

Austerity and Ethics: A Paradox for Professionalism

In memory of Liv Pontin
Augustine House, Rhodaus Town, Canterbury

ABSTRACTS AND SPEAKER BIOGRAPHIES

Wednesday 19th June

- Lizzie Peters, Collaboration Lead, Mayor's Office for Policing and Crime (MOPAC)

Supporting Police Forces to Transform Learning and Development - Learning from the MOPAC / Open University Project

Abstract:

Over the last few years Policing in England and Wales has been moving towards becoming a graduate profession, with ambitions for the policing workforce set out in Policing Vision 2025 for policing to be '*delivered by a professional workforce equipped with the skills and capabilities necessary for policing in the 21st century*'.

This shift in expectations of officers and staff, and insight into the limitations on capacity and capability of existing training, learning and development provision within forces led to the development of a project to support forces to transform their learning and development functions.

Engaging with all 43 forces, this MOPAC and the Open University project has been working closely with the NPCC, APCC and College of Policing. The project is drawing on learning from research with forces and other professions, academic theory and existing research to develop Tools and Techniques for use by all forces and to establish a National Learning Network for Learning and Development Professionals and Practitioners.

This paper shares insight from this project, including the current status of learning and development within police forces and the journey to professionalisation experienced by other professions. It will also look ahead to the challenges and opportunities for implementation of the learning from this project and its contribution to the profession of policing, after its conclusion in September this year.

Biography:

Lizzie Peters is an experienced programme manager and consultant, who has worked in public services for over 25 years, predominantly in policing, criminal justice and crime reduction. Lizzie is particularly interested in collaborative working to deliver social outcomes, and has led successful change in a range of organisations.

Lizzie is currently leading a number of collaborative projects and programmes at the London Mayor's Office for Policing and Crime (MOPAC). These are predominantly focused on partnerships between policing and academia to build the evidence base for policing. Her work at MOPAC has enabled the application of research in the PEQF programme and to learning and development within policing.

Lizzie started her career working in supported housing for ex-offenders, and then practised as a probation officer. As a consultant Between 2000 and 2007 she was designing and supporting the implementation of a range transformational multi-agency approaches to tackling crime and disorder. Lizzie was Head of Partnerships at the Metropolitan Police before moving to MOPAC in 2016. As well as working in the criminal justice field, she delivers research and consultancy across the third sector.

Lizzie has a Masters in Social Work and Social Policy from the University of Manchester and a Diploma in Public Sector Management from the University of London.

PROFESSIONALISM AND EDUCATION

- **Dr Katja Hallenberg and Dr Tom Cockcroft**

Police Professionalisation: Some Cultural, Structural and Pedagogic Issues

Abstract:

Police organisations can broadly be conceived as currently progressing through a process of professionalisation, a development acknowledged in both professional (e.g College of Policing, 2015) and academic (e.g. Hallenberg and Cockcroft, 2017) publications. Whilst ‘professionalisation’ is a necessarily wide term, it is possible to broadly conceptualise it as a response to contemporary pressures of police legitimacy, confusion of police purpose and identity, budgetary reductions, and a logical evolution of the post-NPM landscape. Against such a broad backdrop, this paper shall argue, a number of definable challenges exist, for both police organisations going through this process and for scholars seeking to map the impact of such changes. Drawing on empirical research and existing theory, these challenges, will be viewed through three main lenses – the cultural, the structural and the pedagogic.

References

College of Policing (2015), ‘Leadership Review: Recommendations for Delivering Leadership at all Levels’, College of Policing

Hallenberg, K. and Cockcroft, T. (2017) ‘From indifference to hostility: police officers, organisational responses and the symbolic value of ‘in-service’ higher education in policing’, *Policing: A Journal of Policy and Practice*, 11(3): 273-288.

Biography:

Katja is a Senior Lecturer at Canterbury Christ Church University, which she joined in 2012 after completing her PhD in 'Police Professionalisation via Academic Education' at University of Manchester. At CCCU she has led on the undergraduate policing programmes aimed at those aspiring for a career in policing for the last three years, including preparation for the new College of Policing licensed Professional Policing degree. Katja’s teaching and research areas span criminology, policing and criminal psychology related fields. She is particularly interested in police training and education, police professionalisation, and organisational culture, sociology of professions, diversity issues within criminal justice context, particularly hate crime, vulnerable people, gender and

sexuality, as well as the intersections between sustainability and justice (social, environmental, cultural and economic), including education for sustainable futures.

