

Professionalising policing: seeking viable and sustainable approaches to police education

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Dr Steve Tong, Director

steve.tong@canterbury.ac.uk

Canterbury Centre for Policing Research (CCPR)
Canterbury Christ Church University

Website: canterbury.ac.uk/ccpr

Twitter: @CCCUPolRes, @SteveTongCCCU

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Themes

Police education/training: setting the context

High Profile Criticisms

College of Policing and the Police Education Qualification Framework (PEQF)

Culture, context and resilience

Art, craft and science of police work

Policing and the future

Police education/training: setting the context

Emphasis on training 'in-organisation'

Emphasis of learning on the job 'experience'

Reluctance to engage with education, theories or non-practice learning

No qualifications (external recognition)

Lacking engagement outside policing

No cost to the police officer

High profile criticisms

- Jimmy Savile
- The Secret Policeman
- Pilkington
- Rotherham
- Hillsborough
- Stephen Lawrence



College of Policing and the Police Education Qualification Framework (PEQF)

- **Consultation**: The establishment of a Policing Education Qualifications Framework to introduce a national, standardised framework of recognised and accredited qualifications.
- **Proposal 1**: The establishment of a qualifications framework for policing
- **Proposal 2**: The development of opportunities for existing officers and staff to gain accredited and publicly recognised qualifications equivalent to their level of practice or rank
- **Proposal 3**: The development of initial entry routes

Source: College of Policing, 2016

Culture, context and resilience

- An unwillingness to take risks
- Unwilling to accept responsibility
- Blame for mistakes
- Who" (rather than "What" or "How")
- Prevents suggestions or trying things new
- Slow or static pace of change and improvement
- mistakesfear of criticism or prosecution



Professionalisation and the art, craft & science of police work

- Professionalisation
- The research Informed Practitioner: Recognition for knowledge and skills

Policing and the future



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Johnston's (2000) Optimal Policing

“a system of security which is neither quantitatively excessive (to the detriment of alternative social values and objectives) nor qualitatively invasive (to the detriment of public freedoms) and which satisfies conditions of public accountability, effectiveness and justice for all” (p.180)

The three questions:

- What can we say or do we know about global trends in law enforcement training and education?
- What impact have or shall have those trends on the future shape of law enforcement training and education?
- In what way can scientific research contribute in forming global trends in law enforcement training and education?

Summary

- 1) Learning quickly from risks that appear to be emerging (Reactive)
- 2) Being proactive in identifying threats and build up knowledge base to respond appropriately
- 3) Create an organisational culture that is confident to challenge itself and others outside the organisation, the willingness to change and adapt while acknowledging responsibility when things go wrong
- 4) The ability to thoroughly examine and critique new police approaches and techniques to ensure effectiveness and ethical implementation.
- 5) Building resilience – the future challenges of policing need to consider organisation and employee needs now and in the future and plan accordingly
- 6) Police have a crucial role between citizens and policy makers – changes in technology will mean the police have an important role in understanding the implications of technology on approaches to policing, the impact on citizens and need to be well informed when consulting and feeding back to policy makers.

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Steve Tong steve.tong@canterbury.ac.uk

Twitter: [@CCCUPolRes](#), [@SteveTongCCCU](#)

CCPR Website: canterbury.ac.uk/ccpr

CCCU Policing Blog: <https://cccupolicingandcj.wordpress.com>

CCCU Policing Programme information:

<http://canterbury.ac.uk/policing-and-criminal-justice>

BSc (Hons) Policing (in-service)

MSc by Research (policing)

PhD Criminal Justice