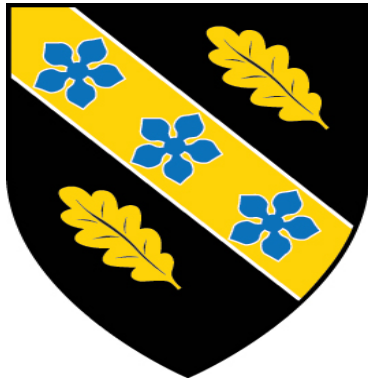




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**A critical analysis into the effectiveness of the mental health training
provided to South Wales Police front-line officers for dealing with
individuals who are experiencing a mental health crisis:**

Do front-line police officers receive adequate training on mental health?

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Declaration

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed: N Ewers

Date: 09/10/2023

Statement 1:

This dissertation is being submitted in partial fulfilment of the requirements for the degree of Bachelor of Science Professional Policing Practice.

Signed: N Ewers

Date: 09/10/2023

Statement 2:

This dissertation is the result of my own independent work/investigation, except where otherwise stated.

Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

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Abstract

The overall aim of this dissertation was to explore the mental health training received by front-line police officers, specifically in South Wales Police and analyse whether this training is satisfactory based on the growing demand that mental health has on the police service.

In order to meet this aim, a detailed review and analysis of existing research and academic literature in this area was firstly conducted. The researcher then undertook primary research surrounding this topic which involved gaining the views of current serving police officers within South Wales Police.

The results of this study align with the findings of the existing literature on this topic and support the hypotheses set out by the researcher at the outset of this project. These findings and results were analysed by the researcher and a number of recommendations were made with a view to improving practice in this area and ultimately providing a better service to individuals experiencing mental health issues.

Following the achievement of key objectives throughout this study project, the dissertation completed its aim by answering the question, "Do front-line police officers receive adequate training on mental health?" with the response to the study question aligned in agreement with the perspectives of both serving police officers as well as existing academic literature.

Table of Contents

Declaration	2
Acknowledgements.....	3
Abstract	4

Chapter 1 - Introduction	8
1.1 Introduction	8
1.2 Research Rationale.....	9
1.3 Aims and Objectives	9
1.4 Structure	10
1.5 Conclusion.....	11

Chapter 2 – Literature Review	12
2.1 Introduction	12
2.2 Mental health and the impact this has on the individual experiencing crisis.....	12
2.3 The powers and policies available to police officers when dealing with individuals in mental health crisis	13
2.4 The mental health training provided to South Wales Police front-line officers for dealing with persons suffering from mental illness	17
2.5 Previous research surrounding the mental health training provided to front-line police officers for dealing with persons suffering from mental illness	17
2.6 Conclusion.....	21

Chapter 3 – Methodology	22
3.1 Introduction	22
3.2 Research Strategy	22

3.3 Research Participants	24
3.4 Data Collection	24
3.5 Questionnaire Design	25
3.6 Timescale	25
3.7 Ethical Considerations.....	25
3.8 Conclusion.....	26
Chapter 4 – Data Analysis	27
4.1 Introduction	27
4.2 Data Analysis	27
4.3 Advantages of using Microsoft Office Forms.....	28
4.4 Disadvantages of using Microsoft Office Forms	28
4.5 Questionnaire Findings	28
4.6 Conclusion.....	40
Chapter 5 – Findings and Conclusion	41
5.1 Introduction	41
5.2 Main Findings	41
5.3 The achievement of objectives.....	43
5.4 Limitations	43
5.5 Conclusion.....	44
Chapter 6 – Recommendations	45
6.1 Introduction	45
6.2 Recommendations for South Wales Police	45
6.3 Recommendations for future studies.....	46

6.4 Conclusion.....	46
---------------------	----

Bibliography	47
---------------------------	-----------

Appendices.....	53
------------------------	-----------

Appendix A: Survey Questionnaire	53
--	----

Appendix B: Questionnaire Findings	58
--	----

Appendix C: Proposal	65
----------------------------	----

Appendix D: Ethics Form	70
-------------------------------	----

Chapter 1 - Introduction

1.1 Introduction:

This dissertation seeks to establish the current mental health training provided to South Wales Police officers for dealing with individuals experiencing mental health crisis and to evaluate its effectiveness. As part of this, the study will look at the efficacy of police training and how it may be improved to better equip officers to deal with a range of complex circumstances and to better serve persons with mental health concerns. In doing so, it will look to provide an answer to the question: “Do front-line police officers receive adequate training on mental health?”.

When responding to urgent calls relating to mental health, the police are frequently the only option available. They are responsible for assessing an individual in the context of the incidents they deal with to determine whether they require mental health treatment or whether the individual’s criminal conduct is the primary issue. As a result, they are now the main gatekeepers in determining whether the criminal justice system or the mental health system can best meet the needs of a person suffering from mental illness (Lamb *et al.*, 2002).

This demonstrates the importance of providing comprehensive training to police officers to ensure their role is carried out appropriately and that officers have the necessary skills required, as the police force might face criticism when powers and methods are seen to be procedurally unfair and unjust (Morgan, 2022).

As part of a study, a hypothesis assists the researcher in predicting what the data will indicate and gains credibility from the information acquired (Dorsey *et al.*, 2008). Based on the researcher's prior knowledge and role within South Wales Police, the first hypothesis is that not all officers attended the two-day mental health training. The reason for this hypothesis is that the researcher has not attended this training in his role and believes research may show other officers have not attended. Furthermore, the researcher has a second hypothesis that the

existing mental health training is insufficient and requires reform to improve practice and the service provided to individuals (Joyner & Glatthorn, 2005).

1.2 Research Rationale

The researcher's motivation for conducting this independent study stems from the number of incidents involving people with mental illnesses they have attended while working for South Wales Police, as well as witnessing the obstacles officers face daily in response to these calls due to the limited training they receive. As a result, the researcher feels it is critical to address these issues by contributing to existing knowledge in this field and making recommendations on how to solve the problem (AJE, 2012).

Furthermore, the findings of a Freedom of Information Request filed to South Wales Police show that the impact to service levels on police for mental health-related calls is considerable. The force was found to have dealt with 49,067 mental health-related incidents between January 2021 and August 2023. However, because not all mental health-related calls could be detected using qualifying markers, the real number of incidents handled might be significantly higher.

Regardless, these findings highlight the significant mental health demand and burden placed on the police and provides further justification behind the rationale for this research (South Wales Police, Freedom of Information Request 977/23, 2023).

1.3 Aims and Objectives:

A dissertation's objectives and goals are significant because they provide a clear and succinct roadmap for the research project. Furthermore, these aid in guiding the researcher throughout the study to ensure it remains focused and relevant to answering the research topic (Farrell, 2011).

The focal aim of this project is to critically evaluate the effectiveness of the mental health training provided to police officers within South Wales Police. Furthermore, depending on the findings of this study, make recommendations where necessary to improve practice in this area.

These aims will be achieved by completing the following objectives:

1. To critically research and analyse previous and current academic literature and understanding surrounding mental health and the training provided to front-line police officers.
2. To identify the most suitable research method and approach required to appropriately conduct the research project.
3. To conduct primary research and analyse the data collected to better understand the themes and views of police officers in relation to the training they receive for dealing with persons suffering with mental illness.
4. To provide suitable recommendations where necessary surrounding the mental health training received by front line officers to improve the current practice.

1.4 Structure

It is crucial to correctly structure a dissertation to help the reader comprehend the key points and have a better concept of the overall message, making it easier to understand. In doing so, this will ensure the aims and objectives of this research are achieved. The chapters of this dissertation are summarised below:

- Chapter one has provided the background and context for this study, as well as an explanation of why research in this field is vital.
- Chapter two will examine both previous and current academic literature of the mental health training provided to police officers.
- Chapter three will determine the best research strategy and methodology for primary research.
- Chapter four will examine and analyse the data produced, with the goal of identifying common themes and findings.

- Chapter five will summarise the findings and provide a comprehensive overview of the study.
- The final chapter will conclude this by providing suitable recommendations.

1.5 Conclusion

This chapter has successfully provided the reader with an overview of what is to be expected throughout the dissertation and established the context for the study topic of the mental health training provided to police officers within South Wales Police, as well as why this subject requires further investigation in the form of this independent project. The next chapter will attempt to critically examine the existing academic literature available in this field (Furseth & Everett, 2013).

Chapter 2 - Literature Review

2.1 Introduction:

This chapter will provide an in-depth analysis of existing research on police mental health training, as well as to identify any gaps or inconsistencies in this literature. This is often referred to as a literature review, which is defined as a method of assessing the current state of study in the chosen field and then using this research to expand on information and ideas that have already been produced in previous studies (Fink, 2020).

This research will first examine the broader subject of mental health and how it may influence those suffering, since this will be required to determine the current level of research on this topic. Furthermore, the training that officers receive within the force, the powers to detain persons under the Mental Health Act, and the safe locations to which they may be transported.

2.2 Mental health and the impact this has on the individual experiencing crisis.

Throughout history, references have been made to mental illness, and people have become more informed about mental health over time, as well as more supportive of those affected. People are also now more aware of common mental health conditions such as depression and anxiety, as well as the signs and symptoms that accompany these, and are more inclined to seek medical attention when necessary (Ikkos & Bouras, 2021).

This was supported when the Mental Health Act 1983 was enacted to provide people with mental disorders rights and opportunities they may not have had previously. This Act aided in establishing a balance between an individual's rights and society's obligation to safeguard them and others from harm (Mental Health Act 1983). This Act was later revised in 2007, primarily to ensure persons suffering from significant mental illnesses that endanger their health or safety or the safety of others can be treated regardless of their consent (Mental Health Act 2007).

