provide feedback for a decision to be made about the timetabling of a particular teach or lesson being placed somewhere else in the programme to make it more contextualised around a particular subject matter. We get, of course, feedback from the probationers themselves who are sent, at the end of a course, an evaluation form from our quality assurance team, and they provide feedback. When that feedback is received,

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we have a course debrief involving the inspector, the sergeants, including our team in the curriculum maintenance department, and also the instructors; and we'll have a conversation about that feedback and look to adjust the programme accordingly if necessary.

12. That feedback is often nothing to do with the legislation or the content. It can be to do with for example the provision of food or things like that. But we do, where we can address matters when that feedback comes in. As I have explained already, we respond to any updates that come through from the legal research team. And we can sometimes spot small things ourselves where there's been potentially maybe a spelling mistake that's just gone unnoticed, or where there may have been a document published by a specialist department about a new process. The Police Scotland intranet features an articles page where memos and such like are published, and our team have an overview of that so they will pick up on that published document and see if it has an impact upon our lesson delivery.

13. By way of an example in relation to that, recently there was a small change to the process of firearms procedure, involving what officers would be expected to do if they came into contact with somebody who they didn't believe was suitable to be the holder of a firearm certificate. So, again, we are looking at that currently with the view to making sure that our notes are up-to-date and relevant and pitched at the right level. To answer the question, yes, there is a process which is in place where, when we are privy to information which has an impact upon the curriculum content, the curriculum maintenance team can respond to that, and then we can pass that change detail out to the instructors to ensure that they are aware of that change too so, when they're preparing and planning for their lesson delivery, they're ensuring that they're delivering the right content.

14. I have been asked if any of the feedback that we receive from probationers is in relation to OST. It can be. I can only speak for now, but I can also speak

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from my experience. Operational safety training *per se* has been delivered by probationer instructors at the Scottish Police College, but the curriculum aspect of it was managed by a dedicated team of operational safety training instructors who were based elsewhere.

15. So, if they're changing the curriculum, we would anticipate that they would make changes to the programme based upon the feedback. So, although we do work in separate business areas, my own personal involvement on the curriculum maintenance of operational safety training is zero. The curriculum part that we are looking at is for units 3 through to 10 of the current programme. The probationer training programme is divided over 10 units, but the operational first aid and operational safety training are units 1 and 2 and those units are reserved to the operational safety training team as far as maintenance and, to some degree, delivery of that programme.

16. As the Inquiry may be aware, we have physical education instructors (PEIs) at the Scottish Police College. They are members of civilian support staff, so because of that I would describe them to some degree as a golden thread, if I can use that term. They don't come and go as frequently as police officers may do who serve at the college for a period of time and then will leave. So, some of those PEIs will have been here for a lot longer, than many of the instructors who are police officers. So, they would have been involved in the delivery of the officer safety training programme for a long time.

17. In terms of who would be responsible for the maintenance of the curriculum, I can't speak for that between November 2014 and May 2018 because that wasn't certainly ever something that I did, and now it certainly is not because I would anticipate that the officers in charge of the creation of that content are the ones responsible for the implementation of any changes.

18. I have been asked about the feedback provided from probationers, and whether that feedback contain comments about OST. It could do, yes,

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because there's a general comments box in there. We can ask quality assurance to ask specific questions if we feel as if there's one part of the course that we want for them to focus on; but there's a general comments section, so they can provide commentary in there. So, probationers can provide that commentary, and then, if there is feedback which we think our team need to be aware of, we can provide information to that team; and we would cross pollinate with our physical education instructors to let them know about that feedback. The physical education instructors are not line managed by probationer training division *per se*, or probationer training as it is now. They are line managed by the same line manager that's involved in operational safety training.

### **Current Training in Dealing with Sudden Death**

19. I've had sight of the current version of Dealing with Death which is now Unit 6, Lesson 5 in the probationer manual (PS18591) version dated 24 February 2022. I understand this version was current as at October 2022. On page 4, there is a heading "Police Reportable Death". It states *"It is the responsibility of Police Scotland to investigate and report to COPFS all deaths which fall into the following categories."* There after there is a detailed list of categories. The ones which are most relevant to deaths following or during police contact would be *"Deaths in legal custody (up to 72 hours following release from custody, caveat, it can be extended on a case by case basis); Any death as directed by COPFS."* I have been asked why this section doesn't mention deaths which are reportable to PIRC. I think that we have to be careful when we're delivering training to brand new recruits that we don't train them to the n<sup>th</sup> degree. We have 60 days to deliver the initial training programme, and every subject matter, of course, is very, very important. Business areas will always want their subject to feature highly within the context of the probationer training programme, but we have to give it balance because we only have a limited period of time to deliver the training programme. I would say that the police reportable deaths is one part of what we're teaching, so that falls in itself within the categories of death subject. So, within categories

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of death, we talk about medical deaths, unexplained medical deaths, and then police reportable deaths, and we provide them with some bullet points in relation to what types of police reportable deaths are.

