

Date: 02/07/2025
Our ref: 01/FOI/25/014655/V

FREEDOM OF INFORMATION REQUEST REFERENCE NO: 01/FOI/25/014655/V

I write in connection with your request for information dated 24/04/2025, received by Greater Manchester Police (GMP) for the following information:

I am submitting a formal Subject Access Request under Article 15 of the UK GDPR to access indirect personal data held by Greater Manchester Police that may have influenced or informed decisions affecting me.

I reiterate, it has come to light that [REDACTED], a decision-maker in matters concerning me, has publicly documented links to the University of Salford—having participated in at least two publicly recorded events there. These connections, set against my ongoing litigation for alleged systemic discrimination and misconduct at Salford University, give rise to serious concerns of conflicts of interest, impersonality, and institutional bias, and potentially amount to police misconduct or institutional corruption.

Moreover, GMP and Salford University have sustained formal, high-visibility partnerships for over a decade. A scandal at Salford University would therefore ricochet back onto GMP by undermining:

- *Degree-Apprenticeship Programmes*

Co-delivery of the PCDA and DHEP since November 2021—any blow to Salford’s integrity risks compromising GMP’s entry-level training pipeline.

- *Research Collaborations*

Joint work via the N8 Policing Research Partnership—damage to Salford would erode confidence in GMP’s evidence-based policing initiatives.

- *Joint Public Events & Panels*

Co-branded community outreach and academic lectures—negative publicity at Salford taints GMP’s public engagement.

- *Recruitment & Talent Pipeline*

Salford's Professional Policing degree is College-approved—adverse media could deter recruits and erode public trust.

These deep operational, academic, and public-facing ties create a shared ecosystem of credibility that both institutions must protect.

To illuminate the full extent of GMP–Salford University's collaboration, please also disclose:

Date range: 1 January 2020 to present.

- 1. Partnership Agreements & MOUs***
- 2. Guest lists from events***
- 3. Minutes from Strategic or Ethics Committees***
- 4. Gifts & Hospitality Register Entries***
- 5. N8 Policing Research Partnership Grant Records***
- 6. Training & Development Materials from Salford-Hosted Sessions***
- 7. Joint Press Releases & Media Coverage***
- 8. Internal Complaints & Professional Standards Files***
- 9. Equality Impact Assessments Referencing Salford Liaison***
- 10. Procurement, Secondments & Financial Transaction Records***
- 11. Please also include telephone logs (incoming and outgoing) between GMP and Salford University or staff—including mobile and landline records and length of the call—from 25 August 2024 to 11 February 2025. This is to assess whether the volume or nature of contact relating to me exceeded that of a standard complainant, suggesting disproportionate coordination or institutional bias.***

Result of Searches

Following receipt of your request searches were conducted within Greater Manchester Police (GMP) to locate the requested information and I can confirm some of the information requested is held by GMP.

I am not obliged to supply you with all the information as an exemption applies. ***Please see the relevant questions for the exemptions that apply.***

Section 17 of the Freedom of Information Act 2000 requires Greater Manchester Police, when refusing to provide such information (because this information is exempt) to provide you, the applicant, with a notice which: (a) states that fact, (b) specifies the exemption in question and (c) states (if that would not otherwise be apparent) why the exemption applies. The information you have requested is exempt from disclosure by virtue of the following exemption: **Section 40(2) – Personal Information.**

Where redactions occur, this represents information that identifies a living individual, to disclose this information would breach the principles of the GDPR and the Data Protection Act 2018. Personal data is defined by Article 4 of the GDPR and Part 1 of the Data Protection Act 2018 and means any information relating to an identified or identifiable natural person ('data subject'). An identified natural person is one who can be identified directly or indirectly from that data.

Q1 and Q10 – I am not obliged to supply you with the information as an exemption applies to **this question and the contract element for question 10.** -

The Freedom of Information Act is a piece of legislation designed to give the public access to information held by public authorities. It exists to make the decisions of those authorities transparent and to keep the populace better informed regarding matters which affect them.

