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Firearms Licensing
A Study on the Need or Benefit of Introducing Mandatory Training for Certificate Holders

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Abstract

A firearm is defined in law as a lethal barrelled weapon. The Firearms Act 1968 mandates the requirement of either a firearm or a shotgun certificate to possess certain firearms.

Many diverse activities, be it occupational or recreational currently mandate a form of competency testing to ensure the necessary skill, expertise and knowledge are possessed to perform associated tasks effectively and safely. These tests help ensure that individuals are suitably qualified experienced personnel (SQEP) capable of undertaking the activity whether for business, or pleasure effectively, which is crucial for safety, quality, and a professional standard. Some obvious examples would be drivers of cars, lorries, buses, pilots, medical professionals, engineers, or construction workers. Despite possession of what legislation describes as lethal barrelled weapons, owned or possessed for professional, sporting or leisure activities the need or demonstration of any form of competence training is not the case for firearm certificate holders.

This research proposal explores whether there would be any material merit or benefit in the implementation of mandatory training for firearm licensing holders, evaluate the potential practical and legal implications of implementing such training, and more importantly whether such a significant change in the licensing process could improve public safety in the long-term. The proposal will undertake primary research both qualitative and quantitative to underpin, prove or disprove the hypothesis.

Introduction

By their very nature, guns are dangerous, described in law as “lethal barrelled weapons, capable of discharging any shot or missile” (*Firearms Act 1968*, 1968). Shooters in general would argue that it is not the gun, but the person that is the problem.

“Over the past 40 years the United Kingdom has experienced a number of non-terrorist-related mass shootings” (Bryant and Arditti, 2019), resulting in public enquiries which have incrementally amended legislation giving rise to some of the strictest laws in the world. The then Home Secretary stated “The United Kingdom has some of the toughest firearms laws in world, but we must never become complacent about these high standards” (Home Office, 2021b). (Bryant and Arditti, 2019) relate the decision to grant a firearms licence as having the characteristics of a “wicked problem” by employing heuristic techniques and professional judgement to base a decision. This is a common basis of decision making within policing however, the process can be prone to cognitive bias (Bryant and Arditti, 2019).

The current application process follows a set criterion, where the applicant must by means of completion of an application form and undertake a home visit from a Firearms Enquiry Officer demonstrate to the police that they can be permitted to possess a firearm “without danger to public safety or to the peace”, (*Firearms Act 1968*, 1968) this is the statutory test that must be met. Assessment and suitability criteria are set out in the Home Office Statutory guidance for chief officers of police on firearms licensing (Home Office, 2021a) where police forces “use risk assessment tools alongside the national decision making model to inform the assessment of suitability”, combined “with professional judgement to aid effective decision making” (College of Policing, 2024) in order to prevent foreseeable or avoidable harm.

Various Public Enquiries into mass shootings, along with HMIC Inspection regimes have raised the matter of training over many decades, however the suggestion of training has solely been centred around training for police officers, or for police staff carrying out enquiries; and not for those who were aspiring to become licence holders. Lord Cullen in his report into the Dunblane shootings was quite specific in so much that Recommendation 3 of his report stated that “Enquiry Officers should be

given as much training and guidance for their work as is practicable”(Cullen, 1996). This recommendation was further supported by the Her Majesty’s Inspector of Constabulary, who during a Thematic Inspection of firearms licensing in 2001 recommended that staff conducting enquiries were “trained and competent to fulfil their role”(Macdonald, 2002). Yet again, this recommendation is centred towards Police Officers or Firearms Enquiry Officers tasked to undertake enquiries into applicants, with no consideration of training for certificate holders. This perspective was echoed again in the 2015 HMIC Report Targeting the Risk where Recommendation 3 placed a duty on the College of Policing and the national lead for firearms licensing to introduce professional development arrangements and accreditation for staff involved in the licensing process (HMIC, 2015), and more recently the report of Ian Arrow HM Coroner. Despite numerous recommendations spanning nearly 30 years there remains no single consistent form of training implemented for Firearm Enquiry Staff.