20. To answer the question, I would suggest, to the stage of such specialisation in terms of referral to PIRC, potentially that that's the reason why it hasn't been included. But I would suggest that the best person to answer that question would be the team that was in charge of creating that programme at the time. It's certainly nothing that's been featured in terms of feedback that I'm aware of from our instructors to say, "Why are we not including that as a category?" And I would suggest that potentially that might be something that's directed by the Crown Office and Procurator Fiscal Services anyway.

21. At pages 7 and 8 of dealing with death, it discusses the processes for dealing with death. The first stage is to preserve life and where a person has died, having confirmation of that via a health professional or through the circumstances, where they are such that death is indisputable. The next stage is an assessment of the incident. Page 8 contains a "key Information" box which states: *"When preserving/protecting the locus at a sudden death, you will take all precautions you would at a crime scene."* I have been asked whether there is specific training on locus protection. There is some detail regarding this in the dealing with death document. Pages 9 and 10 outlines that *"officers must make a visual examination of the locus"* and thereafter provides a list of things for them to be looking for. Page 13 states under the heading of "Police Reportable Deaths":

*"Having concluded that the incident is a Police Reportable Death, the policing priority must be to protect the scene, secure available evidence and conduct an appropriate investigation. You should:-*

- *Secure the scene*
- *Implement a scene entry log*
- *Enforce counter contamination measures*

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*Notify relevant supervisors and the on duty CID resource. An SIO may be appointed - A Senior Investigating Officer (SIO) will be either a Detective Inspector (drugs death, child death, suspicious death) or Inspector. Please note that this may vary by Division.”*

22. There is also a separate module that specifically covers training on locus protection from this one. I have been asked to summarise the training provided to probationers in relation to locus protection in circumstances where there has been a sudden death. We have improved that training significantly over the years. I reflect back to my own training, and it was not really spoken about because I suppose the consideration then was you, as a brand-new probationer, won't need to concern yourself with that too much; that will be getting dealt with by other people on your team. The inference, of course, is that probationers are not going to be working on their own when they arrive into Operational Policing. They will work with a tutor constable and a shift of officers. They will be part of that team and learn whilst they're going through the rest of their probationary period because the training doesn't stop after they leave here; it continues for that whole period of time. In terms of what we do now, we provide three separate scenarios where there's been something happen in an external environment, something that's happened in an internal environment, and another environment; and the officers go in groups around these locations, and it's supplemented by lesson material which is in unit 3. Unit 3 is known as Evidence, and there is a specific input in that which covers locus protection. I don't have access to that training document at the time of providing this statement, but there is a full input on the officer's ability to be able to assess a situation, protect the locus, and communicate their findings. The inference being that, if it's a serious situation like that, if they can assess to understand that it's clearly serious, they can protect that locus and then communicate their findings to their supervisor, I would imagine. Then, the supervisor would have that additional level of training to then say, "Right, this is what we need to now start thinking about and doing in order to protect that crime scene.”

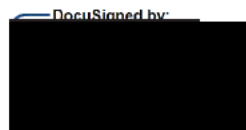
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23. I have been asked about page 9 of dealing with death and the Key Information box. This states: *“Officers should be aware that when attending a death of specific religion, religious rituals may have been carried out prior to police arrival which would not necessarily amount to suspicion. [...] Reference should be made to the Police Scotland diversity booklet, a practical guide to ensure a professional approach is adopted in these circumstances.”* I have been asked if this material is provided to probationers or is it something they are directed to access via the Police Scotland intranet. There is information available on the Intranet, but the document referred to was removed in August 2022 whilst it is being reviewed and updated. This work is being undertaken by officers in Partnerships, Prevention and Community Wellbeing (PPCW). An alternative location for information and guidance is provided via the PPCW Equality and Diversity mini-site. As the Inquiry may be aware, the organisation also provides a “Valuing diversity and inclusion” training package to probationers as well, so that’s a day’s worth of training as part of the probationer training programme. Probationers are signposted to any supplementary material on the intranet.

24. I suppose, realistically, when they’re in that operational environment, a brand-new probationer leaving the Scottish Police College on day one could find themselves in a situation on their first day in operational policing where they’re dealing with a death, but they would very much be guided by the tutor constable that they would be assigned to for that period of training that takes place after they’ve completed their initial training course. The initial training course (Module 1) is 10 units as it currently stands and delivered over 12 weeks, but the probationer training programme is delivered over two years. There is module 2, which is local training that takes place when the officers leave the Scottish Police College and start to go to the relevant areas where they’re going to be deployed. Then there’s other modules that take place beyond that: module 3A which is the operational stage that they undertake; and then module 3B, which comprises further assessments towards the end

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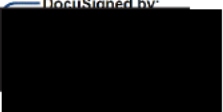
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of their probation before they're confirmed in the rank. A vast majority of the learning that takes place, I would suggest, takes place vocationally under the support and direction of a tutor, team members and supervisory staff.

25. I have been asked how the diversity training is taught. It's a classroom setting. There is a lesson in the same way that, I've been shown lesson material of areas of the programme. There is a lesson for that which is backed up by a PowerPoint slideshow, and in addition to that there will be lots of facilitation and discussion led by the instructor in the classroom to go through the various points. We recognise that probationers are coming from all walks of life, and we recognise that they will have a lot of prior learning that they can bring to the classroom environment. So, rather than didactically sitting and listening to a lecturer as may be the case in a university setting, this is much more about facilitated learning, so it's about engaging officers to have that conversation and to talk and to open up and discuss. Some personal experiences are shared by the probationers themselves.