A Public Authority can refuse requests which can divert resources away from more deserving requests and other public business or threaten to undermine the credibility of the freedom of information system. It is recognised that dealing with unreasonable requests can place a strain on resources and get in the way of delivering mainstream services. This is particularly relevant at this time due to the ongoing demand on GMP's FOI unit which is currently experiencing high workloads and reduced levels of staffing.

When identifying potentially vexatious requests the indicators contained within the Information Commissioner's guidance on Section 14(1) should be considered. In this case we feel the following indicator applies specifically to:

Burden on the Authority

Pursuant to the provisions of **Section 14(1) of FOIA** a request deemed as overly burdensome does not oblige GMP to comply with a request for information.

The ICO confirms within their guidance that they consider there to be a high threshold for refusing a request on such grounds if there is a viable case in line with the below recommendations:

- 1) The requester has asked for a substantial volume of information and
- 2) The authority has real concerns about potentially exempt information, which it will be able to substantiate if asked to do so by the ICO
- 3) Any potentially exempt information cannot easily be isolated because it is scattered throughout the requested material.

As such question 1 of your request is being refused due to the amount of time required to review and prepare the information for disclosure, which would impose a grossly oppressive burden on the organisation.

To provide the data requested for this question, would involve manually reading, assessing, and redacting every page of all the relevant documents as they do contain sensitive and personal information which could identify directly/indirectly a living human therefore Section 40(2) Personal Information will be engaged as this represents information that identifies a living individual, to disclose this information would breach the principles of the GDPR and the Data Protection Act 2018. Personal data is defined by Article 4 of the GDPR and Part 1 of the Data Protection Act 2018 and means any information relating to an identified or identifiable natural person ('data subject'). An identified natural person is one who can be identified directly or indirectly from that data.

Additionally, these documents contain confidential information which, if disclosed, has the potential to prejudice commercial interests in the future. A commercial interest relates to a legal person's/organisations ability to participate competitively in a commercial activity which disclosure in this situation could affect if the relevant redactions are not made.

The contracts comprise of many different documents, of which totalled together exceed 500 pages therefore at a very conservative estimate of 5 minutes to review and redact (where necessary) each page, it would take approximately 41.6 hours to ascertain the data required for this question.

For this reason, any further requests of this nature will be refused under Section 14(1) of the Act, which states that requests that are considered to be vexatious do not have to be complied with.

Q2 – No information held – Please refer to Salford University who host these events.

Q3 – No information held in relation to this question.

Q4 – No information held.

Q5 – No information is held regarding this request.

Q6 – No information held – Please refer to Salford University who host these sessions and will own the content.

Q7 – No information held – GMP do not do co-branded press releases or social media posts, any posts would only contain a reference to the university.

Q8 – Zero.

Q9 – Please see the EIA attached.

Q10 – See exemption for Q10 above– Please see the remaining information attached which can be disclosed below.

Invoices attached.

Q11 –

The Freedom of Information Act provides the public with a general right of access to recorded information held by public authorities. However, information disclosed under this Act is effectively released into the public domain, or to the 'wider world', and not only to the person making the request. In cases where the public request information relating to individuals, it would be extremely rare for a public authority to release such information to the whole world under the terms of the Freedom of Information Act 2000.

Therefore, in accordance with the Act, this letter represents a refusal notice for this question.

Greater Manchester Police can neither confirm nor deny that it holds the information you have requested in **question 11** as the duty in Section 1(1)(a) of the Freedom of Information Act 2000 does not apply, by virtue of the following exemption:

Section 40(5B)(a)(i) - Personal Information – giving information to a member of the public of the confirmation or denial that would have to be given to comply with section 1(1)(a) would (apart from this Act) contravene any of the principles of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

To confirm that any information is held or not, could confirm personal data. In some circumstances confirming or denying whether information is held could itself identify a living individual and would therefore breach the principles of the GDPR and the Data Protection Act 2018.

Personal data is defined by Article 4 of the GDPR and Part 1 of the Data Protection Act 2018, and means any information relating to an identified or identifiable natural person ('data subject'). An identified natural person is one who can be identified directly or indirectly from that data.

This use of neither confirm nor deny should not be taken as proof that such information does or does not exist.