Mental health is defined as a state of well-being that helps individuals cope with day-to-day activities like working and acquiring new skills, as well as coping with the everyday challenges they may experience.

There is no specific age at which mental health can be a concern because it can impact a person at any period in their life. Life events, lifestyle, including drug use, and biological factors can all influence a person's mental health. This may also have an impact on a person's ability to make decisions, form connections, and contribute to their community (World Health Organisation, 2022). There are common actions and feelings associated with mental health problems such as panic attacks, self-harm, suicidal thoughts, along with psychosis (Mind, 2017).

In the United Kingdom, mental health issues are the leading cause of disability. One in every four adults and one in every ten children are predicted to have at least one diagnosable mental health issue in any given year (Mental Health Taskforce, 2016). This research demonstrates that mental health conditions are extremely prevalent. As such, it is critical that police officers are well educated to deal with persons in mental health crisis.

After reviewing a range of mental health literature, it emphasises the importance and possible implications that mental health may have on a person's ability for optimal functioning and decision making, which can vary depending on the individual. It also demonstrates there is a rising awareness of the symptoms associated with mental illness.

2.3 The powers and policies available to police officers when dealing with individuals in mental health crisis.

The police are frequently called to assist individuals who may be suffering from mental illness and pose a risk to themselves or others. According to research, police officers are frequently the initial responders and therefore key decision makers when dealing with mental health incidents (Morgan & Paterson, 2017). All police officers have the power to detain and transport

a person suffering from mental illness to a safe location, as defined by the Mental Health Act 1983 (Bryant, 2021).

According to Section 136 of The Mental Health Act 1983 *“If a person appears to a constable to be suffering from mental disorder and to be in immediate need of care or control, the constable may, if he thinks it necessary to do so in the interests of that person or for the protection of other persons, either remove the person to a place of safety within the meaning of section 135, or if the person is already at a place of safety within the meaning of that section, keep the person at that place or remove the person to another place of safety”* (Legislation.gov.uk, 2017).

Although the ability to detain a person under Section 136 is a police decision, the College of Policing recommends that an officer consult with a healthcare professional in the first instance. This should be done so that relevant information about that person's mental health history may be acquired, and for them to offer a medical opinion on the best course of action. This allows the officer to take the best action based on all the facts available, which should result in a more suitable level of support being provided.

In accordance with policing guidance, if an officer decides to detain a person after considering all factors, they must first consult with the ambulance service to request the person be transported to a safe location for a mental health assessment to be arranged (College of Policing, 2023).

According to Section 135 of the Mental Health Act 1983, a safe place is defined as residential accommodation provided by social or health care services, a hospital or an independent nursing or residential home that specifically cares for persons experiencing mental illness, a police station or other suitable place (Lynch, 2002).

While a police station is mentioned as a place of safety, a cell within the station would not be considered suitable, and mentally ill people should only be transported to a police station in exceptional circumstances as this may worsen their condition. While this is true for adults, a police station should never be used as a place of safety for persons under 18 as it is inappropriate (College of Policing, 2020).

South Wales Police acknowledged this in 2018 when a freedom of information request was made, requesting statistics and other information on the number of persons transported to Cardiff Bay Police Station as a place of safety under Section 136 of the Mental Health Act. On review of the information, it was established that no one had been detained at this station in the six months preceding this request when Section 136 was in effect.

They acknowledged that this was in accordance with the 2017 revision to the Mental Health Act, which stated that anybody held under Section 136 would be transported to an appropriate safe location inside a health care environment. The only exception would have been if the individual posed an immediate threat of death or serious bodily harm to themselves or others (South Wales Police, Freedom of Information Request 1168/18, 2018).

This research demonstrates that, while a police station remains a safe haven for people detained, South Wales Police has remained committed to ensuring that guidelines established by the College of Policing based on changes in the law surrounding the use of this power are followed so that people suffering from mental illness are treated fairly and appropriately.

As stated in the freedom of information request, some of these modifications were implemented as part of a government review that occurred in 2014 in response to negative feedback that focused mainly on the usage of a police station as a safe place. As part of this review, the Policing and Crime Act was approved in 2017, which prohibited the use of a police station as a safe haven for minors under the age of 18 and limited its usage for adults (Policing and Crime Act 2017).

Sussex Partnership NHS Foundation Trust investigated the usage of Section 136 of the Mental Health Act 1983, as well as the use of a police station as a place of safety. This was due to the Sussex area allegedly having a higher rate of Section 136 implementation and usage of a police station as a safe place when compared to the rest of England and Wales.

This study collected data on detentions under Section 136 using two methods, one retrospectively evaluating data from 2012 and the other based on qualitative data collected between 2013 and 2016. As a result of this study, it was determined that the police use Section 136 to detain persons outside of normal working hours when other resources are unavailable, and that most detentions are for people threatening suicide or self-harm. The data also revealed that many of these detentions were attributable to the same persons who were detained many times.

As part of the 2012 retrospective data collection, 37 of these persons volunteered to engage in an in-depth interview about their experiences when detained. Only three of the participants considered the exercise of this power improper. Participants who were transported to a custody suite as a secure area felt more upset than those who were sent to hospital (Bendelow *et al.*, 2019). After reviewing this study, only a limited number of participants were questioned, which may be a limitation. To boost the validity of results in this area, the researcher could have sought experiences from a wider sample group.

Analysis of this research shows that police officers have powers and policies in place to safely deal with people suffering from mental disorders. Furthermore, research demonstrates that police routinely exercise their powers to prevent suicide and allow individuals to receive a mental health assessment and treatment.

Due to the vast amount of information covered under the Mental Health Act and the implications inappropriate use of these powers might have on an individual, the researcher will attempt to assess officers' awareness of the powers and policies accessible to them, as well as their use of these.

2.4 The mental health training provided to South Wales Police front-line officers for dealing with persons suffering from mental illness.

South Wales Police was issued a freedom of information request to ascertain the current level of training officers receive for dealing with members of the community experiencing mental health crisis. They stated in their response that all officers are trained to deal with a range of situations relating to mental health. They acknowledged that mental health training is offered to officers during their initial training period, which takes place in a classroom setting.

Furthermore, they noted that officers also receive the two-day College of Policing mental health training, which is also conducted in a classroom setting on response officer training days. This was scheduled to happen between June and September 2023. Additionally, they stated the College of Policing offers online training through the College Learn platform. This was previously mandatory but is now open for continuous development. It was also mentioned that each force area has a dedicated Mental Health Officer to assist with difficulties and to serve as a point of contact (South Wales Police, Freedom of Information Request 516/23, 2023).

Moreover, South Wales Police confirmed that the two-day College of Policing mental health training was initially implemented in June 2017 (South Wales Police, Freedom of Information Request 977/23, 2023). This implies that all current officers, even those who joined the force after this date, should have attended this training.

Overall, literature and research show that officers have access to a variety of mental health training options. The researcher will attempt to determine if officers have received this training and whether they found it useful by completing an online questionnaire.

2.5 Previous research surrounding the mental health training provided to front-line police officers for dealing with persons suffering from mental illness.

North Yorkshire Police and the University of York conducted a study in 2016 to assess the efficacy of police officers' mental health training. As part of this research, police stations in

North Yorkshire were chosen to participate in a randomised trial in which officers were given either conventional mental health training or supplementary training in accordance with this study.

The supplementary mental health training was a modified version of the training developed by Thames Valley Police and Oxfordshire Mind. Officers were taught fundamental mental health legislation, policies, and procedures, and how to respond to calls involving persons suffering from mental illness as part of this training package. Additionally, as part of their initial training for their new role, officers were required to complete online mental health training.

Officers who were eligible for further training were requested to attend an in-person one-day tailored mental health training workshop led by certified and experienced professionals from the NHS mental health trust as part of this research. The training was designed to improve officers' awareness of mental health and their capacity to recognise vulnerabilities, record information appropriately, and respond to situations using the appropriate resources. This was also utilised to provide long-term help and support to persons suffering from mental illness to ensure they were properly referred.

The College of Policing Learning Standards reported on the training, which served to develop a foundation for mental health training. Following the completion of this course, a six-month follow-up was conducted to establish the research findings.

According to this study, if officers receive additional mental health training, it may improve how they respond to incidents and how this is documented by officers. However, when the findings were reviewed six months later, it had no effect on the number of calls reported to the police (Scantlebury *et al.*, 2017).

Based on this study's findings, it is evident that extra training obtained by front-line police officers had no impact on how they responded to calls or the likelihood of utilising Section 136

of the Mental Health Act. Their understanding of recognising vulnerability may have increased, as seen by greater documenting of mental health-related calls, but this would have little impact on how they respond to incidents on a regular basis.

Further research was also conducted to investigate officers' perceptions of their engagement in the various paths to mental health services. As part of this study, fifteen officers from the North West of England were chosen to be interviewed to gain their views and experiences dealing with persons suffering from mental illness.

Participants agreed that while mental health training had improved significantly over time, there were still substantial gaps due to the amount of information contained in the Mental Health Act, as well as the time available to stay current on knowledge and legislation. While participants in this research felt that their experience dealing with persons suffering from mental illness was beneficial, they also agreed it was insufficient and that police should receive additional mental health training to increase their knowledge.

To summarise the study's findings, participants identified the necessity for police engagement, but they did not feel they had received adequate training to manage incidents involving persons with mental illnesses, and they proposed that improvements be made to the training. As part of these training ideas, it was suggested that it be updated more frequently to ensure that the information was relevant (Marsden *et al.*, 2020).