26. I have been asked if there is sufficient diversity of protected characteristics within the probationers to make such discussions effective. As I said earlier on, within the curriculum maintenance unit, we cater for additional support for learning for those with neurodiversity, and recruitment have a positive action team that work closely with recruitment. So, I would suggest that the classrooms are well represented in terms of persons who would identify in that protected characteristic. Of course, we can always do more to make the classrooms more representative – for example the gender split. I've seen in my time as a police officer an increased number of women in policing, which is to be celebrated. But diversity touches across a range of protected characteristics and, if there is nobody that can speak about personal experiences or does not wish to speak about personal experiences, then the instructors give examples that they've potentially heard in the past obviously anonymising details as required. But it's to just increase the officers' awareness and to give them that understanding so they can become reflective

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in their practice, I suppose, and to equip them with the skills and knowledge that they will need when they start to police the communities of Scotland. The training team in Probationer Training benefits from having officers from various staff associations working in the department. For example we have had and continue to have officers from Semper (Supporting Ethnic Minorities in Police employment, Equality in Race). We also have officers who have been or are members of Scottish Womens Development Forum or Disability and Carers Association. Probationers are also provided inputs during their learning from representatives of these organisations and other staff associations, such as Christian Police Association, Scottish LGBTI Association and Scottish Police Muslim Association.

27. At Page 14 of dealing with death there is a diagram with the “key stages” of dealing with death. Again, I am asked about the fact that this does not reflect that there may be a stage of reporting a death to PIRC. You could argue that, depending on the context, it would make sense to put that into the lesson notes, absolutely. However, where do you then stop? Because my question would be is that would it be likely that a probationer would be engaging with PIRC without being given some sort of support or guidance about what that might look like? But I would say that we need to balance the amount of content that we give to probationers and pitch it at the correct level.

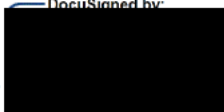
28. For the purposes of what we are expecting the probationers to know, by the time they have completed their initial 12 week course, I would suggest what has been taught is adequate for that stage. They will be made aware that PIRC exists as an organisation through other parts of the training programme, so it’s not like a brand new term to them; they would know. I would imagine that some of them in their research to join the job would have found out who PIRC were as well. We have to recognise that people come with prior experiences. I can’t speak to this fully, but I would suggest also that within the realms of the operational safety training programme, officers will be made

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aware that certain factors about their operational tactical options could be scrutinised and PIRC may become involved.

29. I have read pages 19 to 23 of “dealing with death”, which concerns the training material relating to providing a death message to family or friends of a deceased person. I have been asked to summarise the key points of the training. I think it’s really important to say that every single death is going to be different, so it’s very difficult to put in a one-size-fits-all example of how you would do that; and again, they are not going to be able to deliver that for real whilst they’re in this environment. That first experience will likely happen when they’re in their operational phase of training. From my own experience as a cop, when I went out in 2005 with my tutor, I remember going to deliver my first death message; but my tutor cop, she delivered it, and I listened and watched her style in how she delivered it. And then eventually when I, according to her and myself, was ready to attempt this myself, the next time it came around, I was able to deliver that message. But of course the circumstances of the death that I was dealing with were entirely different to the circumstances of the death that she had dealt with, and so therefore I had to pitch my delivery message in a different style. I was delivering it to a younger person, I remember, compared to her. She was delivering it to somebody who was a lot older, and so therefore you’ve got to take a lot of things into account when you’re dealing with death messages.

30. The material in the manual is a classroom-based activity, and it involves an incident involving a road crash, and it’s an 18-year-old male that’s lost control of a motorbike. And the rest of the text is available so there’s some information that’s provided to the probationers, and then the first part of the activity is an opportunity for them to discuss, based upon that information, what factors they would take into consideration prior to attending at the parents’ house. One of the things, for example, in the information that they’ve got is it’s two o’clock in the morning, so how are people going to respond at that time when the door’s knocked by police? I think most people would find it


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immediately shocking that there was police officers standing outside their house at two o'clock in the morning, and depending on the circumstances about where that male lived, etc., they may already know that he's not come home and they're worried already, and then the police arrive. So, there's lots of dialogue around that.

31. The activity then moves on to discuss the approach you would take when delivering the death message. The instructors have all worked in operational settings and will all have delivered death messages in the past. One change is that we do have one member of police staff working as an instructor who has never worked in an operational setting. The other member of police staff that we have working in this department has been a police officer before, so they will have delivered a death message before. And then we would then coach the probationers through, "what words would you use to describe that death message?" When we're delivering a death message, we have to be very clear that a person has died. We may wish to use language that is more gentle such as "That person has gone," but what does that actually mean, especially at two o'clock in the morning when someone's shocked? So, the language has to be framed and the training is done so in a way that it's very, very clear to the person that a person has died. Then "what information would you give them with regards to the post-mortem?" is the next part. And again, that's very sensitive to start talking about that at that moment in time.

