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Journal article

□It□s not “uni” work, it□s essential learning to be a police officer□: Examining the higher education elements of Police Education Qualifications Framework programmes
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“It’s not “Uni” Work, it’s Essential Learning to be a Police Officer” – Examining the Higher Education Elements of Police Education Qualifications Framework Programmes.

Introduction

Following the introduction of the Policing Educational Qualifications Framework (PEQF) by the College of Policing (2016; 2017) there have been a number of Police and Higher Education Institution (HEI) partnerships that have been set up, to deliver the various programmes encapsulated within the Framework. This includes the formation of the Police Education Consortium a partnership of four HEI’s working with three police forces in the South of England to deliver these programmes (Police Education Consortium, 2021a). The Consortium’s Police Constable Degree Apprenticeship Handbook describes the basic purpose of the four University partnership in delivering two of the three PEQF entry routes; the Police Constable Degree Apprenticeship (PCDA) and the Degree Holder Entry Programme (DHEP) (Police Education Consortium, 2021a; 2021b, see also Shohel *et al.*, 2020; Leek, 2020).

This article contributes to the ongoing debate around the PEQF, by examining some of the issues with integrating a degree level education with practical police work, and training; and the experiences of the Consortium in trying to combine the higher education learning with the aspects of professional policing in order to produce a fully integrated professional programme. We also intend for this article to be informative to those Higher Education Institutions (HEI) and their partner police forces across the country (or internationally) who are currently providing programmes under the auspices of the PEQF (or their nation’s equivalent).

When discussing professional education topics, terminology is important and helps to provide clarity and understanding for those immersed within a seismic concept such as the current Police Education Consortium’s (PEC) integrated programme of policing development for student officers and apprentices. It also helps to shape cultural perception and understanding beyond affected stakeholders immersed within a contemporary change programme. Professional stakeholders are often heard to refer to ‘police work’ and ‘uni work’ defining and separating them as two distinct elements. This in effect challenges the College of Policing’s (College of Policing, 2020a) vision for a modern integrated educational curriculum that blends theoretical understanding into practical application (Wood and Tong, 2009; College of Policing, 2021a; Association of Police and Crime

Commissioners and National Police Chiefs' Council, 2016; Shohel *et al.*, 2020). The recent Casey Review also highlighted this dichotomy in the Metropolitan Police Service (MPS) by stating;

"A big complaint was the interface between university work and working in the BCU. New recruits told us there was poor organisation and communication about assignments and deadlines, changes to deadlines by universities and the pressures of having to complete essays when working..."

"Student officers did not feel connected either at university or on the BCU..." (Casey 2023, pg. 80)

In fact, there is not any such thing as 'uni work' in this context hence the title of this article (or at least no work that should be referred to as such). The programme is designed in such way as to make best use of aligned police and academic professionalism to support the teaching and assessment of policing education as a minimum standard required by the College of Policing and the host Forces for all new officers (College of Policing, 2021a; Police Education Consortium, 2021a). The development requirement is fundamentally a national and local policing strategy that is co-aligned with HEI educational facilitators equipped to drive the ambitions of the policing vision, in this case new-to-role police professional development (College of Policing, 2021a; Association of Police and Crime Commissioners and National Police Chiefs' Council, 2016).

The narrative that suggests that the educational element is the sole premise of university providers is incorrect, however is based on previous experiences pre PEQF when Universities were brought in to deliver education (Angell, et al., 2008; Wood, 2020), and the language used by stakeholders needs to evolve and recognise the integrated programme vision (Wood, 2020). From the outset the consortium's PEQF programmes have been defined, designed and delivered in partnership, underpinned by a one-team ethic that blends policing educators and academics together to facilitate educational learning and practical application opportunities that equip police professionals with the knowledge, skills and behaviours required to operate within the contemporary policing environment (Institute for Apprenticeships & Technical Education, 2021; Police Education Consortium, 2019). The police service has been extremely professional and highly competent educational providers and development enablers alongside HEI partners.