After analysing this literature, it is noted this study was conducted with a particularly small group of only fifteen participants. As a result, it may be argued that the research findings are not reflective of the whole police force. To improve the accuracy of the findings, the researcher will look to target a larger number of participants when conducting their research in the form of a survey questionnaire.

Furthermore, in 2017, Her Majesty's Inspectorate of Constabulary and Fire and Rescue Services audited all police forces in England and Wales, to assess how well they responded to and supported persons suffering from mental health issues. As part of these findings, it was recognised that the police are often the only professionals available to react to persons with mental health issues as they are available 24 hours a day. Concerns were also made about officers becoming involved in these types of incidents since they lack the necessary abilities to provide the appropriate level of care when compared to mental health practitioners, resulting in inadequate assistance being provided.

As part of this, it was discovered that forces have invested in training to support their officers when dealing with persons suffering from mental illness, however the level of training and help from external services was inconsistent. It was stated, however, that when forces developed a multi-agency training strategy, officers and employees found it beneficial. As part of this inspection, recommendations were made to improve mental health training for officers and staff, as well as to have a better understanding of the demand that these sorts of calls bring to the police (HMICFRS, 2018).

On review of this report, it is evident that the police are utilised to respond to emergency calls, welfare checks, and missing people investigations, all of whom may be suffering with mental health issues. While investment in training has been observed in certain forces, it is still deemed insufficient due to their significant involvement in mental health care. Further research would therefore be valuable in determining the appropriate level of training for the police.

After reviewing the available literature on policing and mental health training, a lot of the research is focused on other parts of the world, and while there are still studies focusing on this in the United Kingdom, more research would be beneficial (Lane, 2019).

2.6 Conclusion

The purpose of this chapter was to analyse the existing training that front-line police officers receive, how well it is functioning, and where it may be improved. While current research addresses these objectives somewhat, further research is required to fully investigate the mental health training currently provided to police officers, the impact this has on how officers deal with mental health incidents, and whether this training remains adequate in 2023.

This chapter effectively assessed, evaluated, and synthesised existing research to present an overview of this topic and achieved the dissertation's first objective:

To critically research and analyse previous and current academic literature and understanding surrounding mental health and the training provided to front-line police officers.

The next chapter will explain how a study will be undertaken as part of this dissertation.

Chapter 3 - Methodology

3.1 Introduction:

The preceding chapter of this dissertation researched and examined existing literature on the research area, interpreting it into the researcher's own words, and considering various approaches for developing or providing ideas in the chosen area (Milton & Rodgers, 2013).

This chapter will clarify how the researcher will conduct a study for this chosen topic to obtain new information and knowledge surrounding it, as well as to provide a comprehensive review of the research technique used to gather information and answer the research question (McNeill & Chapman, 2005). This is known as the Methodology and will aim to assess and explain the researcher's techniques for data gathering and analysis (Castree *et al.*, 2013).

3.2 Research Strategy:

The researcher considered different strategies for acquiring information for this study, including primary and secondary research. Primary research refers to original data gathered by the researcher for the purpose of the study and any unique concerns discovered. Secondary research is data and material that has already been collected and made available by other researchers (Hox & Boeije, 2005).

While the two research methodologies differ, they both have advantages and drawbacks in terms of study objectives the researcher considered. Rather than depending on material supplied by other researchers, primary research produces new information and answers questions that may not have been explored previously. The time and effort required by the researcher to gather raw data and then analyse it as part of the study would however be a disadvantage of performing primary research (Research.com, 2023).

Secondary research has the advantage of being readily available, which allows for faster data collection. One downside of this is that it may be irrelevant to the researcher's aims or the subject at hand, and the breadth of current knowledge may be insufficient or out of date (Stewart & Kamins, 1993).

While both methods were considered, the researcher chose primary research as the method for this study, resulting in more accurate and up-to-date data aiding in addressing the research question (Lamb *et al.*, 2012).

The researcher had to choose between two types of studies after electing to do primary research: qualitative or quantitative research. Individual perspectives and opinions on a specific problem are explored in qualitative research. It provides a thorough comprehension of the subject and expands on the concept for quantitative research, which often focuses on words (Rahman, 2016). Alternatively, quantitative research, is a sort of study that produces objective data and focuses on the collection and analysis of numerical data (Lakshman *et al.*, 2000).

Despite considering both options, the researcher chose quantitative data analysis as the faster and less expensive option. Furthermore, because the responses provided by participants are less complicated, the procedure should be straightforward for everyone involved.

Although qualitative analysis is more likely to be in-depth, it requires more time. Furthermore, the number of individuals involved is limited because it requires a lot of resources (GWI., 2023). The researcher considered these key factors before opting against qualitative research.

Research can be defined as being the process of collecting data from a sample of individuals by asking questions (Check & Schutt, 2012). This will be completed in the form of an online questionnaire being produced with Microsoft Office Forms and then distributed to participants to respond, allowing the results to be gathered and assessed (Sue & Ritter, 2012).

The main disadvantage of this research is that the questionnaire findings will require a significant amount of time and effort to gather and analyse the quantitative data acquired.

3.3 Research Participants:

For participant selection, many approaches were considered and examined. "Purposive" or "convenience" sampling were recognised as the most popular and straightforward approaches for choosing participants. In other words, the researcher would select individuals of the community who they believe would provide the most accurate information on the chosen topic (Dawson, Maderson, & Tallo, 1993).

The researcher chose current serving police officers as survey participants since they would have the most relevant information about the training received. Furthermore, these individuals would be best equipped to evaluate the existing training received by officers and provide information on necessary changes.

3.4 Data Collection:

The researcher will distribute 100 survey questionnaires to officers with varied lengths of service, with the objective of collecting at least 50 responses to gather sufficient data, as the researcher expects that not everyone who receives the questionnaire will complete it. The researcher deemed this to be the best method of collecting a high number of responses (Saunders *et al.*, 2009). **Appendix A** of the dissertation contains a copy of this questionnaire.

The researcher believes that doing so will help to enhance the quality and reliability of the data gathered. The quantitative data acquired will then be analysed and shown in a variety of graphs and charts to highlight the findings and identify any patterns or recommendations. **Appendix B** of the dissertation contains these findings.

3.5 Questionnaire Design:

The questionnaire will have a total of 23 questions with numerous yes or no responses, allowing the respondent to easily comprehend what is expected of them and respond with ease. This should increase the number of replies collected, boosting the study's validity.

There will be certain "not applicable" responses available within this questionnaire to ensure that some data is not included since certain officers may not fit into the basic yes or no answer box owing to not having experiences asked of them. If a "not applicable" option is not provided, the respondent may select yes or no, which may produce a misleading result, compromising the study's validity.

The researcher believes that supplying a questionnaire with these types of questions will assist with focusing the study and producing data that can be easily analysed. Furthermore, these types of questions can assist with eliminating ambiguity and deliver more specific findings than open-ended ones.

3.6 Timescale:

The University of Wales Trinity Saint David assigned the researcher a timeline to complete the study project, which determined the scope of the investigation. To keep the study on track, the researcher created a Gantt chart. This is a bar chart that displays the chronology of a project. The project has been broken down into major tasks that must be completed. Each section has a beginning and end date. Some of these tasks are scheduled in parallel and may overlap. **Appendix C** of this dissertation contains this chart. (University of Westminster, 2022).

3.7 Ethical Considerations:

When conducting a research project, ethical considerations must be prioritised to establish if the researcher anticipates any ethical issues that may occur because of the study. As a result,

the University was asked for ethical permission, which was subsequently granted (Miller *et al.*, 2012). **Appendix D** of the dissertation contains the ethics form.

Accordingly, the researcher did not anticipate any ethical issues because all participants were informed they may withdraw at any moment and were provided a complete explanation and disclosure of the study's purpose. Participants were also made aware their participation in the survey was completely optional.

Furthermore, participants were informed that no personal information would be collected or stored, and that all information provided would be anonymized, ensuring no identifying individuals or places were exposed.

3.8 Conclusion:

This chapter has identified the research strategy employed in this study and has concluded that primary data would be the most appropriate for this research project, with front-line police officers identified as the perfect volunteers to contribute to the study.

As a result of this, the second objective of this dissertation was achieved:

To identify the most suitable research method and approach required to appropriately conduct the research project.

Chapter 4 – Data Analysis

4.1 Introduction:

The preceding chapter described the researcher's method for gathering new information, as well as the research methods employed to conduct the study. This chapter will present and evaluate the results of an online survey questionnaire completed by South Wales Police officers (Winstanley, 2010). The purpose of this study was to determine the existing training that officers receive for dealing with people experiencing mental health crisis, as well as to assess the effectiveness of such training.

As part of this, participants were invited to answer an online questionnaire on their understanding of Section 136 of the Mental Health Act 1983, as well as the mental health training they have received and have access to.

In doing so, the researcher will attempt to provide the reader with a comprehensive understanding of the survey results by evaluating and interpreting the data to identify patterns or trends that will allow the researcher to draw conclusions. The researcher distributed the questionnaire to 100 police officers through email and the South Wales Police online portal, which generated 68 responses, equating to a response rate of 68%.

4.2 Data Analysis:

Data analysis is an essential component of any dissertation in which the researcher gathers and evaluates data supplied by the study for any patterns or themes to emerge and for this data to be summarised in a meaningful way while attempting to answer the research question raised as part of this study (Fink, 1995). The survey was carried out using Microsoft Office Forms, which enabled data to be collected and examined using their survey tool.