32. The Inquiry will be aware that the organisation has got family liaison officers (FLOs) who can often get involved when it comes to, particularly, things like road traffic crashes in particular where there's maybe criminality etc. involved. And so, therefore the role of the FLO would come into its own then when they became involved with the family. So, the first responders to deliver a death message might do so in circumstances where there is no criminality and where it is what I would describe as a non-police reportable death where there's maybe no suspicious circumstances but we just need to go out and deliver the death message to the family to let them know that that has

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happened. I have done that myself several times as a response police officer, when I was in my training, when I was outside of my training and then as a supervisor. I've accompanied one of my team when I worked in response policing recently to deliver a death message to a father of a person who had died as a result of a motorbike accident but the deceased in that circumstance was a pillion passenger, so there's a degree of criminality being investigated as to "Did the driver have some sort of responsibility for that death?"

33. Every death situation will be unique and will have a whole host of factors.

One thing that I would explain that we're very clear on in the training is that preparation is key before you go to deliver a death message, that you need to be fully aware of the facts as much as you can, and honesty is very important as well. I've said this to my probationers in the past, "If you don't know something, don't speculate. Tell the person you're delivering the message to them based upon the information available at the time. If you don't know something, you may be able to try to find out certain things, but the cause of death may not be available at the actual time the death message is delivered. Then as things progress, that information can be provided to those people if required.

34. As can be seen from that activity, then there is a feedback section where the instructors would go through that feedback to discuss that in detail with their classes. For example, we're not just going to leave it there and second guess it, we do provide that feedback. That allows the probationers to consider and reflect upon the discussions that we had, and some of them will have covered these points in those discussions. Some of them may have already had the police deliver a death message to them or they've been aware of that. Some officers will have told us that they remember the police coming to deliver a death message, and they commented on how professional the police officers were. I dare say there would be opposite experiences, but I have never heard of that in my time as a trainer where I've had a probationer saying they've had

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a message delivered and they thought the police officers weren't good at that; but I can only speak from my own viewpoint.

**Training in Dealing with Sudden Death pre-May 2015**

35. I've had sight of a document dated 20 March 2013 called "Dealing with death." (PS10968). This is a unit from the probationer training manual at that time. That as last amended on 20 March 2013, so it would suggest that there's been a previous version of that before which I don't have a personal copy of. It may also help the Inquiry to understand that, in those days, the probationer training programme was only six units in length. At that time, "Dealing with death" fell into a unit known as general policing duties (GPD) and it was known as unit 4. Just to be clear, the current Dealing with Death lesson is within unit 6, which is now called "Protection and wellbeing in our communities". So, these types of subjects which can be more sensitive are framed within that as opposed to general policing duties. General policing duties still has a place, so legislation pertaining to public order or alcohol licensing and firearms legislation sit within that area of business; that's unit 7, but now dealing with death is within unit six. The programme went through a significant change in January 2020.

36. How it got from that to this, I would not be the person to answer that question. That would need to be directed towards the people that were involved in that modernisation programme because my understanding is that they reached out to lots of business partners across policing to work in collaboration with them to provide advice and guidance in terms of what it should be that we are actually providing to our probationers as training material and products.

37. I've been asked to comment on the Dealing with Death manual excerpt (PS10968). The new Dealing with Death lesson note doesn't just talk about the process of dealing with death, it also includes the types of deaths. So you'll have homicides and, non-criminal homicides, etc., which are explained in there. However, when this unit on Dealing with Death (PS10968) was

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trained, those materials were not in this unit at all but taught within the crime unit. We used to put murder and other forms of death, so non-criminal homicides and justifiable homicide as it's called, etc., within a unit all on its own. But it was a relatively short teach to give to probationers, again if a probationer was to come into contact with a dead person, they wouldn't be dealing with that situation on their own. Clearly, they would be contacting someone for them to come and help and deal with that situation with them.

38. On page 5, there is a section of seizing the body of a person who has died in certain circumstances. There is a text box within this section headed "diversity". This states *"In Appendix B there is information on the protocols involved regarding the multi-cultural aspects of death. Be aware of the sensitivity of taking possession of a body and explain to the family the requirement for this procedure"*. Appendix B relates to the previous version of the dealing with death lesson notes and involves information about what was called multi-cultural aspects of death – it details considerations for deaths involving, Buddhist, Chinese, Christian, Hindu, Islamic, Jewish and Sikh deaths.

39. On page 6 it talks about action at the locus: *"You may be the first person to arrive at the scene of a sudden death. Until you are satisfied and have received guidance from your supervisor that there appear to be no suspicious circumstances, you must take care to preserve the locus surrounding any sudden death. Remember three important considerations: assessment, protection and communication."* I have been asked whether training on locus protection was covered in a separate unit. Yes. It is covered in a separate unit. Unit 2 of the older version of the training programme was known as Evidence and there were two relevant lesson notes provided at that time – Introduction to Evidence and Forensic Evidence. The latter of these outlined steps to be taken to preserve crime scenes. Unit 3 of the older version of the training programme was known as Crime and one of the lessons was called Introduction to the Investigation of Crime. This contained learning on the

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initial procedures to be followed and points to be noted when a crime is discovered.

