

The quality and ethos of a police service is determined largely by the training, education and development its officers receive. As society changes, policing in general must change to keep pace. Skills of twenty years ago are not sufficient for today's police officer and trainers are being challenged to meet modern needs. The development of new techniques and equipment that can aid good policing also creates complex problems in the areas of, for example, human rights and the privacy of individuals. Throughout Europe operational police performance is coming under increased scrutiny, established practices are being questioned, and the body of legislation that informs policing is growing and changing.

In April 1999 a report by the Inspector of Constabulary for England, Wales and Northern Ireland was critical of police training throughout the UK. It found that in the majority of cases training:

“is not properly targeted at those whose need is greatest [and] much of it is duplicated, poorly costed and not managed within a tight performance and accountability framework.” (HMIC 1999)

Reference has been made throughout this report to specific elements of police training and practice. The Patten Report has made detailed recommendations concerning training for the Police Service of Northern Ireland. These include:

- A new purpose built police college
- A detailed analysis and review of training strategy
- Greater civilian input into training
- That attestation as a police officer should be delayed until after the successful completion of an initial training course, which should be marked by a graduation ceremony
- A reduction of time spent devoted to drill
- Problem solving and partnership approaches should be central to recruit training
- Community awareness should be integrated into all aspects of training and should include all the main religious and political traditions in Northern Ireland.

In May 1999, the RUC had already begun work on updating their training strategy. This was in response to a direction from the Chief Constable to start with a 'clean sheet'. It predated, and was to some extent independent of, the Patten report, although the two subsequently influenced each other. It was seen by the police officer in charge of training as a unique opportunity for the police service to reinvent itself.

A process of consultation included all ranks, areas and branches of the RUC. Police services in Britain, Canada and South Africa, as well as other organisations in the public and private sector, were scrutinized for examples of good practice against which police training could be benchmarked. At the

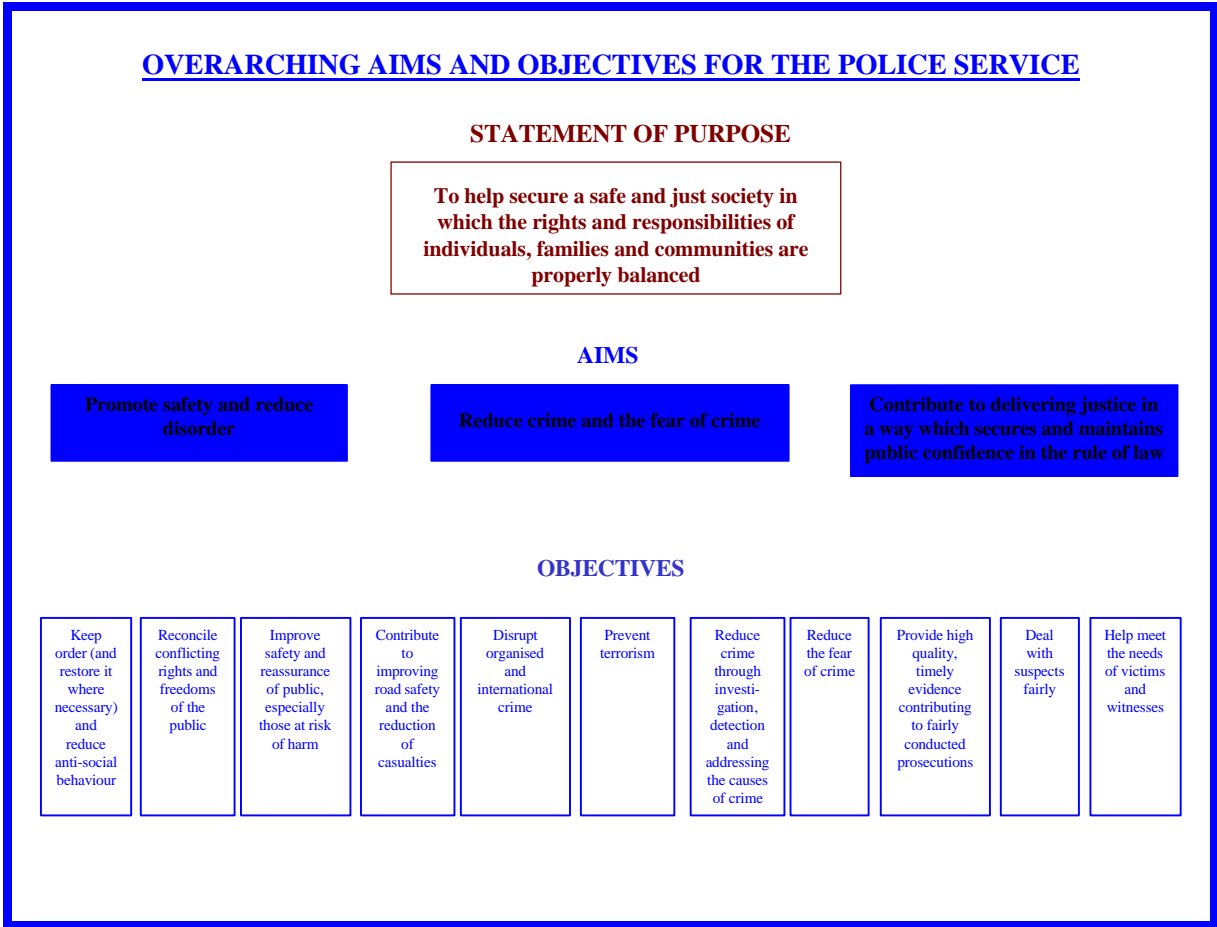
same time, members of the Patten team were gathering evidence and preparing recommendations that would lay emphasis on the interdependency of the community and police. The objective was to get the community involved at the training level and give them some understanding of the capabilities and limitations of the PSNI. As the PSNI training strategy document states:

“If the concepts of openness, transparency and accountability in the police service are to mean anything, we believe that the community should be involved in shaping the mould which shapes the police service they receive. In other words, the community should have an important say in the shaping of training, education and development of the police officers who serve them.”

Fifty-four organisations were consulted including political parties, academics, lawyers, the Churches, community groups, environmentalists and multi-racial groups. 72% of those targeted responded. Additionally, seventeen major reports with a bearing on police training, published in the previous five years, were examined for examples of good practice. (PSNI 2001)

Finally, the overarching aims and objectives devised in 1998 for the police service by the Home Office, Association of Chief Police Officers and the Association of Police Authorities were also taken into consideration. (see fig 1).

Fig. 1: Overarching Aims and Objectives for the Police Service



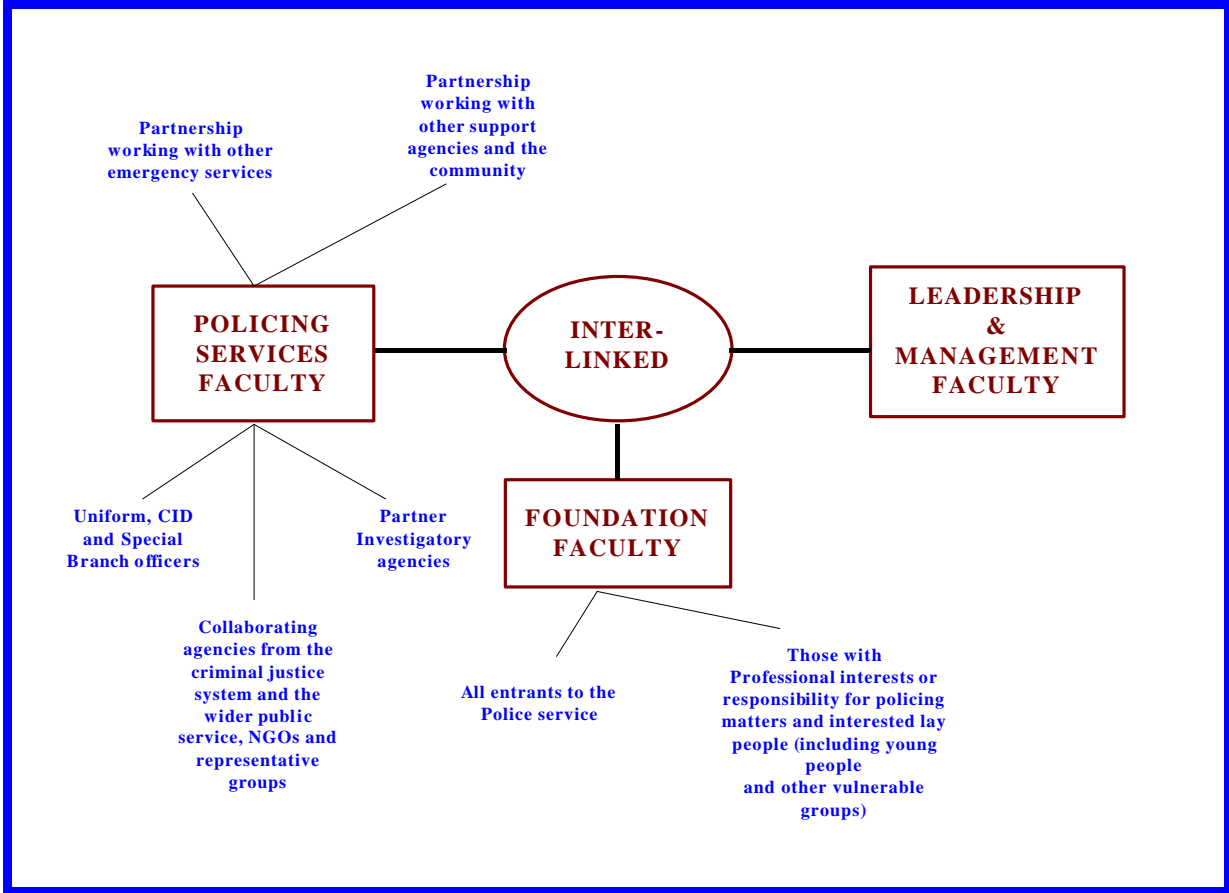
Source: T.E.D. Primary Reference Document, PSNI

Ninety-two recommendations emerged from this process. These formed the basis of the approach to creating the current training, education and development strategy for the PSNI. It is based on the need to police in partnership with the community and aims to put all topics within the framework of human rights. Nine core themes', which are to underpin the delivery of the Police Service of Northern Ireland, were identified. These are:

- Human rights theory and practice
- Diversity incorporating equal opportunities and community and race relations
- Community policing
- Community safety
- Problem solving
- Professional standards and ethics
- Best value
- Best practice health and safety
- Health and safety

The Training, Education and Development (TED) strategy comprises of three inter-linked faculties (see fig 2).