It is the opinion of the authors that pockets of cultural indifference and active resistance to the PEQF change concept will prevail in policing if stakeholders (student officers, apprentices, educators, key stakeholders) immersed within the programme identify the requirements in two parts (see also, Wood, 2020; Weinfass, 2023; Potter2023; Wood & Tong, 2008). It is imperative that an integrated terminology replaces the current narrative and promotes awareness of the fact that this experiential programme is defined by cohesive educational facilitators motivated by a one-team ethic to deliver

an excellent police development programme, cognisant of how all the component parts are integrated to realise a common purpose (Police Education Consortium, 2019).

Cultural Indifference and Active Resistance

Many researchers and commentators have written about both the historical and contemporary cultural indifference to higher education within the police (Hallenberg & Cockcroft, 2017; Williams *et al.*, 2019; Hough & Stanko, 2020; Parker-McLeod, 2020). Not only that, some previous attempts to run police training within a higher educational settings have failed (Lee & Punch 2004; Heslop, 2010; 2011).

This cultural indifference, which in some cases has transmuted into full-blown active resistance (is reflected in the initial reaction to the announcement by the College of Policing of the requirement for all new police officers would require a university degree (BBC News, 2016; Dodd, 2016). Beyond pure criticism, one Chief Constable has attempted to halt or delay the implementation of the framework by seeking a judicial review (Orr Munro, 2019; Williams and Chapman, 2019; BBC News, 2019a; Jones, 2020; Livadeas, 2021a; 2021b). Indeed, cultural resistance remains within the profession, even though there was a full consultation with the public and the profession itself (College of Policing, 2016) and PEQF courses are now up and running across the country. This is evidenced by several Chief Officers, Police and Crime Commissioners and the Police Federations across England and Wales who are still criticising the scheme (Orr Munro, 2019; Jones 2019; BBC News, 2019a; 2019b; Cumbria Police Federation, 2021; Livadeas, 2021a; 2021b). For example, Northamptonshire's Chief Constable Nick Adderley raised concerns about the present police recruitment trajectory, following the implementation of the PEQF. He asserted that the workforce skills capability had been adversely affected due to a perceived upsurge in younger and less equipped police constable entrants. The suggestion being that this age specific recruit demographic was less likely to want to work night shifts, operate within anti-social hours or tackle public incident conflict (Livadeas, 2021b). It is difficult to ascertain how the PEQF is responsible for such a recruitment strategic change, it could be suggested that this is an ongoing symptom of policing austerity and a desire to increase the workforce capacity and efficiency quickly.

Also, now that the programmes have been rolled out another Chief Constable is planning to offer a non-degree route (Potter, 2023; Jaques, 2023), with the apparent blessing of the Home Secretary (Braverman, 2023) who stated that,

“The police must get the basics right. Policing is a difficult job with a simple mission: to keep the public safe. That takes considerable skill and a strong character. It doesn’t necessarily require a degree. Since 2021, police recruits have had to have a degree or to join as an apprentice while they earn a qualification. This is a mistake.”

So why is this indifference or resistance persisting? Reiner (2010) in his seminal work on the politics of the police described the police service as one that is deeply conservative and resistant to change. But is this a sufficient explanation given that over the years the police service has had to constantly change in multiple areas to meet the needs of a contemporary and diverse society presenting acute and complex sociological challenges (Cox & Kirby, 2018)?

Paul Williamson, the Chair of the Cumbria Police Federation, stated that police officers “absolutely do not need a degree” (Rawlinson, 2021). He stated that the police had been around since 1829 arresting people and “catching bad guys”. However, as argued by Honess (2019), this argument somewhat misses the point. Honess (2019) states that the PEQF is about the knowledge, skills and behaviours required of newly recruited police officers in the here and now, and not a reflection of those current (or past) serving officers recruited earlier. Indeed, as Holdaway (2017, cited by Parker-McLeod, 2020) states it is about recognising a level of professional knowledge that already exists. That being the case current serving officers should not see this as an insult but a testament to their ability to work at the level that they already are. Whilst it is not a major theme of this article, current in-service provision is being partly addressed by the College of Policing (2021b) through their Credit Estimator tool where serving officers can find out how much academic credit their previous experience and learning is worth with a view to undertaking higher education study.