40. On page 6, there is a paragraph which states *“You must protect the scene of a sudden death from people and the elements whether it occurs indoors or outdoors. If this is not carried out effectively there may be loss of evidence. Do not allow unnecessary access to the scene. As far as is reasonably practical ensure the body is not moved prior to a doctor attending. (Ambulance personnel or police officers may require to move the body to attempt resuscitation.) The importance of this is that should any suspicious circumstances be found, a detailed forensic examination will take place.”* On page 7, there is a small section about gathering evidence.

41. On page 12 of Dealing with Death (PS10968), there is a section on death messages. This provide a summary of the guidance for probationers: *“Summary:- 1. Provide privacy for the family; 2. Keep the family informed - use understandable language. 3. Be prepared for, and deal with denial and self-blame. 4. Respect everyone’s spiritual beliefs. 5. Offer support and referrals for sources of help for the bereaved. 6. REMEMBER TO HAVE COMPASSION.”* I have been asked if the material has changed much between the training then and now, in terms of how to deliver a death message. There are some changes to the activity feedback, but I would suggest on the whole it looks fairly similar. For example, the feedback in that document does talk about the fact that you need to make sure that your facts are correct, and that’s essential. Unfortunately, I’m aware of situations in the past where officers have gone to the wrong address at two o’clock in the morning and woken somebody up and then they’re panicking *“Why are the police at my door?”*.

42. What I’ve noticed is the feedback in the older lesson note is quite direct in terms of passing the details of the death message on to the parents in the example that’s provided in an understandable and straightforward manner. For example, *“Your son, full name of son, died this morning after a road*

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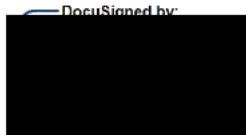
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crash.” “Avoid elaborate sentences.” The order in which that’s provided in the feedback has changed. That’s all I can see. So, I think there’s been more thought when the notes were refreshed and modernised about how that discussion would take place. For example, comparing the way that the activity is described in the previous lesson note, there’s one activity box and then there’s the feedback. Whereas in the new lesson, the activity is broken into smaller components, which gives the students an opportunity to consider - the wording that’s being used here in terms of a learning stem is “discuss”. So that suggests to me that there would be facilitated discussion within the class by the instructor. It could be the case that that was less directed to the instructors then. I can only speak from my own experience, having been an instructor round about the relevant period. Yes, we used to have those discussions, but I would say the training is better now than it was then because it’s being more guided. I would come back to the point that I made previously: the training that’s being provided is based upon one situation and one example, and I think it’s very important to say to the probationers and certainly I did, that there’s going to be a unique variation of deaths that they’re going to be involved with and so therefore it’s very difficult for them to be given every single range of circumstances in terms of what language they should use, etc.

43. This training gives them a baseline to go out to their operational phase and then when they’re in their operational phase, they will start to go through activities within the operational setting which are required for them to meet the objectives of their probationary period. I can’t speak to those; that’s at remit of a different part of probationer training, so that’s when it is under the realms of operational training. Now, officers have to complete an evidence portfolio and at the end of that, they will basically provide reflections on that evidence that they’ve collected over two years in order to prove competency in certain areas of policing work.

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### Training in Post Incident Procedures

44. I have been shown a memorandum from ACC Mark Williams, Operational and Specialist Support, dated 1 October 2018 on Post Deployment Procedures Guidance (PS12682). This states:

*“Police Scotland’s Post Deployment Procedures (PDP) SOP provides guidance to officers on post incident procedures and supports the Police Scotland Death or Serious Injury Following Police Contact (DSI FPC) Policy. PDP have long been in place for firearms incidents but the principles of these procedures can be applied across a wide variety of other non-firearms related incidents involving death or serious injury.*

*PDP awareness training is now in place to support the PDP SOP with inputs being delivered to probationary constables and senior investigating officers.”*

45. I have been asked if that ever became an input in the probationer training programme. I wouldn’t necessarily say that it was known as PDP awareness in my mind. We do have inputs which are to do with dealing with death, and there was a leaflet provided as part of the probationer training general training programme on post-incident procedures which was attached to that kind of input. I don’t recognise the phrase “post-deployment procedures awareness training”. The memo is dated October 2018. My experience of working in probationer training, in that first occasion from 2014 to 2018, finished in May 2018.

46. It could be the case that something had happened when I left which took effect then; but even in today’s terms, because, obviously, as I have explained, the programme has gone through some changes, and a significant change took place in 2020 when the modern apprenticeship into policing became a training part of the programme and it was known as the “certificate in policing”. At that point there was a team set up who actually did a root and branch review of the programme and then made changes.