Should training be implemented, this would not reduce the responsibility of the Police to undertake thorough evaluation and assessment of individuals wishing to become certificate holders, it does however raise the question whether legislators should place the onus of training upon those who aspire to be licence holders.

The Problem

Data Recording

Despite Home Office claims that the UK legislation is the most stringent in the world, police forces deal with in excess of 9000 firearms offences per year (Office for National Statistics, 2023)(ONS). The ONS record crimes where guns are fired, used as a blunt instrument or used as a threat (Office for National Statistics, 2023).

Section 1(2) and 2(2) of the Firearms Act 1968 specifies that it is an offence to fail to comply with the conditions of the certificate. These offences primarily relate to the failure to sign the certificate, fail to notify sale or transaction of a firearm, or failure to store the gun in accordance with the terms of the certificate. Whilst these offences are in the main acted upon by licensing departments by administrative methods, by

means of informal advice, or the issue of a warning letter; the formal recording of the offences are sporadic and inconsistent from force to force. The failure to record these offences specifically will intrinsically fail to highlight the true extent of the problem of the offences committed by licence holders. Where these offences are identified and recorded formally, the ONS data does not identify the offences which have been committed by licence holders which occur under Section 1(2) and 2(2) of the Firearms Act.

(Squires, 2014b) Outlines the inconsistent nature of dealing with offences where "40-odd different police forces practice many different shades of due diligence in their handling of firearms licencing". These offences undermine the data surrounding firearms offences, it also fails to provide accurate data to legislators and police forces on the true extent of the problem of what are perceived in licensing as "administrative" offences. It would also fail to reflect the potential impact mandatory training could have on firearms crime and licensing department in the UK will therefore fail to be recognised and consequently fail to support the data to evaluate the benefit of undertaking any form of formal training before being allowed to possess firearms.

This report aims to take a different approach towards training in the firearms arena, by focusing training on those individuals who wish to become licence holders, as opposed to placing the onus solely on policing. The study aims to outline the societal perception around firearms licensing and what is believed occurs as the training of those who are entrusted with firearms, set against the practical challenges and legal issues around the introduction of mandatory training, as well as providing an evaluation of the potential positive and negative impact of introducing mandatory training for firearms licensing departments.

Current Practices

Albeit there is no formal training expectation in place for licence holders, on occasions, training and mentoring can occur in an informal manner with those wishing to become licence holders, or novice shooters taking guidance from more experienced shooters, attendance at gun clubs, or the individual participating in training from their own choice, this is not a mandated practice, the downfall to this practice is the sharing of poor practice and bad habits along with a lack of consistency in the limited guidance shared.

Supporting the Theory

There are very few academic or theoretic studies which directly relate to Firearm Licensing, let alone specific firearms training for licence holders. Most reports relate to incidents or occurrences which result in either legislative or policy change. Albeit some firearm competence training exists, theoretical research is centred around training of police officers who carry firearms as part of their occupation which “sets it apart from other forms of training this justifies its separate treatment and this is its critical purpose” (Hall, 1993).

Limitations

In 2023/2024 just under 23,500 applications for firearm and shotgun certificates were submitted nationally in England and Wales (Home Office, 2024). The most significant limitation to the introduction of training will primarily be evidencing the requirement for legislative change. To enact such a procedural change would require a primary change in legislation. With government time and priorities at a premium, there is unlikely to be the appetite for such a legislative change and may not be considered a sufficiently important topic for the allocation of government time.

Factors for consideration would be a full review of any existing training, development of a course to meet the need to train approximately 25,000 people per year, and a cost benefit analysis of the principle. Development and delivery of training in general is costly, and introduction of training for licence holders cannot be cost prohibitive. Wider studies, liaison with the Government, and buy in from the police and shooting organisations will be key for success.

Research Aims and Objectives

Research Aim

The aim of this research proposal is to establish whether mandatory training should be implemented for those individuals who wish to possess firearms.

Research Objectives

- Explore the merits mandatory training for certificate holders:
- Evaluate the potential impact of mandatory training and determine whether it might improve public safety.
- Assess the societal legal and practical implications of implementing mandatory training.
- Explore the challenges and limitations of implementing mandatory training.