University of
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SALES INVOICE

University of Salford

AskUs Finance, University House, Peel Park Campus, The
Crescent, Salford, M5 4WT, United Kingdom

Invoice Number

15118511

Invoice Date

27/03/2024

Greater Manchester Combined Authority

Churchgate House
56 Oxford Street
Manchester
M1 6EU
United Kingdom

Sales Order

3025301

Due Date

26/04/2024

Your Customer ID

Purchase Order Ref

X0165 POPLAR

For any queries about this invoice please contact:

PRODUCT	DESCRIPTION	QTY	UNIT PRICE	VAT %	VAT AMOUNT	AMOUNT GBP
7030	Research Project - Problem-Oriented Policing Local Assessment Resource (POPLAR): Research & innovation of a practical tool for the assessment of POP impact * Reference Number: X0165 POPLAR * Purchase Order Number: 2106651 * Claim for the period 01/10/2023 to 05/04/2024 * £4,510.00 £2,394.00 £2,840.00 Design - prototype £7,925.00 Travel - £120.66 Estates £932.10 Overheads £9,540.96 * For the attention of: [REDACTED]	1.00	28,269.40	0%	0.00	28,269.40
NET TOTAL						28,269.40
VAT TOTAL						0.00
TOTAL GBP						28,269.40

A copy of the terms and conditions can be obtained upon request

The University of Salford accepts payment of invoices via bank transfer and by credit/debit card only. For BACS
payments please use our bank account details below. To pay by card please call 0044 (0) 161 295 6999. We do not



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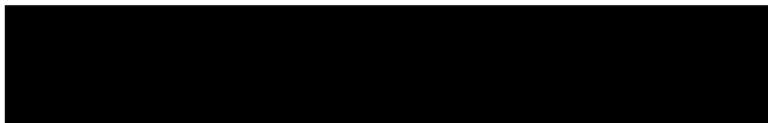
AskUs Finance, University House, Peel Park Campus, The
Crescent, Salford, M5 4WT, United Kingdom

Invoice Number

15118511

Invoice Date

27/03/2024



Please forward all remittance advices to



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INVOICE

Page 1 of 1

To pay by credit / debit card, please call us on 0044 (0)161 295 4671, quoting your invoice number

Greater Manchester Police / GMCA
FHQ
Northampton Road
Newton Heath
Manchester
M40 5BP

Order Number **15634**
Invoice Number **9794**
Invoice Date **01/04/2022**
Due Date **01/05/2022**
Event Date **24/03/2022**

Date	Item	QTY	UNIT PRICE	VAT %	VAT	TOTAL
24/03/2022	Peel Hall	1	300.00	0	0.00	300.00
24/03/2022	Caretaking (from 1600 pm to 2200 pm)	6	14.00	20	16.80	100.80
24/03/2022	IT Technician (from 1500 pm to 2100 pm)	5	30.00	20	30.00	180.00
24/03/2022	Speciality Snack Box (bottle of still water and 2 x mini cakes) exact numbers still to be confirmed	250	2.25	20	112.50	675.00
24/03/2022	2 Security members (1700 pm to 2100 pm)	8	19.00	20	30.40	182.40

Nett £	VAT £	TOTAL
1,248.50	189.70	1,438.20
Deposit		0.00
TOTAL £		1,438.20

SETTLEMENT OF THIS INVOICE IS DUE IN ACCORDANCE WITH UNIVERSITY OF SALFORD CONDITIONS OF CONTRACT
A copy of the conditions of contract can be obtained from the address at the top of the invoice



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SALES INVOICE

University of Salford

AskUs Finance, University House, Peel Park Campus, The
Crescent, Salford, M5 4WT, United Kingdom

Invoice Number

15117715

Invoice Date

08/01/2024

**Greater Manchester Combined
Authority**

Churchgate House
56 Oxford Street
Manchester
M1 6EU
United Kingdom

Sales Order

3024802

Due Date

07/02/2024

Your Customer ID

Purchase Order Ref

X0165 POPLAR

For any queries about this invoice please contact:

PRODUCT	DESCRIPTION	QTY	UNIT PRICE	VAT %	VAT AMOUNT	AMOUNT GBP
7030	Research Project - Problem-Oriented Policing Local Assessment Resource (POPLAR): Research & innovation of a practical tool for the assessment of POP impact * Reference Number: X0165 POPLAR * Purchase Order Number: 2106651 * Claim for the period 01/04/2023 to 30/09/2023 * £3,871.38 £2,052.00 Travel - £679.34 Estates £798.90 Overheads £369.04 * For the attention of: [REDACTED]	1.00	7,770.60	0%	0.00	7,770.60
NET TOTAL						7,770.60
VAT TOTAL						0.00
TOTAL GBP						7,770.60



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SALES INVOICE

University of Salford

AskUs Finance, University House, Peel Park Campus, The
Crescent, Salford, M5 4WT, United Kingdom

Invoice Number

15117715

Invoice Date

08/01/2024

Please forward all remittance advices to [REDACTED]

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SALES INVOICE

University of Salford

AskUs Finance, University House, Peel Park Campus, The
Crescent, Salford, M6 4W1, United Kingdom

Invoice Number
15119532

Invoice Date
31/07/2024

**Greater Manchester Combined
Authority**

Churchgate House
56 Oxford Street
Manchester
M1 6EU
United Kingdom

Sales Order

3025999

Due Date

30/08/2024

Your Customer ID

Purchase Order Ref

X0165 POPLAR

For any queries about this invoice please contact:

PRODUCT	DESCRIPTION	QTY	UNIT PRICE	VAT %	VAT AMOUNT	AMOUNT GBP
7930	Research Project - Problem-Oriented Policing Local Assessment Resource (POPLAR): Research & innovation of a practical tool for the assessment of POP impact * Reference Number: X0165 POPLAR * Purchase Order Number: 2106651 * Supplementary claim for the period 01/10/2023 to 05/04/2024 * £1,457.10 £1,354.76 Consumables - £250.00 Estates £288.56 Overheads £1,785.56 For the attention of: [REDACTED]	1.00	5,150.00	0%	0.00	5,150.00
NET TOTAL						5,150.00
VAT TOTAL						0.00
TOTAL GBP						5,150.00

A copy of the terms and conditions can be obtained upon request

The University of Salford accepts payment of invoices via bank transfer and by credit/debit card only. For BACS payments please use our bank account details below: [REDACTED] We do not accept payment by cheque.

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SALES INVOICE

University of Salford

AskUs Finance, University House, Peel Park Campus, The
Crescent, Salford, M6 4W1, United Kingdom

Invoice Number
15119532

Invoice Date
31/07/2024

Please forward all remittance advices to [REDACTED]

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CREDIT NOTE

University of Salford
AskUs Finance, University House, Peel Park Campus, The
Crescent, Salford, M6 4WT, United Kingdom

Invoice Number

15119531

Invoice Date

31/07/2024

Greater Manchester Combined
Authority

Churchgate House
56 Oxford Street
Manchester
M1 6EU
United Kingdom

Sales Order

302996

Due Date

30/08/2024

Your Customer ID

Purchase Order Ref

X0165 POPLAR

For any queries about this invoice please contact:

PRODUCT	DESCRIPTION	QTY	UNIT PRICE	VAT %	VAT AMOUNT	AMOUNT GBP
7930	CREDIT NOTE FOR INVOICE 15119511 Incorrect amount - new invoice issued	1.00	-6,880.46	0%	0.00	-6,880.46
NET TOTAL						-6,880.46
VAT TOTAL						0.00
TOTAL GBP						-6,880.46

A copy of the terms and conditions can be obtained upon request.



Please forward all remittance advices to

Equality Impact Assessment for Programme Approval

This form addresses the need for the University to comply with the Equality Act 2010 and ensure we promote equality and do not discriminate either directly or indirectly against students or staff. It also supports the ICZ (Industry Collaboration Zone) curriculum design principle that:

Our programmes provide students and staff with educational experiences that are representative of our diverse communities and that allow all students to achieve to the best of their ability, regardless of their background or prior educational attainment. Our programmes incorporate a flexible approach to curriculum delivery that minimises the need for special adjustments and allows students to personalise their learning experience to suit their preferred learning style; for example, offering choice in assessment.