4.3 Advantages of Using Microsoft Office Forms:

The Microsoft Office Forms survey tool was effective for data collecting and analysis because the format was straightforward and easy to follow, which improved the user experience and allowed participants to respond quickly and clearly. As a result, a larger number of individuals were able to take part in the survey, which was crucial for gathering quantitative data. The increased number of participants should also improve the accuracy of the results because they represent a wider range of people, improving the study's quality.

While this platform is user-friendly for participants, it also improves the user experience for the researcher by providing a secure platform that allows for easy distribution of the survey and allows participants to remain anonymous, which encourages participation (Microsoft Forms, 2023).

Overall, this online platform was determined to be an efficient and cost-effective method of gathering and evaluating data for this research, as well as one that was simple to grasp and distribute (Sue & Ritter, 2012).

4.4 Disadvantages of Using Microsoft Office Forms:

While the researcher discovered primarily benefits to using Microsoft Office Forms to conduct this study, there are some drawbacks, such as participants may not feel compelled to submit truthful responses because the study is completely anonymous, which may have an adverse effect on the data collected, affecting the reliability of the results (Chambers & Skinner, 2003).

4.5 Questionnaire Findings:

The researcher sought responses to 23 questions surrounding the research topic. The results from each have been analysed below.

Question 1:

1. Please select your length of service (Tick the box which is applicable)

[More Details](#)

0 – 1 years	8
1 – 2 years	15
2 – 3 years	18
3 – 4 years	11
5 years and above	16



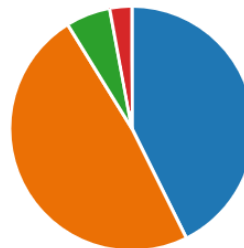
The above responses show that participants had varying levels of service within the police force. The officers noted as having the least service are likely to have less experience dealing with mental health incidents and may have received less training over their tenure.

Question 2:

2. How often do you deal with mental health related calls?

[More Details](#)

Every day	29
Most days	33
Hardly ever	4
Never	2



Based on the above results, it is evident that officers deal with mental health-related incidents regularly, with the majority admitting they deal with these incidents every day or most days. This emphasises the need for providing adequate training in this area.

Question 3:

3. Do you feel that the existing mental health training is adequate?

[More Details](#)

Yes	3
No	65



The data above supports the researcher's hypothesis that front-line officers do not have adequate training to handle mental health calls as the findings indicate most officers do not feel sufficiently equipped to deal with these incidents. This could have a negative impact on how these incidents are dealt with and could lead to the public having a negative perception of the police force.

Question 4:

4. Have you attended the two-day Mental Health Training?

[More Details](#)

● Yes	11
● No	57



The purpose of this question was to establish if officers had attended the two-day mental health training (South Wales Police, Freedom of Information Request 516/23, 2023). Surprisingly, 84% of participants said no, suggesting that they had not received this training. This indicates that a high number of officers still require this training which could explain why many officers do not feel they have received sufficient training around mental health.

Question 5:

5. If you have attended the two-day mental health training, was this beneficial?

[More Details](#)

● Yes	8
● No	5
● Not applicable	55



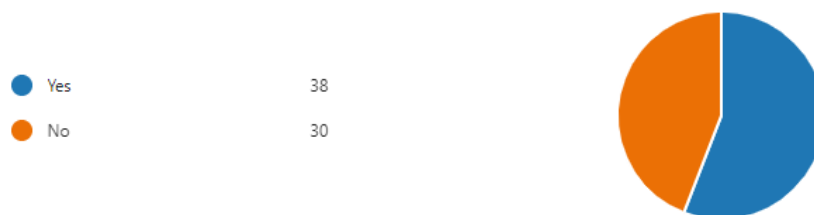
According to the above results, most participants who attended the two-day mental health training thought it was beneficial. Due to the limited number of participants, however, these

results may not correctly reflect the overall force. This data also reveals a clear discrepancy between those who stated they attended the training and the number of participants who replied yes or no, affecting the validity of the results.

Question 6:

6. Do you feel confident when dealing with an individual suffering from a Mental Health crisis?

[More Details](#)



According to the results of this question, most participants feel confident dealing with mental health incidents, whereas just under half do not. This could be reflective of officers' length of service and, as a result, their experience dealing with incidents. Further research could be conducted to investigate the reasons behind officers' lack of confidence, nevertheless, this could reflect the fact that existing training is insufficient.

Question 7:

7. On a scale of 1-5 how equipped do you feel when dealing with a mental health related call?

[More Details](#)



On analysis of the results above, all participants have at least some understanding in this area, however the majority indicated that they still need guidance. These findings suggest that, as hypothesised, officers would benefit from further training to be better prepared to deal with mental health incidents.

Question 8:

8. Are you aware of the powers and policies in place in relation to police dealing with mental health related calls?

[More Details](#)



According to the data above, 92% of survey participants are aware of the powers and policies in place to deal with mental health incidents. Nevertheless, the fact that some officers are unaware of their powers and policies demonstrates that the existing mental health training provided is insufficient.

Question 9:

9. Have you received online training through the College Learn platform to support your continuous Mental Health training?

[More Details](#)



These results indicate that 48% had received continuous online mental health training which equates to almost half of the participants. However, 52% had not received the additional training. This could be because the training through College Learn is not mandatory and officers may not have chosen or had the time to complete this.

Question 10:

10. If you have detained someone using the power of Section 136 of the Mental Health Act 1983, have you taken this individual to Police Custody as a place of safety?

[More Details](#)



These findings indicate that whilst most participants had not utilised police custody when detaining an individual under the Mental Health Act 1983, 8 answered they had. There could have been several reasons why police custody was used, and further research could be undertaken to analyse and further investigate this.

Question 11:

11. If you have detained someone under section 136 of the Mental Health Act 1983, have you contacted the ambulance service to convey the individual to a place of safety?

[More Details](#)



According to the findings of this question, half of the participants contacted an ambulance while detaining someone under Section 136 of the Mental Health Act 1983. This demonstrates that either officers are not all aware of the correct procedure to be followed, or that officers did not believe it was necessary to contact the ambulance service, possibly because they expected a delay in transporting the patient to a safe location.

Question 12:

12. If you answered yes to the above, has an ambulance arrived and conveyed the person to a place of safety?

[More Details](#)

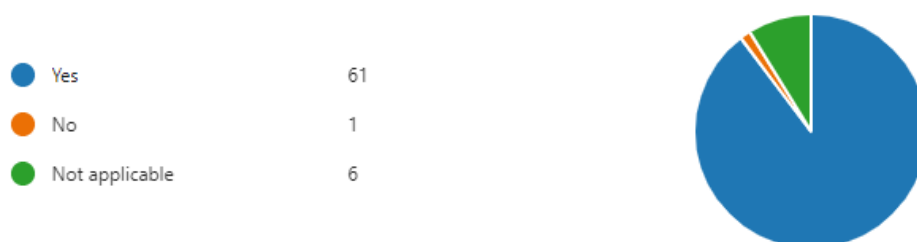


According to the data above, only one person had received assistance from the ambulance service in situations where an ambulance was requested. This indicates that in most cases where an individual is detained, an ambulance does not transport them to a safe location. This is most likely owing to the time delay, as the ambulance service would not prioritise such calls.

Question 13:

13. If you have detained a person under section 136 of the Mental Health Act 1983, have you used a police vehicle to convey the person to a place of safety?

[More Details](#)



The above results show that most participants have utilised a police vehicle to transport a person detained under Section 136. This might be due to several factors, including a delay in waiting for an ambulance or dealing with a dangerous individual, in which case a police vehicle is considered more appropriate.

Question 14:

14. Do you feel that Police Custody is a place for individuals to be taken to when suffering with a mental health crisis?

[More Details](#)



These results show that 97% of participants thought police custody was an unsuitable location to detain someone in mental health crisis. This shows an awareness among most participants of what constitutes a safe location. While two individuals replied yes to this question, it would be impossible to determine the reason for this without further study, which the researcher may have been able to perform if given more time to conduct qualitative research. This may have identified extra training needs.

Question 15:

15. Do you feel that the police should deal with members of the community who are experiencing a mental health crisis?

[More Details](#)

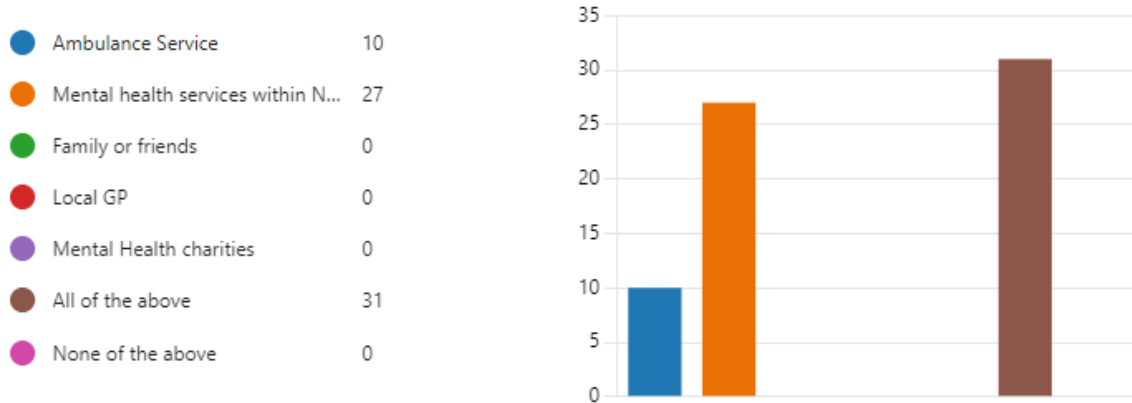


According to these results, 96% of participants do not believe that police should deal with individuals in mental health crisis. This could be because officers do not feel properly trained to handle such incidents, or they believe that other agencies are more equipped to assist those individuals.