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47. I have seen Police Scotland position statement number 8 (SBPI-00358). At paragraph 113 it states *“There is no formalised training in PIP for conventional officers. PIP awareness remains embedded in Firearms Training for all officers across every function from Authorised Firearms Officers, Firearms Tactical Advisors, Operational, Tactical and Strategic Firearms Commanders.”* I have been asked if there is no formal PIP input for probationers and Police Scotland are confirming that there’s no formalised training in PIP for conventional officers, whether there is then insufficient awareness of the PIP process. We do give the probationers a PIP leaflet within their training at the Scottish Police College. I can only speak from my personal experience, and I am making a general assumption here, but when a brand new course is administered, there’s lots of material printed. One of the materials that’s printed is the PIP leaflet which is given to the probationers, and it’s normally contextualised around about the subject matter that we’ve been dealing with. They get that in their week one pack with all the printed materials. It won’t make any sense to them at that point, but it will make sense when they get this input to understand that, if this is something that you’re dealing with, then this is going to give you the key data and information that you need to know about. I have been shown a document called the Post-Incident Procedures Aide Memoire ( [REDACTED] ) and asked if this is to the document to which I refer. No, it is not. I have provided a copy of the leaflet that we use. This is called *“Advice to Officers & Staff involved in Post Incident Procedures (PIP)”* (WIT-00060). As I have explained, it will mean nothing to probationers when they look through it. Unless of course they’ve been a special constable, because we do have specials that have worked for the organisation before obviously in that capacity but for the vast majority, that won’t mean much to them until they start to look at the context and they understand what a PIP actually is and the processes that are involved.

48. Position statement 8 (SBPI-00358), at paragraph 121, states: *“During week 12 of probationer training, Police Scotland delivers a talk aimed to raise*

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*awareness of complaints about the police process and the operational practices of PSD, including the role and remit of the PIRC in complaints and investigations, such as a DSI [Death or Serious Injury<sup>1</sup>] arising from direct or indirect contact with the police.”* I have been asked to explain what this is. PSD is the Professional Standards Department. They come to the college twice during the probationers training period; once at the start and once at the end. I think that refers to the content that they deliver.

49. Consequently, I’m not in a position to confirm the fine details of the content of that training as it is delivered by a different department. The content of the training is not material that is in the manual, as such. The content which is in the manuals is the material that is assessable. Generally, the material delivered by ‘outside’ speakers is not assessed. For example, they’re not going to be assessed on the material that might be delivered by PSD. There will of course be cross-pollination to some content which is relevant and so what we say is, “If it’s in your manual, it’s part of your assessment.”

50. I have been asked if I know who it is from PSD that delivers that training. It would vary and would depend on who is available. So, we have a team of administrators that work here in our team and they are responsible for arranging with what we would describe as an outside speaker who comes to the college. So, they would get in contact with the point of contact that they would normally use and then that person would come up to deliver that input.

**Feedback by response officers during an incident to the ACR**

51. I have been asked if there is specific training about providing feedback via the radio during an incident to the Area Control Room (ACR), particularly where officers are responding to a grade 1 call, such as an individual with a knife. I would say that’s probably more akin to the operational safety training than the airwave training. So, if the context of the information suggests that there’s a

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<sup>1</sup> DSI is defined at paragraph 104 of the position statement as Death or Serious Injury

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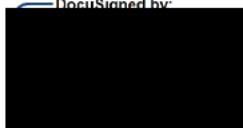
knife involved, a stay safe message may be passed by the ACR. So they would basically stick to the principles of finding cover and basically creating distance between themselves and the subject etc., and obviously using tactical communications. Within the framework of tactical communications, someone would be or should at least be advising that they've arrived on the scene, and this is what they're seeing to feed that information to the control room.

52. As a supervisor that's worked on a shift when you don't receive information about officers that are going to critical incidents that could be like that, I would be quite concerned if it was silent for a long time because I would be thinking, "what's happened to those officers when they've got there?". From my perspective as a supervisor working in a response capacity fairly recently, it's good to know that your officers are arrived, they're actually engaging with the person and they're managing the situation appropriately and I would imagine that the control room would also hear that message because it's being broadcast on an open channel.

53. I have been asked if I see the training in relation to this as being something that falls within OST in terms of the CUTT principle rather than airwave training. Yes. The CUTT principle refers to create distance, use cover, transmit and tactical options. I would say that the airwave training that we do is more about the device and how to use it. So, you could argue that your use of airwave will be dependent on all the situations that you're involved in and so therefore if you wanted one lesson, it would be a huge lesson.

54. Police officers deal with a significant variety of situations after-all. In my opinion, I would say that that's probably more appropriate towards the operational safety training side. Particularly that CUTT element of training where it's about transmitting that information back to the control room as much as communicating with the person. Certainly, if a knife is confirmed as being present, then I would expect that information to be transmitted. The training that's given is that that is a process of, if necessary, pressing a red

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button on the airwave terminal, which then broadcasts entirely differently to normal communication methodology. Then actually just using the word “knife” to alert everybody at the scene who, depending on their position, may or may not be aware of that and so therefore they can respond accordingly.

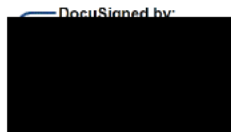
55. Within the context of the airwave lesson that we deliver now (I don't have access to copy of the airwave lesson at the time of providing this statement), but we do two different types of airwave lesson and we back it up with a practical exercise. Probationers get an opportunity throughout their 12 weeks at the Police College, to use and practice with a radio. This is so they get used to the behavioural aspects; pressing a button and speaking to someone that's not there and then using the correct language. We do a lesson on airwave speak and we do a lesson on the airwave terminal itself and its functionality and appropriateness and, accuracy, brevity and clarity, so it's basically the ABC method of learning that subject matter.