Another source of this indifference or resistance may be due to the fact that police forces were (or are) simply not prepared for such a change (Williams, 2020; Hunter & May, 2020). William’s (2020) research showed that there were numerous issues regarding operational readiness of forces. These issues included communication with operational sergeants and inspectors who would be line managing student officers on these programmes. Her research showed that their knowledge of the PEQF and the associated programmes and what was required of them, was severely lacking and had not been communicated well by force leaders (Williams, 2020). This is something that has been identified through regular feedback sessions with student officers and staff of the programmes they deliver (Clarke, 2022; Honess *et al.* 2021; Jones 2022; Hoddinott, 2022). Also, when you also consider what Peters *et al.* (2019) found, in that police forces themselves had limited knowledge about the delivery of their own training let alone preparing for a contemporary style of delivery, the issue of operational readiness is stark.

Williams (2020) also pointed out that structures for supporting tutor constables, coaches and mentors were not in place. This could be considered a fundamental flaw in planning given the importance of the tutor constables in the student officers' journeys (Charman, 2018). This issue has been borne out by research conducted by the Police Federation of England and Wales (PFEW, 2021; Chandler, 2021) who have stated that both the selection and training of tutor constables across the country is insufficient for the requirements of coaching a student on a degree level apprenticeship (see also Williams & Cockcroft, 2021).

In his attempt to seek a judicial review into the imposition of the PEQF, the then Chief Constable of Lincolnshire, Bill Skelly, stated that due to the cuts to his budget and the low numbers of staff already in his force that the staffing requirements of the degree apprenticeship would be too onerous and that the College of Policing themselves had rushed the scheme without this consideration (BBC News, 2019a). Whilst this application for a judicial review failed on a technicality, Skelly's criticism remains (BBC News 2019b), and therefore the issue of officer/staff abstraction from the 'front line' is another concern identified by Williams (2020) in her research. Additionally, as mentioned above the freeing up of officer time was also a major reason given by the Chief Constable of Hampshire, Scott Chilton, for his rollback of the mandatory degree provision (Potter, 2023).

There may also be issues with regards to receptivity of new knowledge, and this may be the crux of the problem. Norman and Williams (2017) and Hallenberg and Cockcroft (2017) both found that those officers who undertook degree level education whilst in-service often struggled to apply that 'academic' knowledge in the workplace, or even have it recognised by the police organisation. Williams (2020) also found that this had a resultant effect on rank-and-file officers not valuing the knowledge or seeing the relevance of that was being taught by the universities (see also McGinley *et al.*, 2019). This is notwithstanding that it the College of Policing, the profession's professional body, itself that created and determined the content to the National Policing Curriculum (NPC) and the universities are merely following it (College of Policing, 2020a). However, as the College of Policing has worked closely with academia and police leadership to develop the NPC this itself called into question the legitimacy of both the College and the curriculum in the eyes of the rank-and-file officers still suspicious of the College (Williams, 2020).

Finally, there may be resistance due to historical tensions between academia and the police. As Cockcroft (2020) states, this resistance and disparagement of higher education can in some cases be traced back to early academic writing being critical of police practices and that academia itself occupied a separate and antagonistic space with regards to the police. However, in recent years as Cockcroft (2020) also points out, the increase in partnership working and mutually beneficial

collaboration between academia and the police, such as research partnerships to improve practice and the PEQF itself, some of the antagonism has dissipated, though some challenges still remain.

The College of Policing have considered these issues when designing the overall specifications of the PEQF and the National Policing Curriculum and it is to this we now turn.

Programme Design – Integrated Curriculum

As Belur *et al.* (2018) and McGinley *et al.* (2019) state, a full integration of theory and practice requires a collaboration of police trainers (especially field trainers) and academic educators, both from the point of view of what they believe a professional police officer should look like and from a course design perspective. Leek (2020) states that with such a collaborative partnership between police forces and HEIs the forces themselves do see the associated benefits and can lead to better trained officers and consequently better skilled and more effective police organisations. Indeed, this also mirrors what Honess (2019) argues, in that forces need to work with HEI's on programme design because they still have responsibility for operational competence and the HEI input needs to inform the knowledge and skills required for such operational competence. As Honess (2019, pg. 6) states "The PEQF is about how theory can inform practice."