Fig. 2: Training, Education and Development (TED) Strategy



Source: T.E.D. Primary Reference Document, Policing in Northern Ireland 2001

The foundation faculty will train all new recruits and those with professional or other interests in policing. This could include members of the District Policing Partnership Boards when established.

The Policing Services Faculty is responsible for all the technical skills training underpinning the work of the various branches of the police service, including Uniform Branch, Criminal Investigation, Traffic, and so on, and will provide training in, for example, driving, use of firearms and public order. Leadership and Management Faculty will train both police and civilian support staff.

Training for the new recruits begins with twenty weeks in the Foundation Faculty at Garnerville, the police training college. Plans are being drawn up for a new police training college because the facilities at Garnerville, an old domestic science college, are considered to be inadequate.

Fig 3: Student Officer Training Course

MODULE	CREDIT LEVEL	TIME ALLOTTED TO MODULE	CREDIT POINTS	MODULE STATUS	AWARDS
<i>Police and Community Relations</i>	A	200 hours	20	Compulsory	CERTIFICATE IN POLICING STUDIES
<i>Criminal Justice System</i>	A	100 hours	10	Compulsory	
<i>Crime</i>	A	100 hours	10	Compulsory	
<i>Traffic</i>	A	100 hours	10	Compulsory	
<i>General Police Duties</i>	A	100 hours	10	Compulsory	

Source: T.E.D. Primary Reference Document, Policing in Northern Ireland 2001

The course comprises of the five modules of study figured above, which are accredited by the University of Ulster, and the successful student is awarded a Certificate in Policing Studies at a graduation ceremony. Further studies, which are not compulsory but are encouraged, lead to a Diploma in Policing. The module on Police and Community Relations carries twice the weighting of each of the other modules.