Research Rationale

The researcher has a background in Firearms Law and legislation, having worked within the Firearms Licensing arena for more than 30 years. The researcher has seen over many years examples of good and bad practice from individuals who are licence holders, which has influenced the fundamental belief that mandatory training should be introduced for those who wish to apply for either a firearm or shotgun certificate. Historically those who held firearms, traditionally held guns for the purpose of pest of vermin control, and by undergoing extensive observation of, and mentoring from license holders an applicant would have the requisite understanding of basic safety principles of safe handling and use of guns. Thus advocating a nurturing and learning environment around guns their handling and use.

However with changes in society, over the past 30 years, the demographic of applicants changed with a shift in emphasis from needing a gun as a “tool for a job” to that of a more recreational and social activity. People had more time to pursue recreational activities, and with a more agile attitude towards work those who had traditionally lived in towns and cities sought to move to the countryside and pursue activities which were traditionally linked to the countryside. With such societal shifts the practice of mentoring diminished, applicants had little or no experience in the safe handling or use of firearms, with successive mass shootings legislation failed to

identify such core issues and only sought to place a “sticking plaster” over the immediate problem through a series of knee-jerk legislative changes.

Literature Review

The statutory test for the granting a firearm or shotgun certificate is defined in the Firearms Act where the decision to grant is based on whether the holder of the certificate can possess a firearm “without danger to public safety or to the peace” (Firearms Act 1968). The current licensing process is heavily weighted towards the assessment of risk posed by the possession of firearms, as opposed to a more formal structure of evidence-based experience.

There is little academic research which specifically relates to firearm training for gun licence holders in the UK., Moreover, “compared to other more ‘action-oriented’ spheres of policing, firearms licensing may appear to be a largely bureaucratic, transactional function with little to interest the policing or academic communities”(Bryant and Arditti, 2019). There is extensive evidence and research around the benefits of training in general, With firearms training encompassing to general areas of proficiency and judgement (Hall, 1993). Theoretical foundations around skill enhancement and behavioural modifications being considered, ensures such holistic approaches enhance skills, knowledge and capabilities. Albeit Hall himself goes on to argue that the ability to set universal standards for firearms training is both futile and undesirable, however, fails to justify this. Various organisations will state that training will improve accuracy, increase safety, teach firearm owners how to react effectively in dangerous situations and under stress (Midwest Shooting Center, 2023). (Borella *et al.*, no date) established that older adult benefited from training in a criterion task and found specific training gains. Vygotsky 1978 as cited by (Rojas-Drummond, 2009) stated that “if we are to understand the nature of thinking, learning and development we need to take account of the intrinsically social and communicative nature of human life”. However, (Dror, 2007) will outline that highly specialised domains require specific cognitive skills, some are brought into the job where as others are acquired through

training and hands on experience. Dror, goes on to state that “as we become experts, we develop knowledge that is efficient and easy to use” which in turn brings procedural knowledge and increased cognitive capacity. (Dror, 2007) also concurs that “training plays a vital role in preparing officers to make the right decisions in the field” furthermore “providing training that makes officers aware of and understanding the cognitive processes involved in the perception of risk and decision making, allows the officer to make better decision” and whilst there is no replacement for hands-on experience this arguably this could translate to individuals who wish to become certificate holders. “Such learning by doing field experience must be accompanied and supported by proper reflective instructional activities” (Ericsson, Krampe and Tesch-Römer, 1993). As such (Rojas-Drummond, 2009) considers “there is a pressing need to carry out more time-sensitive, longitudinal studies of the processes and products of collaborative learning”. (Nepeina, Istomina and Bykova, 2020) argue however that field training is one of the main activities of training required ensure the development of hard skills and fluency with new equipment.

(Nepeina, Istomina and Bykova, 2020) implies that that the “history of human society is divided into three areas state and legislative, economic and cultural”. (Nepeina, Istomina and Bykova, 2020) go on to deduce that there have been changes in the field of education, and “the transfer of culture from generation to generation is an essential element in the development of human society”, something the researcher concurs remains a relevant factor in transference of skill and knowledge.