Question 16:

16. If you answered no to police dealing with this, who do you feel should deal with these calls?

[More Details](#)

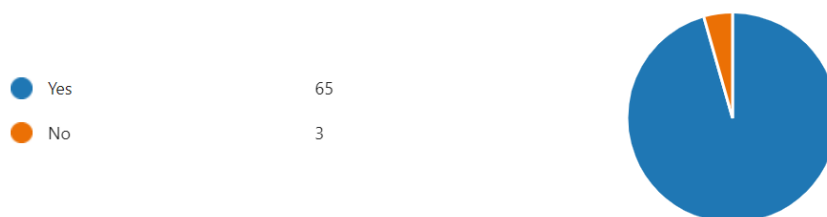


As presented above, all participants believe that other services are better suited to dealing with mental health issues. This could be because other agencies receive additional and more specialised mental health training, allowing them to provide individuals with better support.

Question 17:

17. Do you feel that Police Officers should receive better mental health training?

[More Details](#)

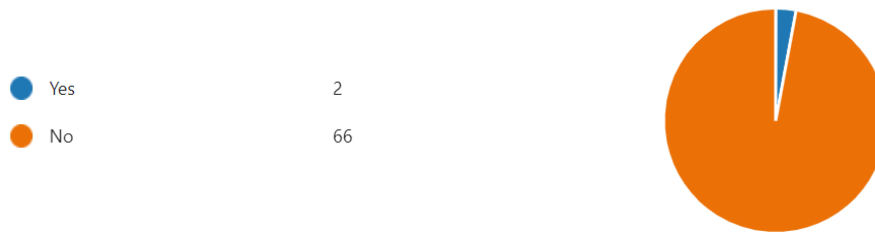


According to these results, a significant 96% of participants believe they should receive more mental health training. This clearly supports the researcher's second hypothesis, that existing training is inadequate and needs reform.

Question 18:

18. Do you feel there is a good multi-agency response when dealing with mental health related calls?

[More Details](#)

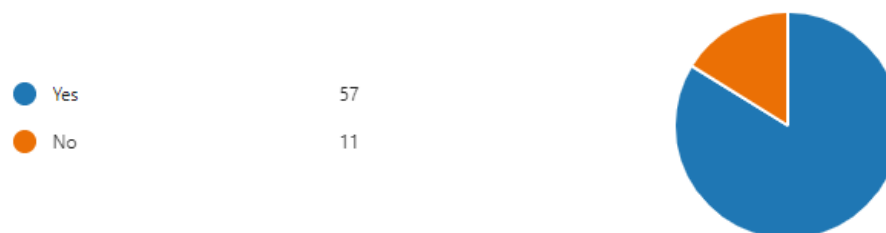


Based on the above findings, 97% of officers considered the existing multi-agency approach was inadequate, indicating this area requires improvement. However, this is subjective because it is based on officers' opinions and experiences. Further exploration of this issue through additional research might aid in expanding on this.

Question 19:

19. Do you think the effectiveness of the multi-agency response when dealing with mental health related calls is impacted by other services not being 24/7?

[More Details](#)

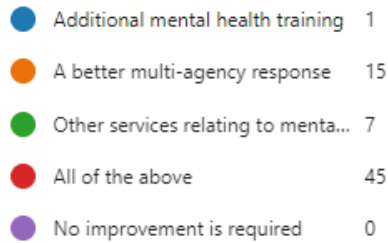


According to the above results, 84% of respondents believe that the efficiency of the multi-agency response is impacted by other agencies not being available 24/7. These findings indicate that officers feel that making other services available after hours will improve this area.

Question 20:

20. What do you feel would be beneficial to assist the police with mental health related calls?

[More Details](#)



This question sought information about areas that officers believed would be useful in supporting the police when dealing with mental health calls, with no officers believing that no improvement is required. This supports the researcher's hypothesis that officers' current mental health training is insufficient.

Question 21:

21. Are you aware that you can get support when dealing with mental health related calls by calling 111?

[More Details](#)



The above shows that 18% of participants were unaware of the usage of 111 to obtain further help for mental health incidents. This demonstrates that officers require further mental health training, as well as being signposted to the services available to assist in dealing with such incidents.

Question 22:

22. If you answered yes to the above, have you used this service?

[More Details](#)

Yes	31
No	24
Not applicable	13



According to these findings, despite being aware of the 111 service, many officers chose not to utilise it. This could be due to a variety of factors, such as officers being unaware of when to utilise the service or the lack of support, they believe they will receive. Further research could be conducted to investigate the reasons why officers choose not to use this service.

Question 23:

23. If additional training was provided, what would you like further information and support on?

Use of Section 136	3%
A greater understanding of the Mental Health Act 1983	16%
More frequent training related to Mental Health	69%
Not applicable	12%

The above data supports the researcher's theory that further mental health training is required and would benefit officers. The most common response was that officers want to receive more frequent training. This could be due to the vast amount of information covered in mental health, to ensure that they are aware of the most relevant and up to date policies.

4.6 Conclusion:

In conclusion, the current study discovered that participants regularly dealt with mental health-related calls, and the majority believed that current training was insufficient. Overall, the survey results supported the researcher's hypothesis that training is inadequate and that additional, more regular training would be beneficial.

This chapter effectively analysed the data gathered and contributed to achieving the dissertation's third objective:

To conduct primary research and analyse the data collected to better understand the themes and views of police officers in relation to the training they receive for dealing with persons suffering with mental illness.

The following chapter will delve deeper into the data collected to identify distinct trends, allowing recommendations to be made in relation to the training received by officers for dealing with persons experiencing mental health crisis.

Chapter 5 - Findings and Conclusion

5.1 Introduction:

The preceding chapters of this dissertation guided the research project through the phases of introduction, research into existing literature, planning by discussing what methods would be used for this research, and analysis, in which the findings from the quantitative study conducted using an online survey were examined. These steps were done to establish the current mental health training and evaluate its efficacy for South Wales Police officers.

The researcher will summarise the research findings and information acquired in this chapter to offer the reader with a comprehensive summary of the study, provide the study's conclusion, and address the flaws to help future academic research on this topic.

5.2 Main Findings:

After reviewing the findings and information gathered, the researcher came to the following conclusion:

1. As part of this study, the researcher sought to establish if all police officers had taken the two-day mental health training (South Wales Police, Freedom of Information Request 516/23, 2023). According to the data, 84% of the participants had not yet attended the training, with only 16% reporting they had. This suggests the training was attended by a small number of officers, confirming that the researcher's hypothesis was correct. To meet South Wales Police's training criteria for all police officers, the outstanding participants in this study must attend the training.
2. The study also discovered that 96% of participants considered the mental health training inadequate and believed they should have received more. Only 3 of the 68 total participants indicated the training was sufficient. Surprisingly, 11 participants responded that they had completed the two-day mental health training, meaning that despite this training, 8 did not consider this training to be satisfactory to cope with persons in mental health crisis. This

throws into doubt the effectiveness of South Wales Police's mental health training, and that officers believe they have not received appropriate training in this area. These findings were mirrored by Marsden *et al* (2020), who discovered that police officers did not feel that they had adequate mental health training.

3. Along with the two-day mental health training, South Wales Police officers have the option of completing extra mental health training through the online College Learn platform. According to the survey results, 49% of participants have taken part in this additional training, however, it is not a mandatory requirement for officers to complete, which is evident with 51% not completing this. Making this training mandatory may help to bridge the knowledge gap and provide officers with a better understanding of the issue, as well as more confidence in their duties. Previous study, such as that of Scantlebury *et al* (2017), has demonstrated that officers who receive additional mental health training may improve how they handle mental health incidents.
4. Another significant finding of the study was the involvement of other agencies in dealing with mental health incidents. The current multi-agency response was deemed unsatisfactory by 97% of respondents. This is an important discovery that indicates this area needs reform and follows the findings of previous research which determined that a multi-agency training approach was beneficial (HMICFRS, 2018). To achieve such change and improve this area, more senior roles in the emergency services must discuss and plan for it. This would ultimately result in individuals benefitting from an improved service.
5. The final finding of this dissertation was that 96% of participants believed that police should not be dealing with mental health calls, however, research such as that of Lamb *et al* (2002) reveals that the police service remains one of the primary agencies dealing with people suffering from mental health crisis. As a result, further training would result in officers feeling more prepared and competent in dealing with these incidents. This, in conjunction with an improved multi-agency response, has the potential to enhance police officers' attitudes towards mental health-related calls.

5.3 The achievement of objectives

The researcher will outline below how each objective was met throughout this study as part of this dissertation:

- 1. To critically research and analyse previous and current academic literature and understanding surrounding mental health and the training provided to front-line police officers.**

This was accomplished in Chapter Two.

- 2. To identify the most suitable research method and approach required to appropriately conduct the research project.**

This was accomplished in Chapter Three.

- 3. To conduct primary research and analyse the data collected to better understand the themes and views of police officers in relation to the training they receive for dealing with persons suffering with mental illness.**

This was accomplished in Chapter Four.

- 4. To provide suitable recommendations where necessary surrounding the mental health training received by front line officers to improve the current practice.**

This will be accomplished in Chapter Six.

5.4 Limitations

There have been various limitations in completing this dissertation, and the researcher owes it to the academic community to reveal the comprehensive and honest limitations of each study they present.