Dr Tom Cockcroft, Reader, Leeds Beckett University

- **Andrew Tatnell BSc., MSc.**

The role of higher academic education in police recruit learning: divergent approaches in Scotland, Finland and Sweden

Abstract:

The value of higher education as a professionalisation strategy within policing has been, and continues to be, the subject of much debate not only within the literature but also within policing. Whilst some writers suggest that the effectiveness of further education or higher education in police reform agendas, “remains ambivalent” (Wimhurst and Ransley, 2007, p.106), others are firmly of the view that “there are real potential benefits to be grasped by requiring a degree at the point of entry into the police service” (Hough and Stanko, 2019, p.6).

Despite the contradictory nature of the debate, and the apparent lack of robust research evidence as to the effectiveness of higher education as a professionalisation strategy (Brown, 2018), policy-makers in many countries have nevertheless implemented policies which utilise higher education within pre-entry and post-entry recruit learning programmes. In Scotland however, higher education has no role in Police Scotland’s recruit learning programme. The purpose of this study therefore is to explore how and why policy around the role of higher education in the pre and post-entry recruit learning has taken these divergent trajectories.

As Scottish policing tends to look towards north-western European countries for inspiration (Fyfe, 2014), this multiple case study involves a comparative analysis of pre and post-entry learning models in Scotland, Finland and Sweden. In Finland, prospective recruits must complete a pre-entry 3-year Bachelor’s degree at the Finnish Police University College; in Sweden, prospective recruits must complete a two-and-a-half-year pre-entry policing programme at one of the authorised main stream universities which however, does not lead to an academic qualification.

In order to understand how and why this phenomenon has arisen, this study aims to explore and understand the perceptions of policy network actors in the case study countries primarily through in-depth one-to-one semi-structured interviews and focus groups. The key actors in this study are those who make and shape policy and practice in this area, both from within and outwith policing, together with those who implement it and those who are directly impacted by it. This study also aims to understand the extent to which these perceptions have been shaped by factors such as organisational culture, political realities, perceptions and the reconfiguration of professional work (Martin and Wooff, 2017).

Biography:

After 30 years in policing (5 years with Thames Valley Police and 25 years in Scottish Policing, including as spell as the Head of Probationer Training Division at the Scottish Police College), I retired from Police Scotland in 2014. Before leaving policing, I began my academic research journey with my Master’s dissertation when I researched the experiences of fellow ‘incomers’ (transferees) who had joined legacy Central Scotland Police.

As a novice academic, I have also undertaken research projects on behalf of the Scottish Institute for Policing Research (SIPR) together with my good friend Dr Garry Elliott and under the supervision of Professor Nick Fyfe, in which we assessed the organisational culture within the 8 legacy forces and 2 policing agencies prior to amalgamation in 2014 (Tatnell & Elliott, 2012)¹, and the interaction of organisational cultures within the multi-agency Scottish Crime Campus at Gartcosh (Elliott & Tatnell, 2016)².

In late 2017 I began my doctoral research at the University of the West of Scotland under the supervision of Dr (soon to be Professor) Denise Martin, Dr Andrew Wooff and Dr Colin Atkinson. Professor Rowena Murray will join my supervision team later this summer. My study is around the role of higher academic education in police professionalisation with a focus on pre and post-entry recruit learning programmes in Scotland, Finland and Sweden and I have been interviewing those who make and shape policy in this area, those who implement it and those who are undertaking these programmes.

As my fieldwork nears completion, the aim of my presentation is to share the insights which are emerging from the data.

1 Tatnell, A. and Elliott, G. Mapping police organisational culture: evidence from a study of Scottish policing. In: Scottish institute for policing research annual report 2012. Dundee: Scottish Institute for Policing Research, pp. 38–40.

2 Elliot, G. and Tatnell, A., 2016. From co-location to collaboration? Organisational cultures and the Scottish crime campus. In: Scottish institute for policing research annual report 2015. Dundee: Scottish Institute for Policing Research, pp. 32–33.

- **Dr Richard Heslop**

Are UK universities more or less ethical than police organisations?