Firearms and their possession is unquestionably emotive and where mass shootings occur they give rise to concerted movements (Taylor, 1999) this was particularly true following the mass Shootings in both Hungerford and Dunblane which gave rise to a troubled public debate - subject of international press coverage and the bipartisan response of the political leadership (Taylor, 1999), which gave rise to the gun lobby, and significant changes in legislation resulting in the Firearms Amendment Act 1988 and Firearms Amendment Act 1997. Since this time focus has been set around training for those staff who have responsibility for undertaking firearms enquiries (Cullen, 1996; HMIC, 2015; Arrow, 2023). Yet no such discussion has been directed at licence holders.

(Davies *et al.*, 2012) cites that injuries and deaths caused by firearms are increasing with the Office of National Statistics showing that the greatest number of deaths

were self-inflicted. Whilst training may not prevent future deaths from those who lawfully hold firearms, as the management of such risk will remain the responsibility of the police. This research aims to support the theory that the implementation of specific mandatory training could provide those who are entrusted with the responsibility of being granted firearm and shotgun certificates with the appropriate skill and competence in the safe handling of firearms, and a clear understanding of firearms law and their responsibilities therein. The researcher therefore argues that in applying the principles of (Ericsson, Krampe and Tesch-Römer, 1993) providing such baseline knowledge will improve public safety by providing appropriate skills in firearm handling, and a clear understanding of the firearms law and their responsibilities as certificate holders.

In conjunction with improving baseline knowledge, providing evidence of competence-based training as part of the application process will provide the Chief Officer of police with confidence that the applicant has an understanding of the law and the licence holder's obligations under the Firearms Act and demonstrate that they can safely use a firearm which will support the principle that the applicant can possess a firearm without danger to public safety or to the peace. The current enquiry process must tease this information from the applicant which is subject to bias and fails to be tested.

Whilst any form of training is clearly beneficial to anyone who undertakes it, consistency of material and delivery will be key to the success and outcomes. There are a number of contributing factors on the limitations of key the current situation is "No standard programme" (Hall, 1993; Beighton and Poma, 2015)

Research Methodology

Introduction

The aim of the research is to investigate, whether there is a need or any benefit to the introduction of mandatory training for shotgun or firearm license holders and explore what benefits can be deduced from such a major change in approach to the application process. The researcher comes from a policing background, with in excess of 30 years' experience, in the Firearm Licensing arena, with technical and legislative knowledge of the subject. (Strauss and Corbin, 1998) consider that professional experience can be a source of sensitivity, as it can block perception, yet allow the researcher to navigate the topic with a greater understanding. It is however important to remember that "it is not the researchers perspective that matters but rather how research participants see events or happenings" (Strauss and Corbin, 1998).

Based on a lack of theoretical information around the proposal, the researcher intends to utilise a mixed method approach to gather primary data to evidence and follow "procedures of making comparisons, asking questions and sampling based on evolving theoretical concepts" (Strauss and Corbin, 1998). Analysis of such primary data will ensure that the research is approached with an open mind. Whilst it is not always possible to be completely free of bias, in this instance Merton et al, 1990 state that personal experience can add to the context and understanding of the nature and meaning of the responses, provided.

This proposal aims to form the foundation for a wider study and outlines the intended methodology of data collection and capture intended activity to support the aims and objectives of the proposal.

Research Philosophy

The proposal will utilise the principles of the Research Onion Methodology as developed by Saunders (Saunders, Lewis and Thornhill, 2023) to underpin the study, and provide structure throughout the wider research. The proposal will centre around and reflect the researcher's own beliefs, knowledge and experience, having worked within the Firearms Licensing arena for over 30 years. This experience has

influenced the researcher's fundamental belief that training should form part of the licencing process. (Wertz, 2011) expressed a view that the "physical subject matter is external to experience, it requires inferential knowledge, nature are external to each other, and the laws governing their relations must be constructed by a deductive system".