Of course, this suggests a dichotomy between police trainers and academic educators or a clash in culture (Heslop 2011; Turner, 2022). However in practice many, if not an overwhelming majority of the academic lecturers, have some sort of background in the police either as officers, trainers or other police staff (White & Heslop, 2012, Bogdalski, P. (2014), Bell *et al.* (2023). Indeed, even figures such as Sherman (2022) has called for the increase of police pracademics, police practitioners who also conduct academic research, in police teaching roles whether as police trainers or lecturers. It also shows that both types of educator have as stake in the integration process as most staff will have operational knowledge and will want to keep their knowledge current.

The Consortium View

In the introduction to this article we stated that the Police Education Consortium (a consortium of four universities offering licensed PEQF programmes) is working with their police partners (three police forces in the south of England) to deliver the programmes. However, this partnership work went beyond just the delivery of the programmes. Due to the complexity of the arrangement of four HEIs and three police forces working together it was determined that upon the award of the contract by the forces that communication between all partners was key. The consortium also recognised the expertise and experience of the force training units in their delivery of the previous

foundation training, the Initial Police Learning and Development Programme (IPLDP) (Tong & Wood, 2011; Macvean & Cox, 2012; McGinley *et al.*, 2020).

To that end the consortium and forces formed a curriculum and learning development group to take the basic course design of the programmes outlined by the HEIs in their contract bid and build the full course content to meet the needs of the forces. Membership of the working group consisted of lecturers from the HEIs and course design specialists from the training units of the forces to finalise the final modules, structure and learning outcomes of the programmes and writing the learning materials, lessons, and masterclasses for each of the modules. Even the final academic validation of the programme was conducted jointly with the validation panel consisting of representatives of all four HEIs, four forces and the College of Policing (Police Education Consortium, 2019).

Given the size and scope of the programme, the consortium wished to adopt a genuine blended learning programme which also complied with adult education principles as outlined by Knowles *et al.* (2012), whilst heeding the warnings of Honess (2016), Hadlington *et al.* (2018) and Campeau, (2019) with regards to the effectiveness and lack of satisfaction with standalone e-learning systems (see also Honess, 2020; Jones & Rienties, 2021). To that end, the knowledge programme was designed around several electronic workbooks which addresses most elements of the NPC and a series of workshops, masterclasses and assessments which were envisaged to be delivered during face-to-face sessions (Police Education Consortium, 2019, 2021a; Leek, 2020), the interruption of Covid-19 notwithstanding (Honess *et al.* 2021). These workbooks represent a flipped classroom pedagogy which the students are expected to read before attending traditional face-to-face or online lectures/masterclasses which are designed to reinforce the knowledge, skills and behaviours that the student officers are being taught or developed (Belur *et al.* 2023; Jones, 2022).

Another area in which the consortium intended to make the teaching of ideas such as criminological theory relevant to the student officers' front-line experience is through assessment. Many of the assessments that they as student officers produce include the critical examination and reflection of their own performance, or case studies of incidents, plus they are required to complete an operational competency portfolio (OCP) which is assessed by the force (Police Education Consortium, 2021a). This draws of the work of Wood (2020) who has stated that police training, for good reason, has tended to be based on applied knowledge. The requirements of the programme as designed will ensure that new police officers are doing just that, applying theoretical knowledge of crime and criminology that they learn in the classroom as they must do so to complete the course and be confirmed in rank. It also ensures that the student officers are applying models of reflexivity which Wood (2020), Wood & Williams (2017), and Christopher (2015) have called for because

routine reflexivity tends to improve professional practice. Therefore, incorporating reflection in both the academic and operational competency assessments which PCDA students must complete throughout the three years of their course to pass (and two years for DHEP students), this activity will become as second nature to them as being able to recite the definition of theft or the caution.

However, regardless of the innovations and ideas produced by the partnership of HEIs and Forces, the consortium, and indeed all PEQF providers, are constrained by the College of Policing's National Policing Curriculum (College of Policing, 2020) and PEQF Programme Specifications (College of Policing, 2017).