Abstract:

University academics have long been at the forefront of important work documenting some of the most unethical dimensions of policing. However, in recent years, many UK universities and academics have found themselves facing scrutiny and critique, following allegations relating to a range of unethical practices. This paper draws upon relevant literature to examine whether UK universities are more or less ethical than the police. The comparison will be justified with relation to a number of recent concerns and developments in higher education and policing in the UK. Of particular significance, has been the development by the College of Policing of the Policing Education Qualifications Framework (PEQF), under which UK universities will become key actors in police education. The PEQF has been developed to professionalise the police and to reform problematic aspects of police occupational culture and improve ethical standards. Transferring the site of education from a police academy to a university campus is seen as a way to disrupt police culture socialisation processes. However, this paper contends that university campuses are also problematic sites, where, for example: racism, sexual misconduct, bullying and other unethical practices occur. The paper contributes to a body of literature which cautions against assumptions that involving universities in police education will lead to improvements in the practices of the public police.

Biography:

Dr Richard Heslop is a lecturer in criminology and the programme leader for the BA (Hons) degree in Sociology and Criminology at Bournemouth University (BU). Prior to his appointment at BU, he was a Sergeant in West Yorkshire Police, where he served for 28 years. He is a Fulbright Scholar (University of Cincinnati 2012) and in 2014 he was Visiting Bramshill Scholar at the John Jay College of Criminal Justice in New York. He is currently a member of the COLAB research group, which is an international and interdisciplinary team researching collaboration between criminal justice and health services in the EU and EAA. Since leaving the police in 2016, he has retained a research interest in issues surrounding police education and the idea of police professionalisation. He serves on the Editorial Board of Police Practice & Research: An International Journal.

- **Dr Marisa Silvestri and Professor Jenny Fleming**

Professionalisation, gender and policing: in pursuit of the new ‘ideal’ officer

Abstract:

In the quest to bring about a ‘new’ type of police officer, the professionalisation agenda has been hailed as a vehicle through which to bring about greater diversity within policing. In this paper we focus attention on women in policing and consider the possible gendered impacts of such reform. We introduce the notion of the ‘ideal’ police officer through an analysis of ‘doing time’ and consider some of the ways in which the ‘ideal’ is being re-configured through the professionalisation discourse. With reforms targeted in a range of domains, we look specifically at two examples of reform: the introduction of direct entry for senior officers and changes to the education and training elements associated with the new ‘policing professional recruit’, through the professional education qualification framework. We argue that the professionalisation agenda provides both opportunities and potential difficulties for women in terms of recruitment and retention in pursuit of the professional ideal.

NEW NOTIONS OF PROFESSIONALISM (BREAKOUT 1)

- **Superintendent Paul Clements, Head of Safeguarding, North East Command and Lead Officer for Missing People, Metropolitan Police Service**

Direct Entry and Professionalism

- **Kurtis Christoforides, Programme Director Police Now**

Police Now and Professionalisation

Abstract:

Police Now’s mission is to transform communities, reduce crime and increase the public’s confidence in policing by recruiting and developing a diverse group of leaders to be leaders in society and on the policing frontline. In this presentation, Kurtis will share insights from Police Now’s experience attracting and recruiting graduates to policing, building a leadership development

programme and co-delivering this in partnership with police forces across England and Wales. Kurtis will also reflect on the work Police Now have been doing recently to align the National Graduate Leadership Programme with PEQF requirements, and where Police Now sits in the changing landscape of police professionalisation.

Biography:

Kurtis joined the Metropolitan Police Service as a volunteer special constable in 2009 and became a full-time police constable in 2011. He has worked in a variety of roles including emergency response, neighbourhood policing and investigation. Kurtis is now the Programme Director at Police Now and has led on the organisation’s work to incorporate the new Graduate Diploma in Professional Policing Practice into Police Now’s National Graduate Leadership Programme in line with the requirements of the Policing Education Qualifications Framework (PEQF).

DECISION MAKING AND REFLECTIVE PRACTICE (BREAKOUT 2)

- **Sarah-Jane Lennie**

Resilience: who's responsibility? Ethical questions in terms of organisational responsibility for officer psychological well-being.