The researcher was presented with limitations early in this study by the University of Wales Trinity St David by providing a word count and a timeframe to adhere to, so the researcher

attempted to deliver the research and findings within this bracket, addressing the aims and objectives to a high standard and making it clear for all readers.

The number of participants who were able to complete the survey was impacted by the study's limited timeframe. If the researcher had been given more time, the survey could have been distributed to a larger sample size, increasing the reliability of the results.

Another limitation was the survey's participants, as it would have been beneficial to have sought the opinions of people who have suffered from mental health issues or been detained under the Mental Health Act 1983 to provide their experiences. However, due to the delicate nature of the research topic and the length of time required, the researcher did not believe it was appropriate to do so.

5.5 Conclusion

This research project not only satisfied the research aims and objectives, but it also provided a response to the question, "Do front-line police officers within South Wales Police receive adequate training for dealing with persons suffering from mental illness?" It also enlightened the reader about the scope of the problem and the significance of adequate training.

While the study's findings provided some insight into the training that police officers receive for dealing with people experiencing mental health crisis, it also underlined the need for future research that went beyond the scope of the study.

Chapter 6 - Recommendations

6.1 Introduction

The preceding chapter examined data from this study, articulated key findings, and accomplished the third objective. This chapter will look to achieve the final objective:

To provide suitable recommendations where necessary surrounding the mental health training received by front line officers to improve the current practise.

During this study, a variety of recommendations have been identified to improve practice based on the perspectives drawn from the various discoveries and findings made whilst conducting the research project. The majority consensus among survey participants was that the mental health training received by officers is inadequate. As a result, the researcher has made several recommendations.

6.2 Recommendations for South Wales Police

As part of this study, the researcher identified the following suggestions:

1. All officers receive the two-day mental health training to ensure they have the knowledge needed to deal with individuals and an awareness of the best ways to deal with each circumstance successfully.
2. To provide the two-day mental health training to all new recruits during their initial training period before they are assigned to a division as police officers.
3. To increase the frequency officers receive mental health training to ensure they are equipped with the essential skills and knowledge to confidently serve their community and, ultimately, offer better service. This also ensures the training received is current and relevant. In addition to the findings of this research survey, this recommendation is supported by the research of Marsden *et al* (2020) who suggested that training should be updated more regularly.

4. To work with mental health services and other agencies to establish a plan for enhancing the multi-agency response to mental health-related calls. This was recognised as in need of improvement from both the researcher's survey and existing research in this area which found that a multi-agency response was beneficial (HMICFRS, 2018).

6.3 Recommendations for future studies

As part of this study, the researcher discovered the following recommendations to aid future research on this issue:

1. To conduct primary research with a larger sample size to enhance the accuracy and reliability of the results and ensure that the survey findings are representative of the population being studied.
2. To allow for additional time to research to interview police officers to acquire a better understanding of the training they have received and the issues they face, which would offer the researcher with more data to analyse.
3. To determine whether the number of officers who have attended the two-day mental health training has grown since this research, as well as the impact this has had on their understanding and their perception of the sufficiency of the training offered.
5. To ask participants what rank they hold within the police force to see if the difference in rank correlates to a difference in training and knowledge.

6.4 Conclusion

To summarise, the researcher has identified a total of eight recommendations in the hope that this would improve future studies and aid in the development of police officers through sufficient training, and ultimately provide a better service to people dealing with mental health issues. In doing so, the final objective of this dissertation has been achieved.

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Appendices

Appendix A: Survey Questionnaire

Questions

Responses 68

Preview

Style

Collect responses

Present

The training front-line police officers receive for dealing with mental health calls

Hello,

I am currently a third-year student undertaking a BSC Professional Policing Practice degree at the University of Wales Trinity Saint David.

As part of this I am conducting research into the training front-line police officers receive for dealing with members of the community who may be experiencing a mental health crisis.

This questionnaire will take approximately two minutes to complete, and all responses will be made completely anonymous with any personal data being removed so that no person is identifiable as a result of this. This survey is voluntary, and you have the right to withdraw your participation from this at any time.

By completing this survey, you are consenting to having your responses used within the dissertation and to be seen by the public.

1. Please select your length of service (Tick the box which is applicable)

☐ 0 – 1 years

☐ 1 – 2 years

☐ 2 – 3 years

☐ 3 – 4 years

☐ 5 years and above

2. How often do you deal with mental health related calls?

☐ Every day

☐ Most days

☐ Hardly ever

☐ Never

3. Do you feel that the existing mental health training is adequate? *

☐ Yes

☐ No

4. Have you attended the two-day Mental Health Training? *

☐ Yes

☐ No

5. If you have attended the two-day mental health training, was this beneficial? *

☐ Yes

☐ No

☐ Not applicable

6. Do you feel confident when dealing with an individual suffering from a Mental Health crisis? *

☐ Yes

☐ No

7. On a scale of 1-5 how equipped do you feel when dealing with a mental health related call? *

☐ 1 – I have no understanding

☐ 2 – I have some understanding, but require assistance

☐ 3 – I have a good understanding, but still require assistance

☐ 4 – I completely understand and require little to no assistance

☐ 5 – I am very confident and require no support

8. Are you aware of the powers and policies in place in relation to police dealing with mental health related calls? *

☐ Yes

☐ No

9. Have you received online training through the College Learn platform to support your continuous Mental Health training? *

☐ Yes

☐ No

10. If you have detained someone using the power of Section 136 of the Mental Health Act 1983, have you taken this individual to Police Custody as a place of safety? *

- ☐ Yes
- ☐ No
- ☐ Not applicable

11. If you have detained someone under section 136 of the Mental Health Act 1983, have you contacted the ambulance service to convey the individual to a place of safety? *

- ☐ Yes
- ☐ No
- ☐ Not applicable

12. If you answered yes to the above, has an ambulance arrived and conveyed the person to a place of safety? *

- ☐ Yes
- ☐ No
- ☐ Not applicable

13. If you have detained a person under section 136 of the Mental Health Act 1983, have you used a police vehicle to convey the person to a place of safety? *

- ☐ Yes
- ☐ No
- ☐ Not applicable

14. Do you feel that Police Custody is a place for individuals to be taken to when suffering with a mental health crisis? *

- ☐ Yes
- ☐ No

15. Do you feel that the police should deal with members of the community who are experiencing a mental health crisis? *

- ☐ Yes
- ☐ No

16. If you answered no to police dealing with this, who do you feel should deal with these calls? *

- ☐ Ambulance Service
- ☐ Mental health services within NHS
- ☐ Family or friends
- ☐ Local GP
- ☐ Mental Health charities
- ☐ All of the above
- ☐ None of the above

17. Do you feel that Police Officers should receive better mental health training? *

- ☐ Yes
- ☐ No

18. Do you feel there is a good multi-agency response when dealing with mental health related calls? *

- ☐ Yes
- ☐ No

19. Do you think the effectiveness of the multi-agency response when dealing with mental health related calls is impacted by other services not being 24/7? *

- ☐ Yes
- ☐ No

20. What do you feel would be beneficial to assist the police with mental health related calls? *

- ☐ Additional mental health training
- ☐ A better multi-agency response
- ☐ Other services relating to mental health being open 24/7 to provide support
- ☐ All of the above
- ☐ No improvement is required

21. Are you aware that you can get support when dealing with mental health related calls by calling 111? *

☐ Yes

☐ No

22. If you answered yes to the above, have you used this service? *

☐ Yes

☐ No

☐ Not applicable

23. If additional training was provided, what would you like further information and support on? *

☐ Use of Section 136

☐ A greater understanding of the Mental Health Act 1983

☐ More frequent training related to Mental Health

☐ Not applicable

Appendix B: Questionnaire Results

1. Please select your length of service (Tick the box which is applicable)

[More Details](#)

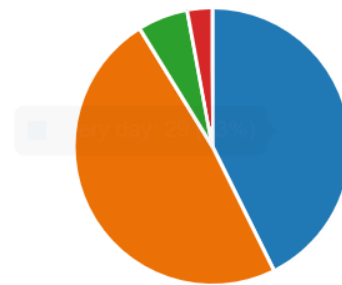
0 – 1 years	8
1 – 2 years	15
2 – 3 years	18
3 – 4 years	11
5 years and above	16



2. How often do you deal with mental health related calls?

[More Details](#)

Every day	29
Most days	33
Hardly ever	4
Never	2



3. Do you feel that the existing mental health training is adequate?

[More Details](#)

Yes	3
No	65



4. Have you attended the two-day Mental Health Training?

[More Details](#)

● Yes	11
● No	57



5. If you have attended the two-day mental health training, was this beneficial?

[More Details](#)

● Yes	8
● No	5
● Not applicable	55



6. Do you feel confident when dealing with an individual suffering from a Mental Health crisis?

[More Details](#)

● Yes	38
● No	30



7. On a scale of 1-5 how equipped do you feel when dealing with a mental health related call?

[More Details](#)

● 1 – I have no understanding	0
● 2 – I have some understanding, ...	20
● 3 – I have a good understandin...	27
● 4 – I completely understand and...	17
● 5 – I am very confident and req...	4



8. Are you aware of the powers and policies in place in relation to police dealing with mental health related calls?

[More Details](#)

● Yes	63
● No	5



9. Have you received online training through the College Learn platform to support your continuous Mental Health training?

[More Details](#)

● Yes	33
● No	35



10. If you have detained someone using the power of Section 136 of the Mental Health Act 1983, have you taken this individual to Police Custody as a place of safety?

[More Details](#)

● Yes	8
● No	54
● Not applicable	6



11. If you have detained someone under section 136 of the Mental Health Act 1983, have you contacted the ambulance service to convey the individual to a place of safety?