The College of Policing View

"The programme has been developed and *will* be delivered as a practical, professional collaboration between the police service and the Higher Education Sector, bringing together in educational partnership the best of what a combination of academic learning and applied professional practice can provide." (College of Policing, 2017, Pg. 10; emphasis added).

What begun with the IPLDP where police forces were encouraged (though not all took the opportunity) to partner with HEIs to deliver their initial training (Tong & Wood, 2011) as can be seen from the above quote the PEQF now explicitly requires it (College of Policing, 2017). It can be seen through the language constantly used by the College that the idea of collaborations between forces and HEIs are paramount and that the curriculum for the student officers on PEQF programmes is developed to produce a comprehensive professional education (College of Policing, 2017). They are also explicit in stating that the professional education provided is to conclude with officers graduating as fully operationally competent police officers, embedding the philosophy as expounded by Leek (2020) earlier in this article.

It is clear from reading the National Programme Specification that the College of Policing (2017) maintains the overall programme governance. Any HEI wishing to be able to be licensed to deliver them must go through a stringent quality assurance process outlined by the College (beyond the HEI's own quality assurance processes). This includes an assurance that the entire curriculum is to be taught and regulations on progression of student officers and an assessment regime far tougher than is usual within an HEI. One example of this is all assessment artifacts within modules must be passed rather than just getting an overall pass mark for a module (College of Policing, 2017).

More importantly the College of Policing (2020a) have determined through an exhaustive process involving both academia and serving officers, *what* student police officers need to know to be able to be effective police officers in contemporary times (see also Pepper & McGrath, 2019). This

curriculum includes subjects such as Evidence-Based Policing and Crime Prevention in both theory and practice, and, as mentioned above theories regarding reflexivity in policing (Pepper & McGrath, 2019; Brown *et al.*, 2018; Fleming *et al.*, 2016; Honess, 2021).

However, whilst the fact that the both the programme specification and curriculum have been devised by the College of Policing as the professional body for policing and is being delivered by police forces in partnership with HEIs, this does not address how this new form of police education has been received by the student officers and by the police professionals working alongside them.

What is happening...

The Police Education Consortium have now been actively running their programmes since December 2019. This has provided them the opportunity to gather feedback from student officers, police staff (including foundation trainers, coaches, professional development officers and operational line managers), and HEI staff (including managers, lecturing staff and work-based assessors).

Student officer and apprentice feedback has at times questioned the cohesive educational alignment of HEIs and police educators (Clarke, 2022; Honess *et al.* 2021, Police Education Consortium, 2021c), the assertion being that education and policing do not always provide consistent and harmonised communications. However, since this feedback was received the consortium partners now ensure that regular communications do take place with monthly meetings with each force individually, Tri-Partite Reviews, monthly programme meetings where representatives from all forces and HEIs are present and ad hoc meetings when required (Clarke, 2022, Honess *et al.* 2021; Police Education Consortium, 2021; Hoddinott, 2022). Demonstrating that the Consortium is responsive to feedback and dedicated to partnership working and the ambition of improved integration of the various course elements.

Additionally, the initial PEQF implementation was immediately challenged by the onset of the Covid-19 pandemic, and a revised reliance on digital learning platforms to the delivery of programme materials took primacy (Honess *et al.*, 2021; Clarke 2022; Police Education Consortium, 2020). This inhibited policing educators and academics alike from overtly consolidating newly formed working alliances within a physical educational setting. The move towards a more obvious integrated working relationship following the lockdown restriction easing has already enabled educational stakeholders to quickly and positively develop authentic one-team working practices borne of consistency and co-operation (Police Education Consortium, 2023).

There have also been challenges in ensuring that protected learning time is actually provided, reflected by the Casey Report (2023) which criticised the arbitrary allocation and cancellation of

protected learning time, usually for operational reasons and failing to align this time with assessment needs. But again from feedback we have now (Police Education Consortium, 2021c; Jones 2022), the Consortium has been working with force duties offices to ensure that this time is provided in blocks rather than single days during a set of shifts, making them both easier to place in duty rosters and maximising study efficiency for the student. Other feedback we have acted upon includes the spacing out and reduction of the number of summative assessments that students undertake (Police Education Consortium, 2021c; 2023a). This also reduce pressure on the students whilst they are on operational duties and again makes better use of the protected learning time.

