



英国文化教育协会  
英国大使馆文化教育处



# International Perspectives: Contemporary approaches to police education



Monday 2<sup>nd</sup> December 2019



## Welcome

Rod Jarman QPM OStJ Project Lead President of the London Policing College



Welcome to the 1<sup>st</sup> International Conference on Police Education held at the University of West London. The conference jointly delivered with the University of West London, is being held under the auspices of the British Council UK – China -Belt and Road Initiative education partnership programme. It is intended to bring together professionals from different jurisdictions and policing systems to consider the approaches to education and identify areas for research and development that will improve policing. This is the first such project supported by the British Council and has created considerable interest internationally.

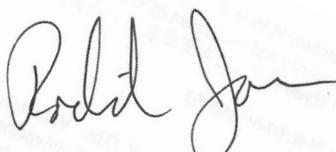
The challenges and opportunities for policing and society are considerable and affect many parts of the world. Developing technologies are affecting crime, how criminals act and the way police officers work. Political and social changes, concerns about the environment, inequalities and injustice are leading to tension, disorder and terrorism. Police education and training now has an emerging mission to support police forces respond to these issues effectively and aligned with human rights.

The UK has a long history of modern policing and police education. However recent developments in other parts of the world have seen a greater emphasis on the educational aspects of police officer training with many police officers now completing degree level programmes. The UK is embarking on a similar approach and it is intended that we can create an ongoing dialogue to further develop the evidence on what works. An outcome for this conference will be the development of a high-level research plan, integrating the work already completed with opportunities from other countries. The plan will be delivered over the next 3 years.

Through the development of the work with the British Council the London Policing College has been elected as a Vice Chair of the International Forum on Police Education Cooperation. This alliance of 30 countries, including several from Europe, Africa, the Arabian peninsula and members of ASEAN, will facilitate open exchange and cooperation on police education. We intend that the British Council project will work with this forum to enable the learning from research and programmes to be shared amongst all nations within these areas enabling better policing, security and development.



Working with the University of West London this conference will bring together several operational and academic leads and enable the opportunity for debate and discourse on these important issues. We intend to publish the papers and outcomes on an online journal which will then be used to map the development and delivery of the research plan.



Rod Jarman QPM OStJ



## Police and Learning in London



### Assistant Commissioner Helen Ball

Metropolitan Police Service

Assistant Commissioner Helen Ball was appointed as Head of Professionalism for the Metropolitan Police Service in August 2017. Since then, she has developed and strengthened the department and leadership team within it. The Professionalism portfolio has expanded to include training, professional standards, rewards & recognition, crime prevention, community engagement and organisational learning.

Prior to commencing this role, Helen worked at The College of Policing and as Senior National Coordinator for Counter Terrorism Policing, where she co-ordinated the policing response to threats arising from terrorism and domestic extremism nationally. Helen has extensive and broad policing experience, having worked in a range of roles, including neighbourhood policing and leading initial police training and crisis negotiating in two forces (Metropolitan and Thames Valley). Helen was awarded the Queen's Police Medal in 2014 for services to policing.

Before joining the police in 1987, Helen obtained a degree in English Language and Literature at Aberdeen University, trained as a teacher and worked in publishing.

Assistant Commissioner Ball will be speaking about the challenges to police officers in London, challenging some common stereotypes around Met police training and will also talk about the Met's commitment to learning within the organisation.

The Metropolitan Police service is the largest police force in the UK providing policing to London and with national responsibilities regarding counter terrorism. Established in 1829 this is the oldest modern police force working to the principles set down by the first Commissioners Peel and Mayne. The nine principles are the basis of modern policing and cover all aspects of crime prevention and enforcement, impartiality, use of force and measures of success. Principle 7 states:

*To maintain at all times a relationship with the public that gives reality to the historic tradition that the police are the public and that the public are the police, the police being only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interests of community welfare and existence.*



## The intent and implications of developing police learning in England and Wales



**Lizzie Peters**

### **Collaboration Lead (Strategy Directorate) Mayors Office for Policing and Crime**

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

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

Lizzie started her career working in supported housing and then as a probation officer. She has delivered consultancy for the public and third sectors including designing and supporting the delivery of a range transformational multi-agency approaches to tackling crime and disorder. Lizzie was Head of Partnerships at the Metropolitan Police before moving to MOPAC in 2016. Lizzie has a Master's degree in Social Work and Social Policy and a Diploma in Public Sector Management.