Ten weeks are allocated to driving, firearms and public order training, and this is followed by a further ten weeks with a tutor unit in Belfast or in a District Command Unit (DCU), where the probationer is given input and ongoing assessment from his tutor, constable or sergeant. This period includes two weeks in a criminal justice unit to learn about file preparation for the DPP and courts. After forty weeks recruits are allocated to DCUs as probationers. They no longer have the supervision of tutors but work with experienced police officers and as probationers are given the help and assistance they require.

They have two further blocks of two weeks in Maydown Police Centre to develop existing training before being confirmed as full constables of the PSNI. During the two years of training, each officer must build a collection of case studies into a portfolio that must be completed before confirmation of appointment.

The first recruits complete their probation period in Spring 2004. Evaluation and review of each module will be undertaken on a continuous basis by students and trainers. There is provision for the community and other agencies to give their views to the Course Committee on the police training curriculum. The Committee may make changes to the training programme as a result. The Northern Ireland Human Rights Commission (NIHRC) is evaluating the human rights content of the training but this evaluation will not be complete until June 2002. It has provisionally recommended that contracts to provide training should be advertised and selection made by open tender, and that civilian trainers (beyond the University of Ulster), especially human rights groups who have substantial experience in policing issues, should be asked to provide training.

Regarding civilian trainers, Patten proposed that there should be a high degree of civilian input into the recruit training programme. The PSNI Foundation Faculty has pointed out that they have a substantial number of inputs to the training programme from personnel external to the regular police service. These are drawn from University of Ulster staff, community contributors and other staff employed by the PSNI in a civilian capacity in the areas of health and safety, welfare and communications.

Within the Foundation Faculty the current ratio of PSNI regular police staff to other contributors to the programme is approximately 65% to 35%. The majority of civilian input is provided on a contract basis rather than permanent basis.

Figure 4 – Breakdown of Permanent Staff within the Various Faculties/Specialisms

Faculty/Department	Police	Civilian	Total
Foundation	49	0	49
Policing Services	144	15	159
Leadership and Mgt.	7	4	11
Support & Development	5	0	5
Total	205	19	224

Source: Garnerville Training College

In-service training is more difficult to comment upon. One constable in the PSNI claimed that ongoing training is limited mainly to new legislation and human rights, and that it is difficult to keep abreast of it

all. The NIHRC had serious concerns about the training given on The Human Rights Act (1998) and, in particular, how it was received by some Special Branch officers. It was critical of the fact that, although the Commission has a statutory duty to promote Human Rights, it had had been granted little input into the relevant planning process in relation to the training. A further cause for concern was that there was no independent evaluation of the course (NIHRC 2000). At a Conference on Human Rights the Assistant Chief Constable who has responsibility for Human Rights in the PSNI, explained that the Code of Ethics, based on international human rights standards, will be the discipline code of the PSNI and will be binding on all officers (Kincaid 2001). He went on to explain, however, that training was constrained by budgets and that reduced manpower makes it difficult to extract officers from operational duties. Alternative ways of delivering training, such as distance learning packs and a human rights newspaper, are being considered. Another District Commander recognised the need for training in the management and operation of sectors within the District Command Units, but again pointed to the difficulties of finding time for training.

It would seem that there is a qualitative difference between the training given to new recruits and the in-service training of existing officers. It is possible that such a disparity may cause problems in the future. For example, a senior officer accepted that new recruits might meet with some difficulties when they go out to their command units. He suggested that there might be some conflict with the old culture. It was a question he said:

“of the unstoppable meeting the immovable – until a critical mass has been achieved which tips the organisation over.”

The Garda Síochána also undertook a re-evaluation of their training. However this was more difficult to assess because, unlike the PSNI who gave us every assistance, the Garda Síochána were unable to offer us access to the Garda College at Templemore or to senior officers involved in training. In 1998 they appointed a Review Group to examine the philosophy, structure, content, processes, management and costs of the Garda training programme. The contributions submitted to the Review Group were primarily internal, focusing on serving members from all ranks and sectors of the organisation. The national Vice-Chairperson of Victim Support was also consulted, although, perhaps surprisingly, the list of submissions does not include any from other police forces.