...and what do we still need to do?

The vision being the promotion of integrated educational resources facilitating the student and apprentice experiential journey of learning, a cyclical approach (see figure 1) that links theory, practice, reflection, research, and the development of new knowledge (Wood, 2018; Shohel *et al.* 2020). The PEC (Police Education Consortium, 2021c, p.7) integrated operating model encourages both academic and police educators to collaborate in the design and delivery of the Policing Education Qualification Framework pathways, underpinned by the principle that what is taught (and assessed) by HEIs is of true relevance to professional practice.

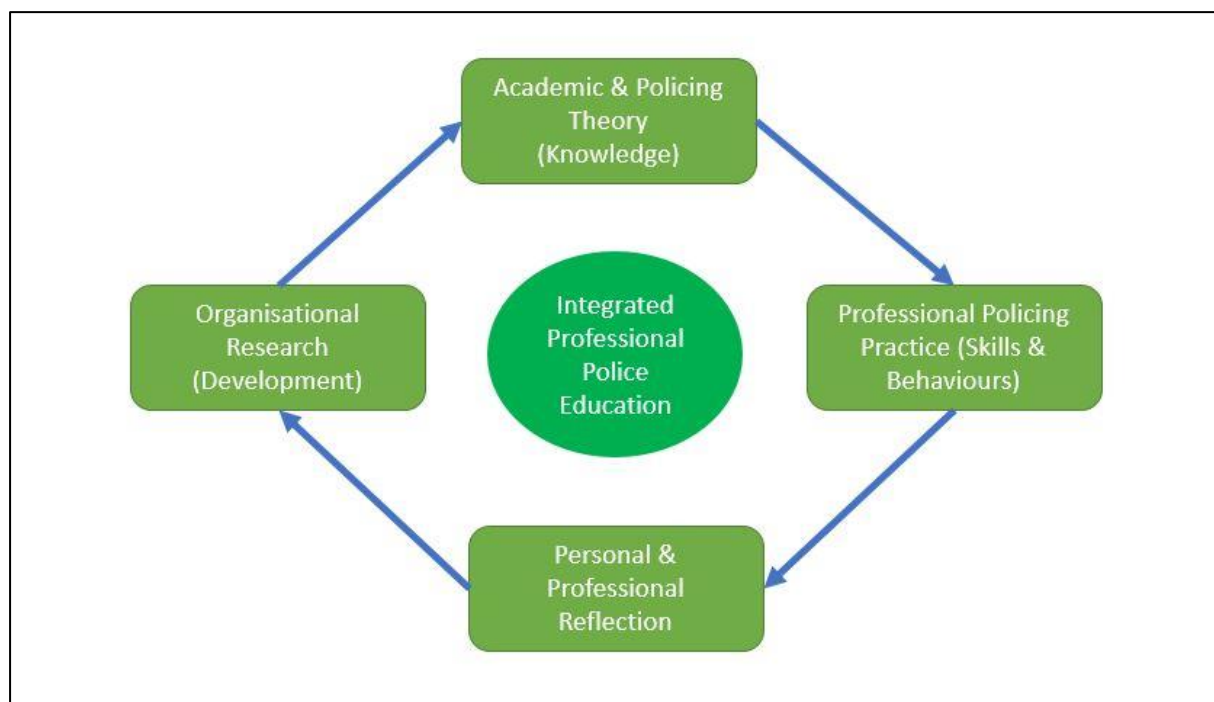


Figure 1: The Cyclical Nature of Integrated Professional Police Education

However, the roadmap to a standardised and consistent operating model will require a continuous programme evolution and stakeholder innovation. One innovation suggested by one of the partner forces would include the development and use of an agreed cross organisational PEQF glossary of terms. A glossary of terms will enable PEQF educational stakeholders to vocalise comfortably and seamlessly the language of standardisation and integration, thereby providing a single spoken narrative that promotes harmony as opposed to overt separation which has previously caused problems (see Huey & Mitchell, 2016). A cocktail of joint working and language discipline will provide a persuasive message to student officers, apprentices and other staff alike about the virtues and values of this seismic change.