Please follow this link to the products from the research project ***Implementing the Transformation of Police Learning and Development.***

<https://www.open.ac.uk/centres/policing/implementing-transformation-police-ld/outputs>

#### **Abstract:**

Dealing with increasingly complex environments in policing requires different ways of doing things which involves the generation of new knowledge and skills. **Embedding Learning and Development (L&D) within Policing** is therefore critical in order to ensure that the service has the capacity and capability to effectively manage this change. Policing Vision 2025 sets out the challenges that the police service will face up to and beyond this point and suggests that in order to meet these there is a necessity for workforce development. **Focusing on workforce development will enable the service** to engage in effective planning and organisational change required to implement Vision 2025. It will also ensure that the uplift in numbers of new recruits who will be entering the service imminently and over the coming years will be given the correct support and knowledge, so that they are equipped to undertake their role as front-line officers. It will also create the environment to ensure that the rest of the workforce can progress and grow within the service. It is imperative with this uplift that police services take the opportunity to embed new L and D processes to ensure longer term change.



## The intent and implications of developing police learning in England and Wales



### Professor Denise Martin

Academic Director of Implementing Police Transformation in Learning and Training Project. (MOPAC and Open University). Centre for Policing Research and Learning, Open University

Professor Denise Martin has recently completed the role of OU Academic Director for the Implementing the Transformation of Police Learning and Development Project (ITPLD), a collaborative project between the Centre for Police Research and Learning and MOPAC. The ITPLD was a national action research project across England and Wales assessing the police services readiness to meet the demand for workforce development set out in Policing Vision 2025. Prior to this, Denise was a Reader in Criminology and Criminal Justice at the University of the West of Scotland where she acted as Disciplinary Lead. She has extensive experience of working within the field of criminal justice and prior to completing her PhD, served as a police analyst for Bedfordshire Constabulary. She has undertaken several research projects with criminal justice agencies and third sector bodies including assessing the needs of young offenders in the North East, analysis of the introduction of Best Value into the police service, work on young peoples' experience of victimisation, secondary school teachers experience of violence, the policing of protests and coaching initiatives for female offenders.

She has conducted numerous funded evaluations (Home Office, Police Scotland, Scottish Prison Service) of various policy initiatives (emergency service collaboration, national child abuse investigation unit, prevention first, prison officer professionalisation). Denise has been Associate Director of the Education and Leadership Network for the Scottish Institute of Police Research (SIPR) since late 2016. She is also member of the Special Interest Group on Education for the Global Public Health and Law Enforcement Association and as part of the LEPH conference in Toronto in 2018 organised a major panel session entitled *Crossing the divide: searching for innovations in learning between criminal justice and public health*

**Abstract:** Recognized as an International Leader in the development of Police Academic Collaborations, the Scottish Institute of Police Research has had a key role in contributing to evidence-based approaches in policing, supporting a strategic approach to innovation, as well as, contributing to education, professional development, and organizational learning. The aim of this article is to examine the particular relevance of this partnership in shaping both the recent professionalization and educational agenda of policing in Scotland. It will critically explore these collaborative efforts, particularly in relation to the development of Higher Educational Routes into the service and suggest that while there are benefits to this partnership approach, a co-operative rather than collaborative style emerged in this specific case study. The potential reasons for this co-operative approach as well as the implications for the development of Higher Education routes for police officers in Scotland will be discussed.



## The Paradox of Police Professionalisation: risking the benefits of new knowledge in Policing



### **Dr Emma Williams**

Director of the Canterbury Centre for Policing Research, Canterbury Christchurch University

Dr Emma Williams is the Director of the Canterbury Centre for Police Research at Canterbury Christ Church University. She has been involved in a number of police research projects including research on rape investigation, community confidence, education in policing, direct entry into policing and various operational evaluations.