The Review Group proposed a competence-based model of training whereby a number of core competencies, clustered under three headings, would permeate the training schedule of the trainee Garda. (see fig. 5).

Fig. 5: General professional competencies

TASK	VALUES	RELATIONSHIPS
Analytical Ability	Commitment to High Standards	Empathetic Understanding
Communication	Community Orientation	Team Work
Conflict Resolution	Self-management	Assertive Presence
Balanced Decision Making	Safety Healthy & Fitness	Flexibility

Source: Final Report Review of Garda Education/Training

Garda training emphasises such issues as human rights and community policing. In fact these are argued to pervade all modules of training. The curriculum contains a mandatory course in Social Science Studies. It also includes modules in political conflict and terrorism and in contemporary policing in Ireland. A related course, entitled Communication Studies, includes lessons in prejudice and discrimination and conflict management. The Policing Studies module covers issues such as comparative policing, community policing and neighbourhood policing.

The course of studies is comprised of legal studies, policing studies, technical studies, communication studies, social science, physical education, European language and Irish studies, as well as a dissertation. Figure 6 sets out the number of teaching sessions assigned to each team and demonstrates the heavy emphasis placed on legal studies.

Fig 6 : Proposed programme for teaching staff

Subject/Module	Total Sessions	No. of Staff
Legal Studies, Garda Practices & Procedures, Contextual Policing Studies	1,720	16
Management & Organisational Studies	630	6
Physical Education & Safety Studies	1,322	11
Gaeilge	600	4
European Languages	570	4
Social & Psychological Studies	630	7

Source: Final Report Review of Student Garda Programme

The Student Gardaí Training Programme is of two years duration and consists of the following five separate, but integrated, phases:

Phase 1 Twenty weeks at the Garda Síochána College with two weeks leave of absence

Phase 2 Twenty-two weeks at a selected station followed by two weeks leave of absence

Phase 3 Sixteen weeks at the Garda Síochána College

Phase 4 Thirty-eight weeks at a selected station

Phase 5 Four weeks at the Garda Síochána College

Phase One of the Student Garda Programme is conducted within the Garda College. The objective is to give students a clear framework that supports contemporary professional police practice, and emphasis is placed on preparing students for those situations that they are most likely to encounter as Gardaí.

Phase Two of Garda training is twenty-two weeks long and takes place at a selected Garda station. Students undergo a structured and co-ordinated training programme under the supervision of a training sergeant. They are accompanied at all times by a tutor Garda during this phase. Twelve weeks are spent accompanying the tutor Garda on his/her duties, while the remaining ten weeks are served in a specialist unit such as the detective unit, the drug unit or the district office. Time is specifically allocated to the understanding of the social aspect of policing and two subsequent weeks are devoted to a social placement.

Phase Three, which is sixteen weeks long, is devoted to a review and evaluation of phase two field experience and a more in-depth study of the topics included in phase one and takes place back in the classrooms at Templemore. Part of this phase involves a trainer proposing contingencies to the probationer who must evaluate available possible actions and decide upon the best course of action. These involve everyday scenarios encountered by police in the line of duty. Upon completion of Phase Three the student is attested as a member of the Garda Síochána and placed on probation for a two-year period.

In Phase Four of training, all probationers are required to maintain a personal diary throughout the period and complete three projects: two 1,500 word essays and a 10,000 word dissertation. One of the 1,500 word essays locates the social and psychological effects of a policing intervention in the personal experience of the probationer.

Phase Five involves the probationer returning once again to the Garda College to reflect on the previous two years and to be apprised of new developments in policing since attestation. Probationers graduate with a Diploma in Policing Studies at the end of this period (Keating 1999).