To explore the proposal further a mixed method approach towards the research is favoured. By applying a pragmatic approach which allows for the crossing of philosophical boundaries, this offers the researcher an opportunity for a more holistic approach to the research and the data gleaned. By adoption of a problem-solving approach this would allow for a practical solution.

Data Collection

For the purpose of the research, primary data will be gathered utilising mixed method sample of both quantitative in conjunction with qualitative methods to collate and interpret the findings (Cresswell and Cresswell, 2023). The use of a carefully structured on-line survey allows for the collection of significant focused data, to test the hypotheses, and identify patterns in responses and explore the public reaction to the principle of the proposal.

To underpin the quantitative data, it is proposed to conduct several semi-structured interviews from a target sample of individuals from a cross section of practitioners directly or indirectly involved within the licensing arena and shooting community, along with a control sample of individuals who are neither licence holders nor involved in the licensing arena to provide an objective view of the proposal. Through use of a selection of open ended and probing questions, the aim is to extract key information and opinion to form a picture of the true perspective and public opinion of what happens in licensing, which is why the inclusion of those who have no relationship to the licensing process is key. With the consent of the participants, this data will be recorded, for consistency of results, and to ensure that the answers are not mis-interpreted for the purposes of the research.

Table 1 – Suggested Questionnaire Questions

The below table outlines a provisional sample set of questions for quantitative evaluation

No	Question	Answers
1.	Please indicate your age	• Under 18 • 18–30 years old • 31–50 years old • 51–60 years old • 61–69 years old • Over 70 years old
2.	Do you have any involvement in Firearms?	• Yes • No
3.	In what capacity are you involved in Firearms?	• Shotgun or Firearm Holder • Target Shooting Club • Regulatory (Police, Home Office, College of Policing) • Shooting or Sporting organization (BASC, BDS, Countryside Alliance etc.) • Registered Firearms Dealer • Other
4.	Do you have any knowledge whether any licence Holders undertake any form of training before being Issued with a certificate?	• Yes • No
5.	Have you undertaken any form of firearm training or instruction?	• Yes • No
6.	What format did your training take?	• Mentoring (License Holder) • Formal Accredited Training • Informal Training • Other
7.	If you were to apply for a certificate, would you Be prepared to undergo formal training?	• Yes • No

8. Do you consider training gave you a better understanding of the law relating to Firearms?	• Yes • No
9. Should the Government consider the Mandatory Introduction of training for those who want to become License holders?	• Yes • No

Additional Questions Specific to those involved with regulation (Police, Home Office College of Policing)

10. Could the introduction of training speed the Licensing process?	• Yes • No
11. Could the introduction of training reduce administrative offences such as failing to comply with the conditions of a certificate?	• Yes • No
12. Could the introduction of training simplify decision Making for licensing managers when dealing with offences such as failing to comply with the conditions of a certificate?	• No • No

To underpin the quantitative data with qualitative data is beneficial to provide a deeper understanding of the proposal, and the interrelationship between the qualitative and quantitative data. Analysis of qualitative data can be problematics as it is distinct and involves a radically different way of thinking about data (Strauss and Corbin, 1998) can be open to interpretation and bias. However research using qualitative methods has historically provided critical knowledge, and offers unique perspectives and insights on the phenomena (Cissé and Rasmussen, 2022).

Table 2 – Suggested Qualitative Interview Questions

The below table outlines a provisional sample set of questions for qualitative evaluation.

No	Question
1	How did you hear about this study?
2	What prompted you to become involved?
3	In what capacity are you involved in Firearms?
4	What are your thoughts on introducing training for applicants for firearm or shotgun certificates?
5	How do you believe introducing training for applicants for firearm and or shotgun certificate can improve public safety?

Data Analysis

Whilst surveys in their own right can be problematic due to the structured nature of the data collection, they can provide for extremely easy data analysis to generate reports due to the structured nature of the data (Saunders, Lewis and Thornhill, 2023). The use of surveys allows for By utilising SPSS (Statistical Package for Social Sciences) and survey software such as Qualtrics, to assist with identification of categorical and numerical data, it allows for the description of the variables and place information in rank order (Saunders, Lewis and Thornhill, 2023).