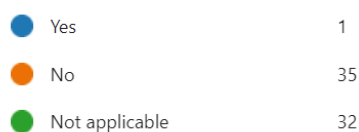
[More Details](#)

● Yes	34
● No	27
● Not applicable	7



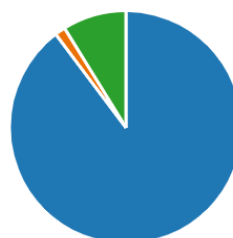
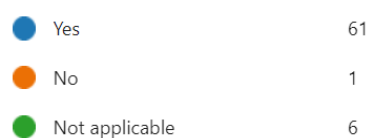
12. If you answered yes to the above, has an ambulance arrived and conveyed the person to a place of safety?

[More Details](#)



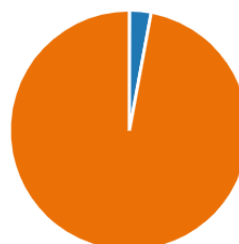
13. If you have detained a person under section 136 of the Mental Health Act 1983, have you used a police vehicle to convey the person to a place of safety?

[More Details](#)



14. Do you feel that Police Custody is a place for individuals to be taken to when suffering with a mental health crisis?

[More Details](#)



15. Do you feel that the police should deal with members of the community who are experiencing a mental health crisis?

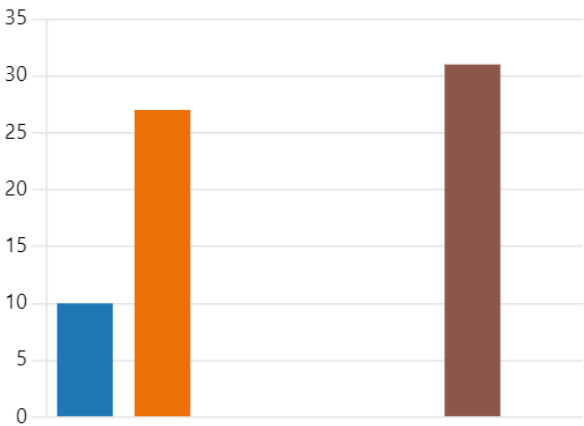
[More Details](#)



16. If you answered no to police dealing with this, who do you feel should deal with these calls?

[More Details](#)

● Ambulance Service	10
● Mental health services within N...	27
● Family or friends	0
● Local GP	0
● Mental Health charities	0
● All of the above	31
● None of the above	0



17. Do you feel that Police Officers should receive better mental health training?

[More Details](#)

● Yes	65
● No	3



18. Do you feel there is a good multi-agency response when dealing with mental health related calls?

[More Details](#)

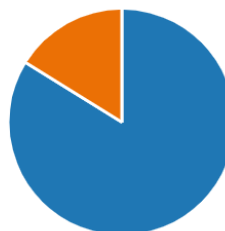
● Yes	2
● No	66



19. Do you think the effectiveness of the multi-agency response when dealing with mental health related calls is impacted by other services not being 24/7?

[More Details](#)

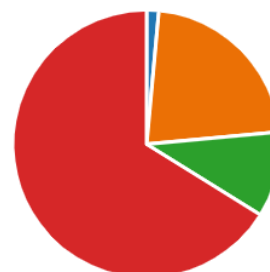
Yes	57
No	11



20. What do you feel would be beneficial to assist the police with mental health related calls?

[More Details](#)

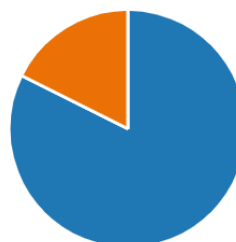
Additional mental health training	1
A better multi-agency response	15
Other services relating to mental health	7
All of the above	45
No improvement is required	0



21. Are you aware that you can get support when dealing with mental health related calls by calling 111?

[More Details](#)

Yes	56
No	12



22. If you answered yes to the above, have you used this service?

[More Details](#)

Yes	31
No	24
Not applicable	13



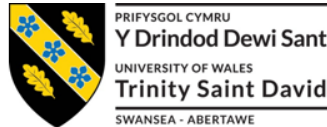
23. If additional training was provided, what would you like further information and support on?

[More Details](#)

● Use of Section 136	2
● A greater understanding of the ...	11
● More frequent training related t...	47
● Not applicable	8



Appendix C: Dissertation Proposal



UNDERGRADUATE DISSERTATION RESEARCH PROPOSAL FORM

Please complete the following research proposal and submit it to Turnitin.

Which project option are you taking?

8,000-word project.

NAME: Nicholas Ewers	STUDENT ID No: 2023878
DRAFT RESEARCH TITLE QUESTION: <u>A critical analysis into the effectiveness of the mental health training received by front-line police officers.</u> <u>Do front-line police officers receive adequate training on mental health?</u>	
INTRODUCTION: The research of this topic will be undertaken to gain a more in-depth understanding of the potential mental health-related challenges that police officers may face while performing their duties within policing, and the potential impact this may have on members of the public. In doing so, provide an answer to the question “Do front-line police officers receive adequate training on mental health?”. The hope is that by doing this, the researcher can better understand the issue and empower themselves and others to have a greater understanding and awareness of mental health conditions and possible alternatives to arrest. Moreover, to identify any areas within this that could benefit from recommendations. When responding to urgent calls involving people with mental health issues, the police are frequently the only resource relied upon. They are accountable for either identifying a person's need for mental health treatment and connecting them with the appropriate resources for that treatment or deciding that the person's criminal activity is the main issue and that they should be arrested. As a result of this, they are now the key gatekeepers who decide whether the criminal justice system or the mental health system can best fulfil the requirements of the person with severe mental health issues (Psychiatric Services, 2014). The researcher has been a front-line officer for more than two years and has handled everyday calls involving mental health with both inexperienced and seasoned officers. The researcher has witnessed the challenges officers experience when determining whether the criminal justice system or the mental health system is more appropriate for the person with a mental illness.	

Although there have been earlier studies on the mental health education received by police officers, the researcher thinks this dissertation will support a proposal to adapt the mental health training officers receive. In doing so, provide a better service to the communities they serve.

SUMMARY OF RESEARCH OBJECTIVES:

This study's focus was on the objectives listed below. By concentrating on those listed, it is believed that new information about the mental health training received by police officers might be learned. Consequently, enabling the implementation of suggestions to improve the curriculum regarding mental health where necessary.

Objectives:

1. To explore the likelihood of police officers requiring additional training in relation to mental health.
2. To identify the main factors on why police officers may require additional training.
3. To carry out primary research to evaluate the information gathered to better comprehend the themes and views of the police officers involved.
4. To provide suitable recommendations where necessary surrounding the mental health training received by front line officers.

LITERATURE REVIEW:

A literature review could be defined as being a systematic, explicit, and reproducible approach for locating, assessing, and summarising the body of previously completed and documented work created by researchers, academics, and practitioners (Fink, 2020, p. 6).

Mental Health:

According to MentalHealth.gov (2022), a person's emotional, psychological, and social well-being are all parts of their mental health. They mention that it influences a person's thoughts, emotions, and behaviours. Additionally, that it affects how they may respond to stress, interact with others, and make decisions. This underlines the importance and possible affects that mental health may have on a person's capacity for optimal functioning and making decisions that they may not have usually made.

Training:

There has been previous research into the quality of the mental health training provided to front line officers, according to a report by Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS). Within this, it identified that some forces were spending money on training to help their officers and employees recognise and assist those who were struggling with mental health issues. However, the training's level of quality and the participation of other agencies varied (HMICFRS, 2018, p. 9).

This report also provided a recommendation that all forces should evaluate their mental health training to provide sufficient time for high-quality training.

SUMMARY OF RESEARCH –SURVEY METHOD:

Survey research can be described as the process of gathering data from a sample of people by asking them questions (Check & Schutt, 2012, p. 160).

In relation to the survey method, the researcher considered both primary and secondary research approaches. In doing so, realised that secondary research is frequently out-of-date and may no longer be accurate for the market the researcher is seeking to reach. For this reason, primary research was chosen as this ensures that the data gathered is current and relevant, enabling precise trends to be presented (SmartSurvey, 2023).

The method for gathering data to conduct the primary research was then decided upon after choosing the research technique. Both qualitative and quantitative research were taken into consideration because they both collect distinct data and use quite diverse data collection techniques.

Despite weighing both possibilities, the researcher opted for quantitative data analysis because it was the quicker and more affordable choice. Also, because the responses provided by participants are less complicated, meaning the procedure should be straightforward and quick for everyone involved.

Although qualitative analysis is more likely to be in-depth, it takes more time as a result. Also, the number of individuals you can speak to is constrained because it requires a lot of resources (GWI., 2023). Before deciding against qualitative research, the researcher took these key considerations into account.

Participants will receive an online survey to complete as part of this study.

SUMMARY OF SAMPLING FRAMEWORK:

For participant selection, a variety of techniques have been examined. "Purposive" or "convenience" sampling is the most popular (and straightforward) technique for choosing participants. In other words, you choose the community members you believe will give you the most accurate information. (Dawson, Maderson & Tallo, 1993, p. 23).

Police officers would therefore have the most detailed and up-to-date information of the training received, which is why the researcher decided to select them as survey participants.

ETHICAL ISSUES:

The researcher does not foresee any ethical problems as all participants in this study will be advised that they have the freedom to withdraw at any time and will be given full disclosure about the study's purpose. The participants will also be fully informed that their involvement is completely voluntary.

No personal information will be collected or maintained, and all supplied data will be anonymized with all personal data removed, ensuring that no identifiable people or locations will be revealed.