Emma was a principal researcher at the Metropolitan Police Service for twelve years and at the Ministry of Justice for 2 years where she worked on the Criminal Justice Reform agenda for analytical services. She has experience of operational and action research focused on the needs of the practitioner. Emma is the South East Coordinator for the Society of Evidence Based Policing and sits on the executive board for the Society. She is also the Social Media editor for The International Journal of Police Science and Management

### **Abstract:**

The entry routes for policing in England and Wales are changing. From 2020 all new officers will need to have either obtained a degree qualification or will enter policing through a police constable degree apprenticeship which transforms police training into a level six academic degree programme. Research has highlighted, both in the UK and in the international context (see, Kalyal, 2019; Williams et al, 2019), that implementing schemes aimed at embedding new knowledge, under the brand of professionalising policing, is complex and inconsistent between and within constabularies. One area that current graduates within the police have identified as problematic is the key role of their supervisor in allowing them to apply this 'new knowledge'.

This paper will draw on empirical data from two small scale search studies aimed at exploring the experiences of police students undertaking a degree in policing and those involved in the local implementation of the PEQF. It will discuss current organisational readiness to support new graduate entrants in both their personal learning and the application of this knowledge and will consider the challenges to this in practice. The implications of these issues on the success of the PEQF will be discussed.



## Police Research and Education in Scotland



### **Associate Professor Liz Aston**

Director of The Scottish Institute for Policing Research

Dr Liz Aston is the Director of the Scottish Institute for Policing Research (SIPR) and an Associate Professor of Criminology at Edinburgh Napier University. Prior to her SIPR role she was Head of Social Sciences at Edinburgh Napier University, Depute Programme Leader for the MSc Applied Criminology and Forensic Psychology, and Programme Leader for

BA (Hons) Criminology.

In addition to her experience in developing and leading educational provision Liz has a strong record of collaborative research on policing both in Scotland and in Europe. She is experienced in knowledge exchange and building strong research-practitioner relationships. Her research interests centre on local policing and intersections with other areas such as health e.g. substance use, and increasingly on the role of technology.

Liz was a joint work package leader on 'Unity', a Horizon 2020 EC funded project on Community Policing, technology and co-operation between the police and public. She currently co-leads the 'Governance' working group of a COST (European Cooperation in Science and Technology) Action on 'Police Stops'. Liz is on the International Advisory Board for the N8 Policing Research Partnership, the Program Committee of the International Conference on Law Enforcement and Public Health, is a member of various Police Scotland external reference groups, and Chair of their Cyber Kiosk (Digital Triage) External Reference Group.

### **Abstract:**

This presentation will explore the value of policing research and examine some of the opportunities and challenges of closer working between police and higher education. I will highlight some reflections from the Scottish Institute for Policing Research model, and consider ways to optimise the benefits of research, knowledge exchange, learning and innovation, in an international context, for policing and academia.



## The psychology of the police, changing the relationship between police education and practice



Marcia Worrell is a Professor of Psychology and Head of Contemporary Studies in the School of Human and Social Sciences at the University of West London. Her expertise ranges across child sexual abuse and exploitation; children affected by domestic abuse; violent and abusive relationships; inclusion, equality and equity; intersectionality and; students as partners pedagogies.

Since 1993 she has developed numerous courses. Professor Worrell has led on a British Council funded capacity building project in Cambodia and has collaborated in a major knowledge exchange project in South Africa.

Marcia served on several British Psychological Society Committees has chaired and is currently an active member of the Psychology of Women and Equalities Section of the society. She has a long-standing history of being active in the voluntary sector, including being the youngest Chair of the Board of the Children's Legal Centre in 1995. Marcia is committed to bringing about a fairer and safer society and is passionate about creating new agendas in policing.

### **Abstract:**

In this presentation will scroll over past and hoped for approaches to policing, reflecting on how the UK has met and the ways in which it has failed to meet public expectations for policing agendas. From a psychological perspective, it will consider implications of the shift from police training to education across individual, group, community, societal, national and international perspectives. The presentation concludes with a consideration of the implications of the seismic shift from police training to education.