The collection of quantitative data seeks to “elicit as complete a report as possible”(Merton, Fiske and Kendall, 1990) and provide an objective conclusion. It also seeks to “close the gap between interviewees perceptions of a situation” (Merton, Fiske and Kendall, 1990). Albeit qualitative research can elicit rich information surrounding a topic, “some qualitative researchers are encourage to view that a problem is insuperable”.(Silverman, 2011) This research aims to dismiss that paradigm. Silverman, 2011 goes on to say “through use of good quality procedures, and plotting research instruments” these methods should reflect the study.

Data analysis using a phenomenological approach involves an attempt to grasp *what* is essential to participants' psychological processes and experiences,

and *meaning-makings* of these (Wertz, 2011). Through evaluation of the data gathered from both quantitative and qualitative methods (Saunders, Lewis and Thornhill, 2023) considers “thematic analysis” a suitable approach by taking a systematic approach to data gathering, allowing for effective evaluation.

Despite being time-consuming processes, there has been a widespread utilisation of qualitative methods, with growing acceptance of the methods (Wertz, 2011) both in conducting interviews, and their subsequent transcription the use of interviews are essential to gathering what effectively is rich in-depth knowledge, and likely to be a diverse set of opinions on the subject. The use of transcription of data qualitative date allows for identification of key themes and patterns of information, and familiarity with the data. Despite being extremely time consuming process, and open to bias an interpretation (Silverman, 2011) considers that qualitative data can be influenced by interview practice, a lack of standardisation and dependability of the information, along with the 3 related types of bias, those being interview bias, interviewee or response bias or participant bias.

The collection of categoric data from quantitative methods, lends itself to being presented in both pictorial (use of charts), tabular and numerical order. Whilst a labour-intensive task to collate and present such quantitative data, the use of software applications such as IBM SPSS or Qualtrics can assist with the design of surveys, and collate and calculate, and the subsequent results, which can then show and assess the strength of the relationships of the data. Whilst a key tool in taking forward analysis of large quantities of data there remains a need for consistency in the formatting of the date and ensure accuracy so that the results are not distorted.

Research Timeline

The researcher is currently undertaking the MBA on a part time basis, and currently in Semester 2 of the first year of Academic Study. It is understood that the research dissertation will not commence until the end of Semester 2/3 of Year 2. Therefore the below timeline is an anticipated timeline for the research.

Table 3 – Suggested Timeline for Research

	Action	Timeline
Submission of Research Proposal	Research Proposal Assignment	May 2025
Acceptance as a Research Topic	Evaluation of Research Proposal as a Dissertation Topic – On acceptance	July 2025
Introduction	Define research aim and objectives	1 Month
Literature Review		3 Months
Preparation of Survey and Interview Questions	Utilise Software to design	1 Month
Survey Responses	Await survey responses – and begin collation of data from survey responses	2 Months
Research Methodology		2 Months
Interviews	Conduct Interviews to support Research	3 Months
Transcription	Transcription of Interviews	3 Months
Analysis of Information	Analyse Survey and Interview Responses	2 Months
Evaluation of Findings	Evaluate findings from Interviews and surveys for inclusion in report	1 Month
Report Writing	Finalise Main body of Report	1 Month
Conclusion	Write conclusions	1 Month
Recommendations	Write Recommendations	1 Month
Review and Editing	Proof Reading and any final amendments	2 Months
Final Submission		September 2027

Research Costings

It is anticipated that there will be minimal costs associated with the research, other than the researcher's time. There may be some travelling expenses to accommodate interviews. It is hoped that interviews can be held on-line, but where face to face meetings are required then travel expenses will be recorded in line with HMRC Rules @ 0.45p per mile.

Access to literature, journals and database/software is available through the University accounts, and as such available to the researcher without incurring fees.