See <https://www.salford.ac.uk/geo/iczready/inclusivity> for more information. The Academic Developers in the Quality and Enhancement Office (QEO) can support you in developing your responses
If you are unsure which Academic Developer is linked to your item of business email

The University requires you to:

- Properly assess the equality implications for all the protected characteristics (Age, Gender, Disability, Race/Ethnicity, Gender Reassignment, Marriage & Civil Partnership, Religion & Belief, Sexual Orientation, Pregnancy & Maternity) during the development stage. N.B. Carers/people with caring responsibilities have been added to the list as an associated characteristic.
- Provide assurance that you have identified changes needed to mitigate any potential adverse impacts.

The form should be completed (or updated) for all new programmes, reapprovals of programmes and most major amendments to programmes.

Note: for some questions a standard University response has been added in the response area. You should leave that statement in but add to it if you intend to take additional actions.

Name of programme/s: **BSc (Hons) Professional Policing in Practice (PCDA) + Graduate Diploma in Policing (Level 6) (DHEP)**

Date: 20.09.21

1.Pre-Curriculum Design

Criterion	Notes/guidance	Response
1.1 Who is your programme targeted at?	This should be in line with the information in box 16 (Where will applicants come from?) of the programme business case form (PBC2).	Both the PCDA and DHEP programmes are designed to enable learners to complete their degree whilst also working for Greater Manchester Police. Recruitment for each programme will be the responsibility of Greater Manchester Police.

1.2 How does your programme help address any deficiencies identified by the diversity monitoring of the School/University?	Review School and University data and reflect on implications for your programme. This information is available from Describe any evidence you have that this programme is likely to attract those with protected characteristics?	The programme will be based in the School of Health and Society. The programme aligns to the Police Education Framework (PEQF) which seeks to professionalise the education and training of police officers by moving it to HEIs. The PEQF also seeks to address diversity and inclusion so that the police (locally and nationally) reflect the communities they serve. The result of these wider policy initiatives will have an impact on recruitment to this programme. The programme team is fully committed to the broader University Inclusion and Diversity strategy. These values will be embedded in the recruitment process for staff.
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2. Curriculum Design

Criterion		Response
2.1 How does your programme take into consideration learners with protected characteristics (including people with caring responsibilities)?	Is the programme/module content creative in addressing what is covered in the syllabus in a way that includes protected groups appropriately? If so, how? If not, how could this be addressed? What elements of the content may have an impact on any of the diversity groups? What adjustments have you made to the programme that anticipate the access requirements of disabled students? (in addition to or in advance of individual support plans). Does the programme/module challenge the accepted cultural and historical conventions within the syllabus and encourage the learner to actively produce knowledge rather than passively receive it?	The PEQF seeks to change the organisational and working culture of the police. The content and delivery of the degree programme will have issues of diversity and inclusion as a central concern. The aim of the curriculum is to give the students a clear understanding of the diverse nature of the communities where they will be ultimately working as police officers. Students will be taught to be aware and take into consideration protected characteristics and those individuals and families associated with them. As the organisation responsible for the recruitment of these apprentices, Greater Manchester Police are also delivering information sessions for Females and Black, Asian and Minority Ethnic individuals who are currently under-represented in Greater Manchester Police. They note in their online promotion, they are 'committed to recruiting from under-represented communities as we believe a more diverse workforce will allow us to become more effective at protecting society and helping to keep people safe. The information sessions are an opportunity for you to get answers to any questions you may have from officers and staff, whilst you are still considering a career with the police'
2.2 In what way does your programme/module promote and advance appropriate and meaningful dialogue between cultures?	This includes reflecting on the teaching content and methods of interacting with students. How do you and your colleagues ensure you use examples from different cultures and ensure a respectful environment for all students regardless of background? (This is also known as "intercultural competence" or "intercultural fluency" see https://www.britishcouncil.org/education/skills-employability/intercultural-fluency/value-benefits)	One of the key themes of the programme will be the role of the police in modern diverse communities. This will be examined at a policy and organisational level. Students will also explore their own role in these issues. Students will bring their own experiences into the classroom. This will allow other students an insight into the lived experiences of others and their communities. When examining the role of the police, the focus will be on the need to understand and engage with the communities where graduates will eventually be working. The programme is also mapped to the College of Policing competences which places strong emphasis on vulnerability, risk and victims. The programme team have ensured there is a good mix of case studies and relevant learning to ensure this is embedded into the student's learning.