## **Rod Jarman QPM OStJ**

The lead for the British Council project has 31 years police experience reaching the rank of Deputy Assistant Commissioner in the Metropolitan Police Service. Through his experience as president of the London Policing College he has brought together 12 police education organisations from 3 continents. His final post was as the Director for Leadership and Learning with overall responsibility for delivery of all training and professional lead for selection process.

The London Policing College deliver training in the UK, Abu Dhabi, Thailand and China and has over 150 associates and 75 programmes covering every aspect of police development. He is an Associate Inspector with Her Majesty's Inspector of Constabulary and an Associate Lecturer with the College of Policing focusing on Leadership. He is the Lead in Policing Practice and Research at the University of West London working with colleagues to develop and deliver graduate and post graduate qualifications in policing supporting the introduction of the UK Police education Qualifications Framework.

He holds master's degrees from Cambridge (Applied Criminology) and Leicester (Police Leadership and Management) and is a fellow of the Institute of Civil Protection and Emergency Management and the Chartered Management Institute.



## “Smart Academy Smart Police” - The Development of Police Education and Training in Thailand



### **Prof. Pol. Maj. Gen. Veerapol Gulabutr**

Dean of Faculty of Police Science, Royal Police Cadet Academy

Professor Police Major General Veerapol Gulabutr, Ph.D. from Thailand. He is now working as the Dean of Faculty of Police Science, Royal Police Cadet Academy, Thailand. Working in academia for more than 30 years he is the Director of the master's degree course in Security Management. His specialisation is countering terrorism and Security Management.



### **Police Captain Phirapat Mangkhalasiri**

Lecturer in Crime Prevention and Suppression  
Faculty of Police Science, Royal Police Cadet Academy

Police Captain Phirapat Mangkhalasiri or (Pete) from Thailand. He is now working as a lecturer at the Faculty of Police Science, Royal Police Cadet Academy and used to work as an investigation officer for 5 years. He graduated from University College London at the U.K. under Chevening Scholarship (U.K. scholarship) with a Master's degree in Countering Organised Crime and Terrorism. His work is to design and deliver courses covering topics such as Criminological Theories, Countering Terrorism, Security Management and to understand and improve Law Enforcement responses to some kinds of organised crimes.

**Abstract:** The Royal Police Cadet Academy or RPCA is the academy producing police cadets to become police officers who have to protect and serve their country in the future. This paper discusses about the policy named “Smart Academy Smart Police” which plays an important role in producing police cadets. The SWOT analysis was also used to analyse strengths and weakness of the RPCA.

## Jiangxi Police Institute



Guangwei Zhao is a professor and master supervisor of Jiangxi Police Institute. He is the Dean of the Public Security Management Department since 2016. His research interest includes public security, emergency management and he also published 2 academic papers and 1 monograph about his research areas in the past five years.

Now he is committed to training excellent public security students for the country.



He presents two papers

### Research on the Teaching of Video Investigation Technology

*Xiong Zheyuan* of the Department of Public Security Technology, Jiangxi Police Institute, Nanchang, China

#### Abstract:

Video investigation technology is a practical professional course in public security colleges and universities. By analysing the necessity and current teaching situation of video investigation technology course, this paper studies the teaching objectives and contents of video investigation technology course. This adapts and integrates teaching, learning, training and conflict, improving the overall quality of video investigation technology course teaching, the overall quality of student experience, and meet the needs of police video investigation personnel training.

### Approach to the Path of Police Education Adapting to the Needs of Actual Combat

*Zhao Guangwei , Zhu Yuchi* of the Jiangxi Police Institute, Nanchang, China

#### Abstract:

Police education is a highly practical professional education. How to adapt police education to the needs of practice is an important issue that police academies all over the world are studying and solving urgently. To evaluate objectively, the phenomenon that police education is divorced from practice exists in Police Academies all over the world to varying degrees. Therefore, we should strengthen the connection between theory and practice, pay attention to updating the teaching content; reform teaching methods boldly; encourage teachers to participate in practice; invite practice department personnel to participate in professional teaching; organize students' internship in time; and implement the internationalization strategy of police education