Ethical Considerations

The proposal as outlined is based around the researcher's own knowledge and experience withing the firearms licensing arena. This experience underpins the researcher's fundamental belief that, in alignment with other occupations applicants

for firearm licences should undergo formal training. Whilst it is acknowledged due to the researchers past experience and knowledge, their researcher's perspective may not be wholly neutral, the researcher will do their utmost to present a balanced argument and endeavour not to show a bias.

In presenting the proposal, the researcher confirms that the work presented is their own work, the researcher commits to adhere to the ethical standards as set by the University of Wales Trinity Saint David. The researcher will act with the utmost integrity to present honestly and ethically the data gathered from the research and conduct the research according to appropriate ethical legal and professional frameworks, obligations and standards. All referenced work will be cited appropriately, and follow the five core principles as set out by (Biggam, 2021) those being to be transparent, respect confidentiality, participate voluntarily, not put participants in danger, and remain impartial.

Consent will be sought from all participants before participating in the study, and personal information will be anonymised so that participants will be anonymous for the purpose of the presentation of data. Any potential conflict of interest which could compromise the integrity and validity of the research will be declared.

Conclusion

Theoretical information is limited in this field, however by conducting primary research around the theory, and having undertaken and analysed the primary data, the research will endeavour to achieve the aims and objectives by evaluating the implied benefits, outcomes and report fully on the subsequent implications of implementing training for all firearms licensing holders. The primary study will examine public perception around those who are holders of licences, and the challenges around the implementation of training, and outline the perceived benefits with the aim of improving public safety.

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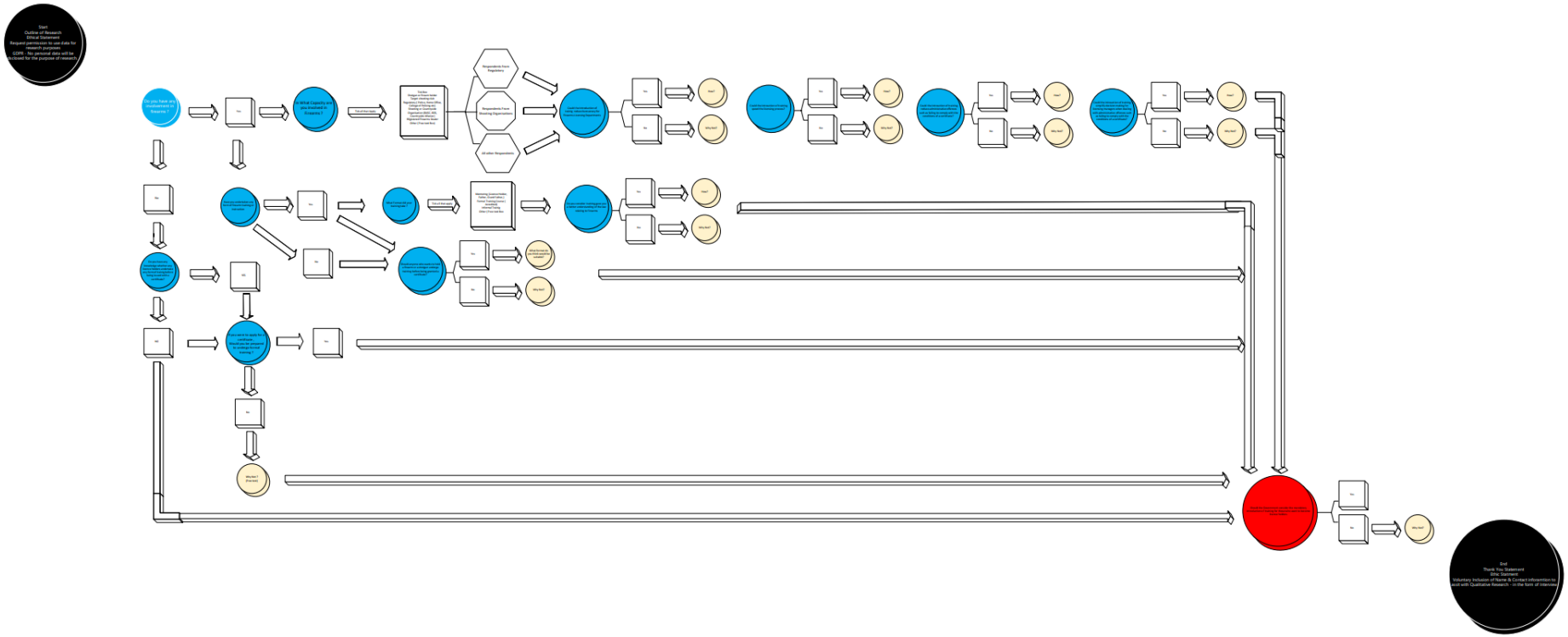
Appendices