In addition to probationer education, the Garda Síochána also undertakes in-service training of its members. Because in-service training leads to a reduction in the level of manpower on the street, it usually concentrates on organisation-wide issues that arise from time to time. Each Garda division has an in-service training unit and classes typically cater for approximately twenty-five people. Areas requiring training include new legislation that affects policing powers, or the introduction of new technology, for example the PULSE computer system. It should be noted however that the introduction of this system caused significant problems, not least of which was criticism by serving Garda of the training they received in the area.⁵³

In the context of training, the Patten Report expressed a belief that joint training opportunities would be valuable in building up a framework of co-operation between the Northern Ireland police and the Garda Síochána. A one-off example of this was a joint RUC/Garda training exercise that took place in Templemore prior to their embarking on a peacekeeping mission to Kosovo. The three-week program included search training, first aid, driving, occupational health, conflict resolution skills, UN procedures, scene of crime, human rights, firearm refresher and tactical training. Officers have also attended each other's conferences as observers. The first annual joint conference on the theme '*Community, Commitment, Cooperation*' took place in Templemore on April 3rd/4th 2002. In the past, officers from the two police services had little opportunity to meet, even in management training. At this level the RUC traditionally attended the senior management course at Bramshill in the United Kingdom, while the Gardaí went to John Jay College in New York. For a number of years members of the Garda Síochána, from sergeant rank up, have been attending short-term courses of two to three weeks duration offered at this College. Senior officers from both police services have also attended the FBI College together at Quantico. A superintendent in the PSNI stressed that the contacts and friendships made there were a valuable way of strengthening relationships.

In addition, heads of training from England, Scotland, Northern Ireland and the Republic of Ireland sit on the Governing Board of the European Association of Police Colleges. The Director of Training, PSNI, claimed that there is particularly good communication between the representatives of Northern Ireland, Scotland and the Republic of Ireland. Connections have also been established with the Ontario Provincial Police. He believed that co-operation within these groups presented an opportunity to develop a world class training facility in leadership, offering multi-site modules. He added that he looked forward to that level of co-operation.

While we were visiting the PSNI Training College at Garnerville, a small team consisting of the most senior trainers in the Garda Síochána was also meeting there with PSNI training officers to identify

⁵³ The Examiner, 26th March, 2002

areas of mutual interest where they might co-operate. Areas identified at that meeting included social studies, communications and legal and policing studies. As a result of these meetings, the first exchange of trainers has taken place. This consisted of three Garda Síochána officers who spent a week in Belfast delivering classes on traffic, crime and general police duties to foundation level students. At the formal launch of the exchange programme in Templemore Training College a Garda Síochána Superintendent said:

“This is a great opportunity for both forces to share learning experiences on a formal basis. After all the preparative work, this is our first input into the PSNI’s curriculum and their first contribution to ours”⁵⁴

Training has been described by both police officers and governments as an easy area in which to co-operate and, indeed, a simple exchange of trainers at this superficial level does not appear to have raised any problems. If, however, as a recent press report claimed⁵⁵, an independent secondment of more senior officers is being considered, there are other issues to be addressed. For example, it raises questions of powers, procedures and accountability and how these would apply in another jurisdiction. The Chairman of the Police Federation of the PSNI pointed out that the difficulty of pay and conditions also remains to be negotiated.

Because there are some differences between the criminal law structures in the two jurisdictions, legal and policing subjects have been identified as areas for possible common training. Several officers in both police services have commented on the degree of ignorance existing between them on issues arising from powers and procedures. Joint training of new and existing officers could provide an opportunity to counteract such mutual ignorance.

A possible impediment to such joint training ventures might lie in the relative qualifications of training officers. Garda trainers must be of sergeant rank or above. There is no similar rank requirement for PSNI trainers, although they must hold appropriate HNVQ⁵⁶ training qualifications. In the past, failure to have completed a senior management qualification from a United Kingdom Police College militated against members of the Garda Síochána being considered for senior posts in the PSNI. In order to facilitate a freer exchange between police services in the UK and Ireland there is a need to standardise qualifications.

PSNI officers still carry firearms, and have to deal with public order situations not generally encountered by their colleagues in the Republic of Ireland. Training in firearms and when to use them, and dealing with public order situations, is therefore an important part of their training. Less emphasis is placed on such strategies in Garda training.⁵⁷ Following the 1998 Review of Garda Training, the instruction on the carriage and use of firearms was discontinued, in recognition of the unarmed nature

⁵⁴ The Irish Times March 13th 2002 ‘Garda and PSNI Unite to Co-operate Training’

⁵⁵ Ibid.

⁵⁶ Higher National Vocational Qualifications.