## Programme Overview

### Developing policing cooperation, education and research between the police educators in: UK; China; Belt and Road Initiative; and ASEAN Countries



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This conference is part of a British Council sponsored project intended to create sustainable partnerships to:

- improve employability and progression of graduates in police disciplines,
- develop creative and supportive international networks for students, researchers and those involved in police education
- create a legacy of international higher education programmes
- enhance international police policy and engagement
- create partnerships continuing activity and outcomes beyond 2023

Project workstreams are in two broad areas:

1. Collaboration:
  - a. **Formal partnerships** underpinned by signed memorandum of understanding and a *framework for delivery*. These documents will support joint working though the life time of the programme
  - b. A **virtual research and learning hub** to enable the exchange of ideas and the coordination of activity. Underpinned by a developing *vision of teaching excellence*
  - c. Scoping and Developing **integrated awards** allowing the movement of accredited learning from one country to another to gain *internationally accredited awards for study*.
2. Opportunity:
  - a. **International conferences** presentation of best practice and innovative analysis and approaches by each partner; involving research, teachers, potential funders and experts—2-4 each year
  - b. **Leadership events and Cultural visits** to develop students understanding of each others culture and approaches; focus on joint undergraduate research
  - c. Formalised **research programme** coordinated and supported through the virtual hub.

## International Forum on Police Education Cooperation

The programme is designed to share information, opportunities and experience between countries defined by the Belt and Road Initiative and ASEAN association.

The IFPEC is a cooperation alliance, which is voluntarily composed by the police institutes in countries and regions along the "Belt and Road" in accordance with the principle of "equality, cooperation, mutual assistance and mutual benefit". The purpose of the IFPEC is to maximize the exchanges and cooperation between member institutes by sharing best practices and research in the field of police education and training, as well as to jointly discuss and establish an international standard for police education and training, capacity building of teaching staff, scientific research, and improvement of curriculum, and enhance cultural mutual trust and mutual understanding among countries and regions.



## Courses

The London Policing College and the University of West London have collaborated on several policing programmes. Details of graduate and post-graduate programmes can be found on the University Website at [www.uwl.ac.uk](http://www.uwl.ac.uk)

The University courses include:

BSc (Hons) Policing; Criminology, Forensics and Policing

MSc Policing; Policing (International Police Practice); Policing (Crime Investigations); Policing (Leadership and Management); Policing (Forensic Psychology)

The London Policing College deliver 75 short courses on a wide range of subjects to police forces across the world. Full details of these are available at [www.lonpolcol.co.uk](http://www.lonpolcol.co.uk). We also offer a structured student exchange programme and longer skills programmes. Please contact us on a [admin@lonpolcol.co.uk](mailto:admin@lonpolcol.co.uk) for further details.

## **UWL partnering with Babcock to provide services to London's Met Police**

University of West London (UWL) is delighted to be working with **Babcock International Group (Babcock)** following its selection as the Metropolitan Police Service's (Met Police) learning partner.

**Babcock** will be working with a consortium of four London-based universities - Anglia Ruskin University, Brunel University London, University of East London and University of West London – to support the UK's largest police service with the training of its new officer recruits from 2020.



The partnership with the Met Police will last until at least 2028, with a possibility to extend for a further two years, and is set at a maximum contract value of £309 million, dependent on the number of recruits trained under the programme.

**Babcock** and its university partners will work collaboratively with the Met Police to deliver its new recruit training and assessment through an accredited route that complies with the new police educational pathways set out by the College of Policing.

The training will offer degree level apprenticeships or, for those that already hold a degree (other than College of Policing 'pre-join' approved degrees in professional policing), a Diploma in Policing.

This agreement forms part of a broader Met Police programme to ensure its officers and staff receive access to the best support, training and tools, in recognition of the critical work they do to keep London safe. Work on the eight-year programme will begin next financial year.

For further information please email:

[admin@lonpolcol.co.uk](mailto:admin@lonpolcol.co.uk)

[www.lonpolcol.co.uk](http://www.lonpolcol.co.uk)

[www.uwl.ac.uk](http://www.uwl.ac.uk)

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