Appendix A - Quantitative Questionnaire Flow Chart
Appendix B - Research Plan

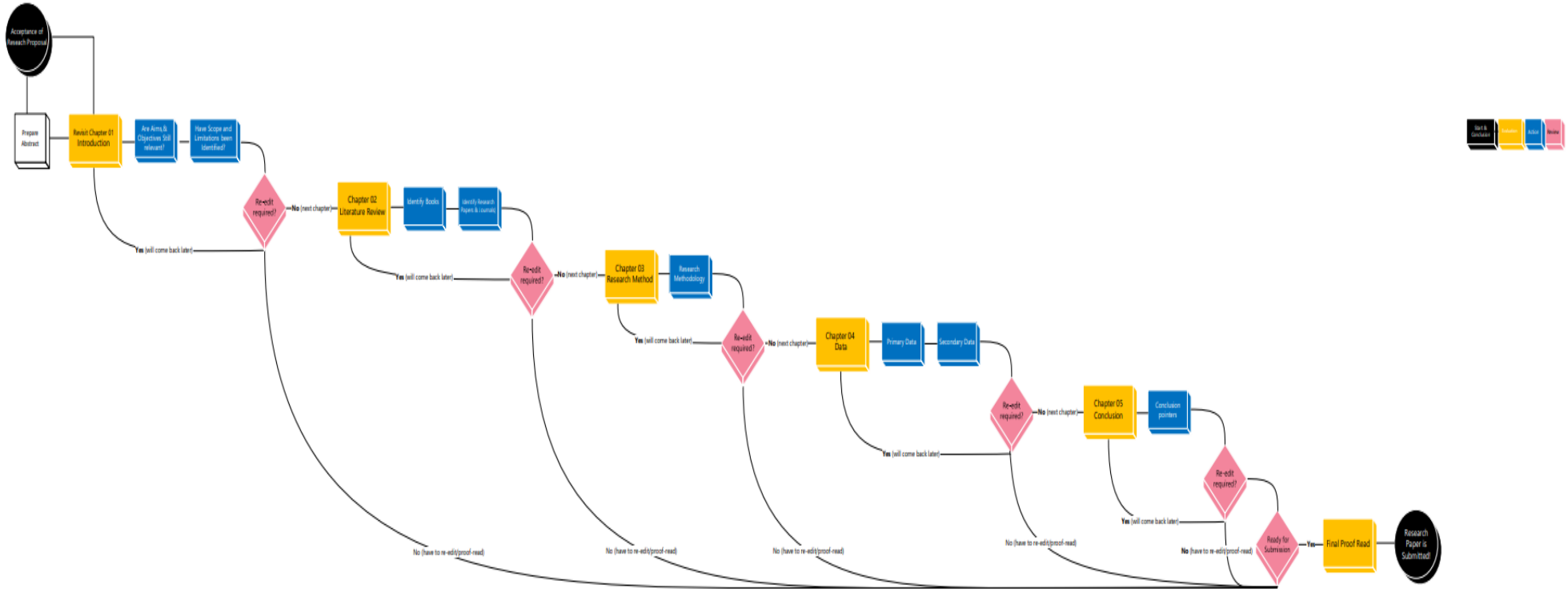
Appendix A

Quantitative Questionnaire Flow Chart

The below plan outlines the proposed question plan for the Quantitative Questionnaire.



Appendix B

Research Plan

The following Plan outlines the proposed structure for the research.