**Completion of Paperwork**

56. I have been asked what is taught in probationer training about completion of paperwork, including like statements and notebooks. Starting with notebook training, when officers arrive at the police college, and this is subject to some change, we issue them with a blue-backed, hardback notebook which is a training notebook; however, in modern day policing police officers are issued with a mobile device. But for a whole host of circumstances to do with the difficulty of 200 devices being delivered here, safety and security, being able to charge them all up, being suitable for the learning environment, we still teach officers how to use pen and paper to record information because actually, it does make some degree of sense because technology doesn't always work and if the technology doesn't work, they need to know what to do.

57. As part of their module two training, they also receive training in relation to IT, and that's where the data device training comes into its own. So that's something that we don't specifically do here to the degree that's done during

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Module 2. There is an input on IT devices here where they get to handle a device first of all, and then they'll basically be able to put information into it, to create some information, etc., and then see how the devices work, how they feel, etc.

58. The rules of how they complete notebooks are explained and then they basically record what they're doing on a daily basis, but they record in their notebook effectively the way they would record in an operational notebook. That is also checked by their instructor and feedback is given. For example, they may have not followed the rules that we expect them to follow in terms of completing their notebooks. For example, no obliterations of text, text can only be lined out so that there's transparency, etc., and those rules are described as the ELBOW rules: E – ERASURES – no erasures or obliterations, L – No LEAVES torn out or damaged, B – No BLANK lines to be left, O, No OVERWRITING and W – do not WRITE between lines, unless to correct an error. Because the device is not equipped to do that for you, if you like. So going back in time to when I was training and paper notebooks were still being issued, that training was, I would consider, more important than it is today. I would suggest that when officers are now handed a device, a lot of our probationers have learned to learn using digital technology.

59. In terms of report writing, so what we do is we give the probationers an input on statement taking and they're also given some specialist training on interviewing witnesses. So witness interview training is married along with statement-taking. The way that statement-taking works is once they've gone through the initial training, they then start to apply that training in some situational settings. So, they'll work with a colleague in the class, the colleague will role play as a witness, so the witness will be given a briefing, the officer won't be there when that briefing is given so they don't understand the fullness of the situation. They'll come into the classroom, they'll sit down and they will basically record a statement from them to teach them how to record statements. Again, it's within the context of a learning environment,

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not an operational setting, but we tried to make it as close to that as possible so they're realistic examples that were given. There's generally about four statements recorded by the officers over their training period which they're assessed on and given feedback on and the hope is that every time they do one, they get better at it.

60. But the real learning for them taking statements will start to happen when they go into the operational setting where they'll be guided with their tutor. So, the relationship between tutor constable and probationer is critical, in my opinion because it's the tutor constable that will direct and guide them when they've actually gone to various situations to note a statement.

61. The first time I was noting a statement I was like a nervous wreck because I was doing it for real. I'd come out of the training environment and all of a sudden I'm in a house with a member of the public and I'm recording a statement from them. However, you go back to your training and you think, "Actually, I kind of know what I'm doing," but I was helped along the way by my tutor who would recognise points that I forgot to ask about or cover off. So at the end of the statement when I would ask the remarks of the witness, "Is there anything further that you may wish to add?" that's the opportunity for the tutor to step forward and say, "Can I ask you about this?" and then asking for that information to be recorded. So, the training does start here, but it's a building block approach towards the training that then goes on in the vocation.

62. As far as report writing is concerned, they do get some on report writing. There's an input provided by the Crown Office and Procurator Fiscal Service. We also signpost the police systems that we use for writing reports and there is a practical situation where they are given the opportunity to write a police operational statement and also to compile a police report. But again, we are limited by how much time we have and the best place for them to start to learn how to write a police report is when they've been exposed to operational situations and they are going to be working with their tutor constable.

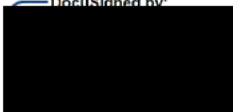
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63. I have been tutored and then have done the tutor constable role. I would show my probationers, "This is what a good report looks like. This is an example that you can keep and use." So I think that we can do some training here, but the question that I would ask is, would you expect a probationer that's leaving the Scottish Police College, having done 60 days of training, to be a competent report writer? The straightforward answer to that would be I don't think so because, in my opinion, it does take a little while to learn the craft and the skill of writing a police report. I was getting feedback from my sergeant when I had five or six-year service because, I tended to put a lot into my reports, because I felt as if people needed to know all information.

64. To answer the question, there is notebook statement-taking, Crown Office and Procurator Fiscal Service input on the police systems that we use, which is the recording basis for that. Also, probationers are given an opportunity to write a report. Those reports are not checked by the Crown Office and Procurator Fiscal Service. Those reports are checked by the instructional staff who are used to report writing and what will happen is they will pick one or two of the reports from the scenario that they've been exposed to for the purposes of a Court Practical exercise.