TIME SCALE:

The researcher has chosen to use a Gantt chart (Appendix 1) which is a bar chart that shows the schedule for a project. The project is broken down into key tasks to be completed. A start and finish date for each

task of the project is given within this. Some tasks are scheduled at the same time or may overlap. (University of Westminster, 2022).

Appendix 1:

Months	1	2	3	4	5	6	7	8	9	10	11	12
General reading around the topic												
Formulating a research question												
Drafting the research proposal and Ethics Form												
Feedback released for proposal												
Drafting the literature review												
Feedback released for literature review												
Drafting research methodology & planning												
Feedback from methodology & planning												
Drafting analysis of results												
Feedback from analysis of results												
Drafting findings & conclusion												
Feedback from findings & conclusion												
Reading over dissertation												
Editing work												
Final project submission												

Reading
 Planning
 Writing
 Final admin

REFERENCE LIST:

Check, J. Schutt, R K. (2012) Research Methods in Education, Sage Publications.

Dawson, S. Manderson, L. Tallo, V L. (1993) A manual for the Use of Focus Groups.

Fink, A. (2020) Conducting Research Literature Reviews, Sage Publications.

GWI. (2023) [Online] Available from:

<https://blog.gwi.com/trends/qualitative-vs-quantitative/#:~:text=The%20drawbacks%20of%20qualitative%20research,actually%20speak%20to%20is%20limited.> [Accessed: 21/02/2023]

HMICFRS (2018). Policing and Mental Health: Picking Up the Pieces. Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services.

MentalHealth.gov (2022) [Online] Available from: <https://www.mentalhealth.gov/basics/what-is-mental-health> [Accessed: 18/01/2023]

Psychiatric Services (2014) [Online] Available from:
https://ps.psychiatryonline.org/doi/full/10.1176/appi.ps.53.10.1266#_i1 [Accessed 10/02/2023]

SmartSurvey (2023) [Online] Available from:
<https://www.smartsurvey.co.uk/articles/primary-research-methods#:~:text=Primary%20research%20guarantees%20that%20the,control%20ownership%20of%20the%20data>. [Accessed 19/02/2023]

University of Westminster (2022) [Online] Available from:
<https://libguides.westminster.ac.uk/starting-your-dissertation/planning#:~:text=A%20Gantt%20chart%20is%20a,same%20time%20or%20may%20overlap>. [Accessed: 15/02/2023]

Appendix D: Ethics Form



PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:	Nicholas Ewers				
Tick all boxes which apply:	Member of staff:	☐	Honorary research fellow:	☐	
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐
Institute/Academic Discipline/Centre:	University of Wales Trinity Saint David				
Campus:	Swansea				
E-mail address:	2023878@student.uwtsd.ac.uk				
Contact Telephone Number:	07837264809				
For students:					
Student Number:	2023878				
Programme of Study:	Bachelor of Science Professional Policing Practise				
Director of Studies/Supervisor:	Jane Thomas				

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
			Date	
If <u>Yes</u> , please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☒		
	Institute Research Committee	☐		
	Other (write in)	☐		

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, <u>and also</u> any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
UWTSD Research Ethics & Integrity Code of Practice	☒
UWTSD Research Data Management Policy	☒
	☐

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒	
If <u>Yes</u> , please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail <u>address</u>					
Has this individual consented to sharing their details on this form?	YES	☐	NO	☐	
Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
Is your research externally funded	YES	☐	NO	☐	
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
	Employed	YES	☐	NO	☐
Is the research being undertaken within an existing UWTSD <u>Athrofa</u> Professional Learning Partnership (APLP)	If <u>YES</u> then the permission question below does not need to be answered.	YES	☐	NO	☐
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If <u>Yes</u> , please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	A critical analysis into the effectiveness of the mental health training received by front-line police officers.		
Proposed start date:	03/01/2023	Proposed end date:	09/10/2023

Introduction to the Research (maximum 300 words)

Ensure that you write for a **Non-Specialist Audience** when outlining your response to the three points below:

- *Purpose of Research Activity*
- *Proposed Research Question*
- *Aims of Research Activity*
- *Objectives of Research Activity*

Demonstrate, briefly, how **Existing Research** has informed the proposed activity and explain

- *What the research activity will add to the body of knowledge*
- *How it addresses an area of importance.*

Purpose of Research Activity

The research of this topic will be undertaken to gain a more in-depth understanding of the potential mental health-related challenges that police officers may face while performing their duties within policing, and the potential impact this may have on members of the public. In doing so, provide an answer to the question “Do front-line police officers receive adequate training on mental health?”.

The hope is that by doing this, the researcher can better understand the issue and empower themselves and others to have a greater understanding and awareness of mental health conditions and possible alternatives to arrest. Moreover, to identify any areas within this that could benefit from recommendations.

Although there have been earlier studies on the mental health education received by police officers, the researcher thinks this dissertation will support a proposal to change the mental health training officers receive. In doing so, provide a better service to the communities the officers serve.

(this box should expand as you type)

Research Questions

A critical analysis into the effectiveness of the mental health training received by front-line police officers: Do front-line officers receive adequate training on mental health?

(this box should expand as you type)

Aims of Research Activity

The research aims to generate data that can be used to add to the existing knowledge in this area and to provide recommendations where required.

Aims to identify:

- What training do front-line officers receive?
- What can be done to improve the training?

(this box should expand as you type)

Objectives of Research Activity		
This study's focus was on the objectives listed below. By concentrating on those listed, it is believed that new information about the mental health training received by police officers might be learned. Consequently, enabling the implementation of suggestions to improve the curriculum regarding mental health where necessary. Objectives: 1. To explore the likelihood of police officers requiring additional training in relation to mental health. 2. To identify the main factors on why police officers may require additional training. 3. To carry out primary research to evaluate the information gathered to better comprehend the themes and views of the police officers involved. 4. To provide suitable recommendations where necessary surrounding the mental health training received by front line officers. (this box should expand as you type)		
Proposed methods (maximum 600 words)		
Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. In relation to the method, the researcher considered both primary and secondary research approaches. In doing so, chose primary research to ensure the data was relevant. Both qualitative and quantitative research were taken into consideration because they both collect distinct data and use quite diverse data collection techniques. Despite weighing both possibilities, the researcher opted for quantitative data analysis because it was the quicker and more affordable choice. Also, because the responses provided by participants are less complicated, the procedure should be straightforward and quick for everyone involved. Participants will receive an online survey to complete as part of this study. (this box should expand as you type)		
Location of research activity		
Identify all locations where research activity will take place. N/A (this box should expand as you type)		
Research activity outside of the UK		
If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. N/A (this box should expand as you type)		
Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
	YES	☐
If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales. (this box should expand as you type)		

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☐	☒
Use of diaries?	☐	☒
Participant observation with their knowledge?	☐	☒
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☐	☒
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, <u>mentally</u> or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, <u>agent</u> or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this <u>box</u> For example, 'focus <u>groups</u> '. Please indicate the type of data collection method(s) in this box and tick the <u>accompany</u> box.	☐	☒
Details of any other primary data collection method:		
<u>(this box should expand as you type)</u>		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.		
Other – please indicate here:	☐	☒
<i>(this box should expand as you type)</i>		

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐	☒
If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			
<i>(this box should expand as you type)</i>			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.			
Full risk assessment completed and appended?		Yes	☐
		No	☒
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information			
Risk to Participant: N/A <i>(this box should expand as you type)</i>		How will you mitigate the Risk to <u>Participant</u> N/A <i>(this box should expand as you type)</i>	
If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or <u>actually illegal</u> is discovered in the course of a project, it may need to be disclosed to the proper authorities			
N/A <i>(this box should expand as you type)</i>			
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest			
Risk to Investigator: N/A <i>(this box should expand as you type)</i>		How will you mitigate the Risk to Investigator: N/A <i>(this box should expand as you type)</i>	
University/institutional risks For example: adverse publicity, financial loss, data protection			
Risk to University: N/A <i>(this box should expand as you type)</i>		How will you mitigate the Risk to University: N/A <i>(this box should expand as you type)</i>	
Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Does your research require you to hold a current DBS Certificate?	☐	☒	☐

SECTION I: Feedback, Consent and Confidentiality**Feedback**

What de-briefing and feedback will be provided to participants, how will this be done and when?

I will keep the findings for my own use in relation to this study. Participants will not be contacted, however, if they want to learn the results, they are able contact me.

(this box should expand as you type)

Informed consent

Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.

The terms and conditions relating to information gathering and consent will be explained before participants take part in any survey.

(this box should expand as you type)

Confidentiality / Anonymity

Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

Participants will be informed from the beginning that confidentiality and anonymity will be available. No personal information, such as names or addresses will be recorded on the surveys.

(this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwttd.ac.uk/library/research-data-management/>).

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
<i>"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
<i>(this box should expand as you type)</i>		
Does it involve special category data (as defined by the GDPR)?	YES	NO
<i>"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),</i>	☐	☒
If YES, provide a description of the special category data and explain why this data needs to be collected:		
<i>(this box should expand as you type)</i>		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☒
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
"Cloud" storage or websites?	☐	☒
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
<i>(this box should expand as you type)</i>		

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: <https://www.uwtsd.ac.uk/research/research-ethics/>

Signature of applicant:	N Ewers	Date: 14/01/2023
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For STUDENT Submissions:

Director of Studies/Supervisor:		Date:
Signature:		

For STAFF Submissions:

Academic Director/ Assistant Dean:		Date:
Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☒	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where <u>appropriate</u>) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the <u>above named</u> research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name. You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:
<https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>