Abstract and biography:

Sarah-Jane Lennie is a Research Associate in Organisational Studies and Behaviour at the University of Manchester Metropolitan University. Sarah-Jane also lectures in Business Psychology and specialises in emotions in the workplace and mental health and well-being. Prior to returning to academia Sarah-Jane served for 18 years as a British police officer, serving at the rank of Detective Inspector. Sarah-Jane is a committee member of the Association of Business Psychology, and an ambassador for Police Care UK, a charity supporting police officers and their families. Sarah-Jane is currently in the final stages of her doctoral thesis: Emotional (In)Authenticity: the psychological impact of emotional labour of police officers in England and Wales. This presentation will draw on her findings and address the role of culture in exacerbating the symptomology of PTSD. Dissociation and depersonalisation are identified along with the unwritten rules around emotional expression. Using the words of officers themselves, SJ seeks to give context to the recent figures on PTSD in policing, but also to give voice to the lived experience of officers on the frontline.

- **Dr Emma Williams and Dr Dominic Wood**

Being Brave or playing it safe

Abstract:

In this paper, we consider an issue in policing, which manifests itself as a tendency to play safe, even when there is professional recognition of a need to be brave. Playing safe in itself is not necessarily problematic. There are times when playing safe is more appropriate than being brave. Our concern though is that the tendency to play safe is so overwhelming in policing that there will inevitably be times when playing safe is inappropriate and the need to be brave is thereby not realised in practice. In the first part of the paper we cite from recent policy initiatives and directives relating to professional police development, and in particular where we feel this is of relevance to reflective

practice, to identify two main issues. These are, firstly, that hierarchy continues to pervade documents in unhelpful ways, and secondly, that there is an over-reliance on models and check lists in directing police change. We argue that taken together, these issues undermine the capacity and space required for professional reflection. In the second part of the paper, we provide examples that illustrate how these issues manifest themselves in police practice. Drawing on data from two recent research studies we will outline the difficulties officers face when trying to apply different thinking within the tight frameworks they operate in. We conclude with suggestions to amend existing policies and directives in ways that would reduce the overbearing presence of hierarchy, and allow more reflective, critical and ethical thinking to come to the fore within police practice.

Biography:

Dr Emma Williams is the Director of the Canterbury Centre for Police Research at Canterbury Christ Church University. She has been involved in a number of police research projects including research on rape investigation, community confidence, education in policing, direct entry into policing and various operational evaluations. She was a principal researcher at the Metropolitan Police Service for twelve years and at the Ministry of Justice for 2 years where she worked on the Criminal Justice Reform agenda for analytical services. She has experience of operational and action research focused on the needs of the practitioner. Emma is the South East Coordinator for the Society of Evidence Based Policing and sits on the executive board for the Society. She is also the Social Media editor for The International Journal of Police Science and Management.

Twitter: emwilliamscccu

BLOG: <https://cccupolicingandcj.wordpress.com/>

Dr Dominic Wood, Head of the School of Law, Criminal Justice and Policing, Canterbury Christ Church University

- **Dr Richie Adams, Police Scotland**

Police Accountability in Scotland; a values based approach

Biography:

Richie is a police superintendent with responsibility for North West Glasgow where he has commanded a number of high profile events including the recent All Under One Banner protest, the fire at Glasgow School of Art and is a match commander at Glasgow Rangers ground, Ibrox. Richie was previously responsible for the development of the ethics work which underpins Police Scotland's culture. He wrote the Code of Ethics for Policing in Scotland, developed the Force Whistleblowing policy and led the development of the Service's Ethics Advisory Panels.

Richie hold a Doctorate from London Metropolitan University which considered the need for values based decision making processes in policing. In 2014 He travelled to the United States to undertake a Fulbright scholarship examining the role values has to play in decision making within both rural and urban police services in America. Richie is a member of the Fulbright Alumni Council.

He regularly speaks at a number of Scottish universities in relation to ethics and policing and provides ethics based critical incident command training both to senior police officers and leaders from the public and private sectors.

Thursday 20th June

- Professor Kevin Morrell and Professor Ben Bradford

Policing and Public Management: Governance, Vices and Virtues

Morrell, K. and Bradford B. (2018) *Policing and Public Management Governance, Vices and Virtues* London: Routledge.

<https://www.routledge.com/Policing-and-Public-Management-Governance-Vices-and-Virtues/Morrell-Bradford/p/book/9781138044180>

For policing insight readers there is a discount agreed using code PPM230.