65. It's a practical scenario they'll get exposed to. They'll go away, they'll write an operational statement and they'll write a police report, and then two or three of those reports or operational statements will be picked and then we'll set up a court scenario where someone will role play as the sheriff, someone will role play as the clerk of the court, we'll have a defence lawyer, we'll have a prosecutor, and then those students who are selected as being the witnesses will be brought in in the best way that we can replicate from our own operational experiences about what that court setting looks like and get led through the evidence. We will deliberately try to find holes in the statement that they've written, and at that stage in their career, there's lots of holes, but that's part of the learning. The feedback that we get from the probationers is they love that experience because it starts to really show them the tangibility of what they're going to do in the real setting.

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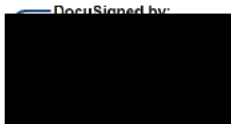


66. I have been asked if there is a requirement for police officers to put an entry in their notebook when they attend to an incident or any circumstances in which they are not required to complete their notebooks. So what we teach probationers is that they should be recording every day what they've done to get them used to recording. We certainly don't tell them to not put things in their notebook. The expectation is here that when they leave, they'll have recorded everything they've done for 12 weeks. That's just to get them to the habit of recording stuff on a daily basis because unless you've been doing that frequently in another job, it's something which is quite alien; recording when you're on duty, when you're off duty and what you've done in between, including time-stamping things because that's obviously very, very important. I can't think of a reason why we would say to somebody, "Don't put anything in your notebook."

67. My personal opinion is that there will be circumstances where it's difficult to record things in your notebook because having arrested people who have been fighting with the police, you can't stop just to put something in your notebook, and then you might need to tend to your injuries etc. The relevant lesson note on Notebooks states "It is therefore most important that the notes are made at the time of the incident or as soon as possible thereafter." So, for example, if you're recording a statement in a safe environment where there's no psychological issues or psychological safety issues, yes, it's fine. And very much in this setting you can sit and record a statement from somebody, but when you're dealing with in a combative situation for example, it's not going to be appropriate to put anything in your notebook maybe at that time. But as soon as reasonably practical, I would imagine that people should be saying, "Right, I need to now put something in my notebook."

68. In terms of providing a statement for situations, that will be directed usually by other people. For example, in my own personal experience, I wouldn't necessarily compile an operational statement for every single situation that I've been involved in. I will wait until I'm asked for an operational statement,

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but that operational statement will be guided by what I've recorded in my notebook at the time. Because quite often you're not asked for an operational statement until a few months later. So therefore, it's important that you do put something in your notebooks to remind you. Then there's other sources of information that you can turn to, to remind you of the situation so you can complete an operational statement. You could check the incident on our command and control system called Storm, etc., to remind you of that data before you complete your operational statement.

69. In an armed police context, if they've had to discharge their weapons systems, there's clearly procedures and protocol there about when they're asked to record things, because clearly it's a significant incident. I would say that for a routine incident that police officers would normally be expected to complete things in their notebook to the degree that it reminds them of what they were doing.

### **Training on Health and Wellbeing Post-Incident**

70. I have been asked if there is any training or guidance that's provided to probationers about health and wellbeing after a serious or traumatic incident. Yes, so there is now in the new programme, the 10 unit programme, a health and wellbeing package which signposts lots of places that they can visit if they are requiring that additional support. It's not just about psychological health, it's also about physical health to do with diet and obviously to do with exercise and things like that as well because that can sometimes assist. The "Health and wellbeing" Unit is led by our physical education instructors and it talks about the benefits of looking after yourself. As far as the post-incident trauma is concerned, all probationers are provided with an information leaflet on Your Wellbeing Matters (WIT-00059). This includes information and signposting the Employee Assistance Programme and TRiM services. It also includes information and signposting services relating to Occupational Health, Scottish Police Recreation Association, The Police Treatment Centres, The Scottish

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Benevolent Fund, Police Care UK, Scottish Police Credit Union and Police Mutual.

71. In today's context of training, I would suggest that that's a stronger feature than it was previously because I think the organisation has grown and is starting to recognise that that's an important part of policing, is that the officers that are delivering the policing service need to be psychologically safe in order to provide a good service. And if they've been exposed to lots of incidents in the past then they may need that support.

**National Decision Making Model**

72. I have been asked whether the national decision-making model was something that featured in probationer training in May 2015. I have been able to access a copy of Unit 1 of the Probationer Training Programme dated 28 September 2015, the name of the unit was The National Decision Making Model (WIT-00061). However, I have been unable to access a copy of this document in a version pre-May 2015; I recall the National Decision Model was taught in the Probationer Training Programme prior to May 2015 as I am certain it formed part of the programme when I commenced as an Instructor in November 2014.

73. I have been referred to Inspector James Young's Inquiry statement (SBPI-00153) at paragraph 62. This states *"In 2014/2015 the National Decision Model was called the National Decision-Making Model. The National Decision-Making Model did form part of the OST training back in 2014/2015 in the sense that it was included in the 2013 Manual. However, although it is in the manual it doesn't necessarily mean it was taught. I don't ever remember the National Decision-Making Model being taught to officers during OST. It has been taught for many years in Scotland in the firearms/public order environment."* Yes. I would agree with that. However, I would say that the national decision model was something that featured outside of OST because

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you can make decisions in a whole host of circumstances. It's not always going to be relevant to just OST situations.

74. I believe the facts stated in this witness statement are true. I understand that this statement may form part of the evidence before the Inquiry and be published on the Inquiry's website.

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