⁵⁷ Final Report Review of Garda Education/Training 1998

of the force. Probationer Gardaí now undergo a firearm familiarisation course, while further training is provided on a selective basis at an in-service level.

Present facilities at the PSNI Training College at Garnerville are at best limiting and it has been suggested that PSNI trainees might benefit from the facilities at the Garda College in Templemore. One senior PSNI officer stated:

“Templemore is a visionary facility that officers can be proud of in terms of training and infrastructure and I look forward to the day when we will see a similar commitment of resources to the PSNI”

However there is a serious accommodation shortage at Templemore, where over one hundred trainees have to reside with families in the town rather than in the complex. In terms of co-operation, therefore, it might initially be more realistic to focus on an interchange of trainers rather than trainees.

Perhaps the easiest elements of the curriculum of the two training establishments, within which to engage in joint activities, are subjects such as physical education. Boxing has traditionally been a sport through which both police forces maintained strong linkages. Regular events were held between the RUC and the Garda Síochána. This has now developed further to the point where the PSNI and the Garda Síochána together constitute an all-Ireland boxing team that travels to compete in other countries. Other areas where sporting links have been strong include cross-country running and rugby. It is intended in the near future to organise a Gaelic football match⁵⁸ between the two police services and further sporting fixtures will be developed in line with the expanding role of secondments between the two training facilities.

⁵⁸ PSNI correspondence 9th April 2002.

Section One

- 1.1 Co-operation between the Garda Síochána and the Police Service of Northern Ireland is probably at its highest level since partition. However the existing level of co-operation is the least one would expect between two police services with a common land border.
- 1.2 There appears to be a strong commitment in both police services to strengthening and formalising this co-operation.
- 1.3 The Patten Report has made specific recommendations for the Police Service of Northern Ireland with regard to cross-border co-operation. These recommendations are also likely to have significant implications for the Garda Síochána.

Section Two

- 2.1 Both governments have declared their willingness to co-operate in cross-border policing. The rate at which both police services want to proceed would seem to be very much faster than that envisaged by politicians.
- 2.2 Regarding terrorism and organised crime, both police services recognise a common enemy and will work together, as far as the laws of the two jurisdictions allow. There are however differences in law and procedures which create difficulties. Notwithstanding the recent inter-governmental agreement police officers would appear to be impatient with the apparent inability of the lawmakers to solve these difficulties.
- 2.3 Differences in criminal procedure, particularly on the rules governing the admissibility of evidence, allow criminals to use the border to their advantage. No clear analysis has been made to identify what can be done within the existing law, and what could most easily be legislated for. No actual legislation has been framed with a view to easing activities such as joint investigation. The establishment of an all-Ireland Law Commission may be one way to deal with this.
- 2.4 There appears to be a degree of ignorance among police officers in both jurisdictions about the powers and procedures on the other side of the border. Strategies such as 'gap analyses' should be able to identify policy issues, which would be in the gift of the two police services, and procedural issues, which would require legislation.
- 2.5 The establishment of joint investigative teams was recommended in the Patten Report and raised frequently during the research. The Inter-governmental Agreement which the two governments signed in April 2002 commits them to reviewing existing arrangements for joint investigations. In view of the ongoing controversy surrounding the Omagh investigation this is particularly urgent.
- 2.6 At a more basic level, concern was expressed to us that in the Newry-Dundalk region the lack of an integrated traffic strategy had, all too frequently, the gravest consequences. For

example, drivers can speed with impunity in the other jurisdiction in the certain knowledge that any summons will not be pursued in their own. It should be possible for summonses to be issued and fines collected on behalf of police officers in the adjoining jurisdiction. The application of existing European legislation would solve this problem.

- 2.7 The difficulty in applying traffic regulations in border regions is particularly ironic considering that in these areas there is a disproportionately high representation of police officers in close proximity on either side of the border. Consideration might be given to ways in which these resources could be more effectively deployed.
- 2.8 The Patten Report includes the clear recommendation that joint database development be pursued as a matter of priority in all the main areas of cross-border criminality. It is of concern therefore that no database exists on an all-Ireland level with regard to, for example, paedophiles. At the moment, such information is shared at a cross-border level by request only.
- 2.9 At a related level, it has been suggested to us that a joint database of good ideas and examples of good practice in all areas of policing would infringe no laws and would serve to increase mutual understanding.
- 2.10 The majority of politicians on both sides of the border have recommended that nationalists should join the PSNI. This obviously suggests an acceptance of, and trust, in the service. If therefore they are to be consistent, there should be no problem on either side of the border in accepting innovations such as joint investigative teams which would also rely on mutual trust.