3. Learning and Teaching

Criterion	Notes/guidance	Response
3.1 How do you ensure the programme team have had training on diversity and inclusion?	There is a standard statement in the response area. If you have carried out, or plan to carry out, any additional staff development in inclusive teaching please add details.	Staff who teach on the programme will take part in the University's mandatory equality and diversity training in line with the University's Equality, Diversity and Inclusion Policy The teaching team will be a combination of experienced former police officers and staff from more traditional academic backgrounds. The staff will, therefore, experience of these issues in both a policing and educational setting.
3.2 How do you address the access requirements of disabled students?	There is a standard statement in the response area which you can add too.	The course team will comply with the University's policy regarding Meeting the Needs of Disabled Students
3.3 How does the programme offer choice to students in how they learn?		The programme will use a variety of methods to assist student to both learn and develop broader academic and personal skills. These will include traditional lectures and seminars which will encourage student discussion based on their own lived experience. In addition, the programme will use a range of visual materials and practical learning to ensure students experience a range of learning approaches. One of the key elements of the programme will be the use of simulation.

4. Assessment

Criterion	Notes/guidance	Response
4.1 Please describe the ways in which your assessment strategy will be inclusive for all students.	Are there aspects of the assessment or any other compulsory elements of this programme that might prove difficult for some people to achieve? If so, how will this be managed? How does the programme offer choice to students in how they are assessed?	Students on this programme will be serving police officers and therefore there is a focus on linking taught learning to practical skills. On this basis, assessments will include academic essays, reflective journals, and presentations with a large emphasis on the use of workbooks. Early assessments, to achieve independent patrol status, will include task such as writing up witness statements and preparing a Court file. The range of assessments will allow students to demonstrate a range of key academic and transferable skills.

5. Recruitment and Retention

Criterion	Notes/guidance	Response
5.1 How will you attract applicants to achieve a diverse student body?	There is a standard statement in the response area. If applicable - how will you ensure that recruitment processes such as interview will avoid discriminatory practices?	Recruitment will be the responsibility of Greater Manchester Police. Their current recruitment campaign (Spring 2020) <i>Be A Force for All</i> (joiningthepolice.co.uk) emphasises they welcome applications from people of all backgrounds, cultures and experiences. Police forces in committed to being inclusive employers with workforces which truly represent the communities they serve.
5.2 How will you monitor applications, enrolments, achievement, and completion by diversity?	There is a standard statement in the response area. If you have plan to carry out any additional monitoring, please add details.	The contractual arrangement with Greater Manchester Police includes performance markers with will include recruitment profiles to ensure diversity. University programmes will also be scrutinised as part of the PMEP process to ensure student profiles are appropriate and equity applied.

6. Evaluation and Feedback

Criterion	Notes/guidance	Response
6.1 Explain how the team will use evidence and feedback to enhance inclusive practice on the programme.	There is a standard statement in the response area. If you have carried out, or plan to carry out, any additional evaluation and feedback activity in relation to equality or diversity please add details.	The programme team will use the various informal and formal communication channels listed in the University's Always Listening - Connecting with our Students Policy to evaluate and seek feedback. These include the formal Module Review process. The programme team will comply with the University's Programme Monitoring and Enhancement Procedure. Where action is required in response to feedback it will be added to the Programme Action Log (PAL). One of the key aims of the programme is to develop the critical thinking skills of the learners. Feedback is encouraged in the staff/student committee, module evaluation questionnaires, in person to the module leader and programme leader. The programme team will also operate a traffic light system where students can tell us what they think is working and what could be improved on the programme. This will allow the team to respond quickly to any concerns that are raised. It will also ensure that students have a crucial role in programme developments