Another suggestion that has come from students and from other HEI/Force partnerships (Police Education Consortium 2021c; College of Policing, 2021c) is that academic assessments should have more direct relevance to operational police work. To that end some forces (College of Policing, 2021c) have started to offer, and the consortium is planning to offer (Police Education Consortium, 2023b) academic accreditation through the modular system to the reflective portfolios that students must produce for the force to demonstrate occupational competency. This has the effect of making the assessment relevant to operations and reduces the overall cognitive workload on the student as they do have to 'double-up' writing and effectively submit the same work twice.

It is incumbent on the joint educational teams to set the standard and positively influence student and apprentice mindset and confidence. The development of PEQF ambassadors, critically analysing and routinely solving societal challenges will powerfully disseminate across policing and create organisational cultural acceptance much like the Police Now programme does with community policing (Fenn *et al.*, 2020; Hunter & May, 2020) but with a wider focus, providing a conceptual notion of business as usual and the likelihood of significant service demand reductions.

Additional measures will require a proactive approach to police organisational communications. One activity would be to pitch police and academic educators together in a joint quest to influence wider organisational culture and align strategic educational ambitions for policing. Audiences may include force response and patrol briefing parades and inter-departmental training events (College of Policing, 2020b). As well as clarifying the requirements that their student officer colleagues need to meet these will also seek to reassure current serving staff that their contributions are valued and essential in helping shape the future, perhaps promoting in-service development to upskill staff and recognise their knowledge and experiences (College of Policing, 2021b; Hallenberg & Cockroft, 2017; Paterson, 2011). Also, HEI staff will be able to start conducting day to day business working out of police stations or other police premises where their student officers, coaches, and their supervisors,

are based giving them increased visibility and access to improve relationships. This is of course notwithstanding the reasons that some lecturers had for leaving the police in the first place, such as wellbeing issues (Cartwright & Roach, 2021), poor leadership or lack of opportunities (Tyson & Charman). However, Wood's (2020) proposal to create University Police Stations akin to University Medical Hospitals (University Hospital Association, 2019), once set up, will provide facilities for both the HEI and the Police Forces to much more convenient work and learning spaces (see also Clarke, 2022).

Additionally, thanks to the fact that Covid-19 restrictions have eased, the original vision of joint, delivery within the classroom can now be achieved regardless of who (force or HEI) was due to conduct or lead the class or workshop (Police Education Consortium, 2019). This will send a significant signal to the student officers that this is an integrated programme, and also given the significant number of HEI staff who have policing backgrounds the opportunity to share their own experiences and gain legitimacy with both student officers and force training staff.

Conclusion

The Police Education Consortium was fortunate to have procured contracts with three forces whose senior management were highly supportive of the PEQF (Leek, 2020) but the past three years have been challenging as the programmes were written, validated, and commenced within a relatively short period of time (and this was before the start of the Covid-19 lockdowns). This has meant often fast time responses to urgent feedback and some often quite significant changes to the programme. One member of the PEC team described what they were doing as "building the aeroplane whilst it was in flight". However, significant challenges remain in terms of integrating the HEI and Professional Policing elements and the resolution to the issues of organisational resistance to the PEQF.

This article has gone some way to discuss some of the issues facing those who wish a far more closely integrated programme including structural changes to the programme in response to feedback (Police Education Consortium, 2021c), better integration of assessments both theoretical and practical (Police Education Consortium, 2023b; 2023c), and wider cultural issues regarding the police and higher education.

Communication between *all* those involved seem to be the most significant problem and solution to most of these issues. Understanding that the learning provided by the HEIs in partnership with forces forms the backbone of what student officers need to know in contemporary society and can only help to bridge that gap. This should lead to the situation where student officers, their managers

and colleagues understand that what they are doing is not just 'Uni work', but essential learning to develop them into fully competent and confident police officers.

Conflicts of Interest

This article arose from the authors' day-to-day work within the Police Education Consortium on the programmes discussed and they confirm that nothing in this article constitutes a conflict of interest.

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