Section Three

- 3.1 The two police services share common goals and a common policing culture. This should help to facilitate co-operation between them. However there is a danger that the stronger this occupational identity becomes, the more likely it is to distance them from the communities they serve.
- 3.2 The Patten Commission highlights a culture of secrecy within the Special Branch of the RUC/PSNI, it is argued that this has impeded sharing of information within and between the two services. This perception is strengthened by the accusation that even such an important inquiry as the Omagh investigation was hindered by such a lack of information sharing.
- 3.3 Both services declare their opposition to political interference. Although police in Northern Ireland were bedevilled by this in the past, they now perceive themselves as being subject to less political influence than their Garda counterparts.

- 3.4 In terms of transparency, there would appear to have been a sea change within policing in Northern Ireland. The PSNI were helpful, open and accommodating to every request made of them during this research. At an individual level the same was true within the Garda Síochána. However at a formal level within that service our research seemed to be perceived in terms of threat rather than opportunity.
- 3.5 Police accountability has become an important concern in both jurisdictions. The structures for dealing with the issue differ significantly within each. Currently, the appointment of an ombudsman in the Republic of Ireland is the subject of some controversy. These differences are likely to have important implications if secondment and exchanges become more frequent.
- 3.6 At a political level there is some disagreement about the extent and scope of cross border co-operation in policing. In Northern Ireland, most pro-Agreement parties have expressed a welcome for such co-operation. Anti-Agreement parties have not, and their representatives see any cross border co-operation, that is not placed in a European context, as a threat to Northern Ireland. Impending European legislation may make this resistance redundant.
- 3.7 Sinn Féin, although a pro-Agreement party, does not support the PSNI. It is campaigning for further changes to the police service and has stated that, while it do not oppose cross border police co-operation, it does not see it as a priority at this time.
- 3.8 The Irish Government has given its full support to co-operation recommended by the Patten Report but seem less enthusiastic to accept proposals that require fundamental legislative change.

Section Four

- 4.1 Training is the area upon which co-operation may have the most immediate and visible impact.
- 4.2 The PSNI and the Garda Síochána are in ongoing discussions about how they can best co-operate in this area and have introduced a short-term exchange of trainers. Longer-term secondments, which would be more meaningful, are also being considered. These, however, must wait for issues such as pay and conditions to be resolved.
- 4.3 In order to make exchanges of trainers, secondments, and other cross-jurisdictional transfers more effective, attention will have to be given to the mutual recognition of qualifications and accreditation.
- 4.4 The two police services have been sending delegates to each others conferences for some years but the first annual joint conference has now taken place and others are planned.
- 4.5 Human rights experts have suggested that theirs is an area in which joint training could usefully take place. They have also recommended that such training should be both planned and presented in conjunction with human rights organisations which have expertise in this aspect of policing.
- 4.6 The point has been made that the new PSNI recruits may be faced with some clash of cultures when they are assigned to their command units. If the PSNI is to make a new beginning, equal attention might be given to in-service and pre-service training.

- 4.7** As delegates to CEPOL, heads of training from Garnerville, Templemore and Tullyallen have established strong connections. These connections, coupled with existing links with the FBI College and the Ontario Provincial Police, have the potential to establish an important management training facility.
- 4.8 A new police college for Northern Ireland is overdue, and this is made more apparent when facilities at Garnerville are compared with those at Templemore. While the quality of a police service does not depend on buildings, nevertheless, the importance placed on the training of police recruits should be reflected in suitable surroundings, which accord respect and esteem to students and trainers.

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www.caj.org.uk	Commission for the Administration of Justice
www.garda.ie	Garda Síochána Website
www.europol.eu.int	Europol
www.nio.gov.uk	Northern Ireland Office
www.psni.police.uk	Police Service of Northern Ireland Website
www.police.uk	The Police Services of the UK Website
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