Biography:

Kevin Morrell is Professor of Strategy and an Associate Dean at the University of Durham. Email: kevin.morrell@durham.ac.uk

LEADING THROUGH THE CHANGE

- Dr Ian Hesketh

Ethical Leadership

Abstract and biography:

Dr Ian Hesketh is the Wellbeing Lead at the UK College of Policing. Ian also supports the National Forum for Health and Wellbeing at Manchester University Alliance Business School. His research interests are centered on Wellbeing and Transformation in the context of Policing, and most notably he introduced the concept and phenomena of *Leaveism* to explain human behaviours associated with workplace workload and stress. In this presentation Ian will discuss the importance of Ethics within the National Police Wellbeing Service, launched earlier this year. He will emphasise the criticality of ethics in leading transformational change in policing.

- Dr Sarah Charman

In Defence of Knowledge and Judgement: The Role of the Shift in Managing the Horizontal and Vertical Learning of New Police Recruits

Abstract:

There is a long-held view within policing that the learning which takes place within police training schools is largely irrelevant and soon forgotten when the task of learning what policing is 'really like' begins when in force. This attitude is allowed to flourish when official reports from Her Majesty's Inspectorate of Constabulary discusses the differences between the "classroom" and "'real' police work" (HMIC, 2002, p. 23). This artificial delineation between the 'formal' and the 'informal' belittles

both the learning which takes place in training schools and the learning which takes place under the supervision of tutor constables when on shift. All elements of learning in the first few years of a police constable's career have an important effect on the new police recruit and this presentation considers how their influence needs to be carefully analysed in order to better harness the positive impact of these relationships but also to guard against its failures.

HMIC (2002). *Training Matters*. London: Home Office.

Biography:

Dr Sarah Charman is a Reader in Criminology at the University of Portsmouth. She is also Editor-in-Chief of the International Journal of Law, Crime and Justice. Sarah's research focuses mainly upon policing and the police organisation. She has researched and published widely in the areas of police leadership, police policy-making and policing cultures and recently published a book called *Police Socialisation, Identity and Culture: Becoming Blue*. This book charts the changing identities of a cohort of new police recruits as they navigate through their first four years as a police officer.

- **Professor Jonathan Crego and Dr Elaine Brown**

Ten minutes before the ball is not the time to learn to dance: reflections on the Manchester bombing

Abstract:

Elaine and Jonathan will be discussing the nature of difficult decision making in theory, education/training and practice. Elaine will introduce the session by exploring the broader nature of decision making and the different paradigms which can help us to understand this in theory. This will lead into a brief introduction about the utility of simulation events in order to 'practice' critical decisions in the absence of risk or accountability. Jonathan will then take over the discussion to anchor the talk into a case study of practical relevance in terms of critical decision making. This will emphasize the significance of basing difficult decision making rationale on what is right, not necessarily what you are told, in a professional world. Jonathan will discuss the exemplary case of the decision making in response to the Manchester area bombing (22nd April 2017).

Biographies:

Professor Jonathan Crego BSc (Hons) Ph.D, MBE (Visiting Professor at Canterbury Christ Church University; CCCU), has gained notoriety for being cutting edge, fantastically insightful and a wonderful public speaker. In addition, Prof. Crego is the designer of Hydra and 10Kv. In this position Prof. Crego has been allowed access to many accounts of critical and major incident data. To name a few, would include; 9/11 investigations, Steven Lawrence, and the Manchester Arena Bombing (22/05/2017). Prof. Crego will speak about police decision making on the former at the CCCU Police Research Conference 2019.

CCCU was the first university in the world to offer decision making simulation through Hydra to undergraduate students. In 2020 CCCU we will open a dedicated suite to support multi-disciplinary learning and teaching unity of practical and theoretical knowledge; for professionals, master's level and undergraduate students.

Prof. Crego has developed and sustained an environment of simulated technology and learning for professionals, in a multiplicity of different areas: Fire services, Forensics, Social Work, Policing, Psychologists, Doctors and Politicians. This creates an environment where people think about the decisions they make, and why they make those decisions.

Dr Elaine Brown M.A. (Hons), Ph.D., PGCLT, FHEA. Elaine has worked at CCCU for six years on multiple projects and programs at Masters and Undergraduate level; in different subject areas. Recently appointed as the Programme Director of Counter Terrorism and Transnational Crime BSc., Elaine is focused on teaching Terrorism and Political Violence. Elaine will teach a two week module on Espionage at the University of Cambridge University (July 2019).

Elaine is the project manager for the CCCU Hydra project in collaboration with Prof. Crego. As a psychologist by qualification, Elaine co-ordinates the psychology of decision making module, and facilitates multi-disciplinary Hydra simulations across CCCU (Forensics, Social Work, Policing, Psychologists and Nurses).

Elaine has is the recipient of the Team University Teaching and Excellence Award (2019), in collaboration with colleagues, for major Crisis Communication simulation.

Currently, Elaine and Jonathan have a publication in press "*Murder co-victims: confidence in the criminal justice system*" (2019). Previously, Elaine has published a book with Prof. Otto Adang (visiting Prof. at CCCU), "*Policing football in Europe: Experiences from peer review evaluation teams*" (Adang & Brown, 2008). The aim of which is to consolidate police knowledge for learning and sharing, in the absence of accountability or disorder.

Elaine is passionate about her research, teaching and developing innovative new ways to facilitate learning.

ETHICS, PROFESSIONALISM AND THE DILEMMAS

- **Ali Munn, Consultant at Change Associates**

Driving transformation through leadership

Biography and abstract:

Alison is a Chartered Fellow of the CIPD (FCIPD), Master of Arts in Human Resource Management and HR professional, specialising in leadership, transformation and change management. She has significant experience in the public and private sector with over 20 years' experience working with some of the world's biggest brands and organisations on leadership and organisation transformation programme. Her recent clients include Warwickshire Police, West Mercia Police, BBC, Vodafone, Capgemini, Experian and KPMG.

She recently carried out a published piece of research "It is time for a new kind of leader" in association with Change Associates. She examines whether at a time of rapid change and austerity an attitude of 'If it isn't broke don't fix it' is a risk, and if new approaches to leadership are needed. In the report, based on interviews with leaders, secondary research and examination of best practice, she identifies eight themes that are driving the agenda for leadership change.

- **Professor Louise Westmarland**

Police ethics: A code of conduct or a paradox of professionalism?

Abstract:

Over the past ten years police ethics and integrity have become an issue of increasing concern and public interest. This is partly because cases of officers covering up for colleagues' unethical behaviour continue to come to light in various ways. For practitioners, debates about 'doing the right thing' have culminated recently in a new Code of Ethics for police officers in England and Wales published by the UK's College of Policing. For academics and other commentators, the definition of 'the right thing' continues. When to blow the whistle is now a live issue for police officers due to the new Code of Ethics including a statutory duty to report others' misconduct or misdemeanours. This paper will discuss some of the potential paradoxes created by an adherence to the 'blue code' of silence, versus the professional requirements of the Code of Ethics.

Biography:

Louise Westmarland is Professor of Criminology at the Open University. Her areas of interest are policing, police culture, gender and violence, homicide, ethics and corruption. Her research on gender and policing has been influential and she is currently undertaking research into integrity and corruption. Louise has carried out studies in the US which involved interviewing and shadowing homicide detectives on live investigations. Most recently she has been appointed as Chair of various Domestic Homicide Reviews and her work on police ethics and integrity has been included in Lord Stevens' Independent Policing Commission.

- **Giles Herdale**

Data Ethics and Police Legitimacy

Giles Herdale, Co-chair of the Independent Digital Ethics Panel for Policing

- **Detective Chief Superintendent Colin Paine**

Ethical conundrums in the investigation of non-recent child sexual abuse: Justice or witch hunts? Difficult decisions in austerity for SIOs

Abstract:

Please refer to the article:

Maslen, H. and Paine C. (2019) 'When should the police investigate cases of non-recent child sexual abuse?' Thames Valley Police Journal Vol.3, (pp. 5-21).

https://www.thamesvalley.police.uk/SysSiteAssets/foi-media/thames-valley-police/other_information/tvp-journal---volume-3---third-edition---march-2019.pdf

Biography:

Detective Chief Superintendent Colin Paine of Thames Valley Police is the head of the force's Professional Standards Department. Previously he worked with the Home Office on developing the workforce strand of the Police spending review. He has also led on TVPs strategic approach to CSE. He has previously been the head of Protecting Vulnerable People (PVP), Force CID, Policing Strategy, an LPA Commander and force lead on the Code of Ethics. He has a Master's degree in Criminology and Police Leadership from Cambridge University and a Bachelor's degree in Philosophy and Theology from Oxford University. He is passionate about ethics in policing and the investigation of burglary. He is a keen supporter of those with #ME / CFS. Trustee of the ME Trust. @colin_paine

CLOSE