

Portfolio 02: Professional Police Education & Capability Development

Transforming police education through partnership, innovation and operational credibility.



Client: University of
West London



Professional policing education is most effective when academic rigour and operational experience are developed together.

Our partnership with the University of West London demonstrates how practitioner expertise and higher education can combine to develop confident, reflective and evidence-based policing professionals.

London Policing College





CLIENT
University of West London



LOCATION
London, United Kingdom



PROGRAMME DIRECTOR
Rod Jarman QPM OStJ
*Director, London Policing College
Former Lead for Police Education & Research, University of West London*



PRIMARY CAPABILITY
Professional Police Education & Capability Development



METHODS

- ✓ Curriculum Design
- ✓ College of Policing Licensing
- ✓ Academic Validation
- ✓ Practitioner-led Teaching
- ✓ Research & Innovation
- ✓ Programme Leadership
- ✓ Quality Assurance
- ✓ Partnership Development



SCALE

- ✓ Strategic Partnership (2017–2024)
- ✓ Levels 4–7
- ✓ Undergraduate & Postgraduate Programmes
- ✓ College of Policing Licensed
- ✓ Thousands of Officers Educated
- ✓ Five International Conferences
- ✓ British Council Research Collaboration
- ✓ Global Reach (30+ Countries)



OUTCOME

Developed one of the UK's leading practitioner-led police education partnerships, integrating operational policing, higher education and professional standards to educate thousands of police officers and leaders.



LEGACY

Created an enduring model for professional police education that continues to influence curriculum design, licensing, practitioner teaching, research collaboration and the future development of policing nationally and internationally.



London Policing College

BUILDING PROFESSIONAL POLICE EDUCATION.

Developing People • Strengthening Organisations • Improving Public Safety

Executive Summary

The transition to professional policing education represented one of the most significant changes to police learning in a generation. Through its long-term strategic partnership with the University of West London, London Policing College helped design, develop and deliver innovative higher education programmes that combined operational policing expertise with academic rigour.

Working across Levels 4 to 7, the partnership developed undergraduate and postgraduate programmes, supported College of Policing licensing, contributed to curriculum design and quality assurance, delivered specialist teaching and supervision, and introduced modern, evidence-based approaches to professional learning. Throughout this work, the focus remained constant: ensuring officers developed the confidence, judgement and professional capability required to perform effectively in increasingly complex operational roles.

Rather than treating academic study as an end in itself, every programme was designed to improve operational decision-making, encourage reflective professional practice and strengthen the ability of officers to solve real policing problems. The partnership has contributed to the education of thousands of police officers while helping shape the future direction of professional policing education within the United Kingdom.

ENGAGEMENT SNAPSHOT

A summary of the engagement, capability developed and lasting impact.



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OUTCOME

Accredited professional policing programmes that strengthened operational capability through practitioner-led higher education, evidence-based learning and professional development.



LEGACY

Helping shape the future of professional police education through accredited programmes, practitioner expertise, sustained academic partnership and the successful development of thousands of policing professionals.



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Why This Matters

Modern policing requires officers capable of applying evidence, exercising professional judgement and making confident operational decisions in increasingly complex environments. Higher education provides an important framework for developing these capabilities, but only when learning remains firmly rooted in operational practice.

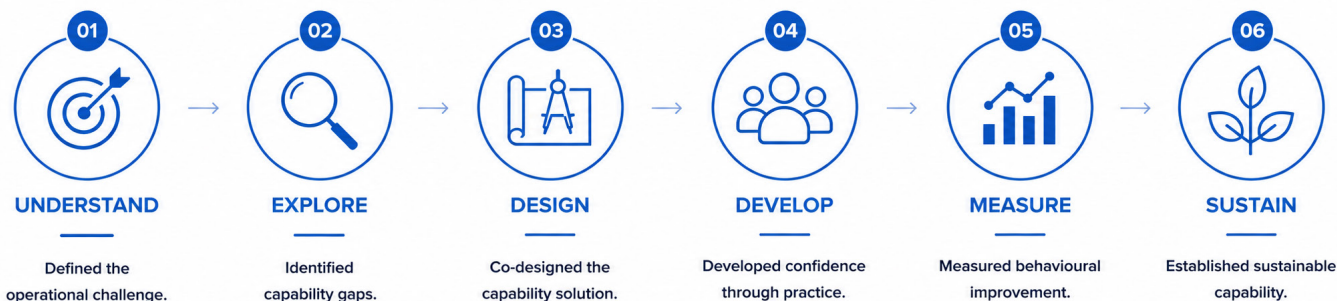
London Policing College believes professional education should never become education for its own sake. Academic learning must strengthen operational capability by improving judgement, increasing confidence and helping officers understand not simply what they should do, but why they should do it. Our partnership with the University of West London demonstrated how practitioner-led education, evidence-based learning and academic quality assurance can be successfully integrated to prepare officers for the realities of modern policing

Challenge - Understanding the Operational Problem

Developing professional policing programmes required much more than producing academic modules. The challenge was to create engaging learning that maintained academic credibility while remaining directly relevant to operational policing.

The partnership operated within a complex environment involving the University, police forces, the College of Policing, professional regulators, employers, students and operational subject matter experts. Learning needed to satisfy rigorous academic standards whilst simultaneously meeting organisational priorities, licensing requirements and the practical expectations of officers undertaking demanding operational roles.

Equally important was designing programmes that kept learners actively engaged. Officers needed practical, problem-solving approaches that recognised their professional experience, maintained motivation and demonstrated immediate operational relevance rather than relying on traditional academic delivery methods.



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Discovery - Finding the Capability Gap

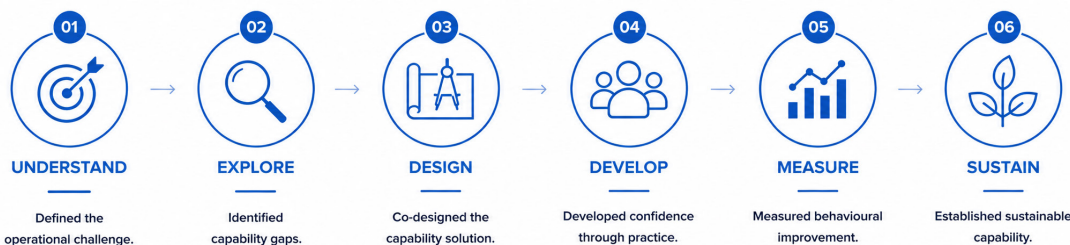
Working across undergraduate, postgraduate and professional policing programmes provided a unique insight into the evolving challenges facing modern policing. Continuous engagement with operational officers, supervisors, police forces and academic colleagues allowed London Policing College to identify emerging capability requirements and adapt learning accordingly.

Teaching across Levels 4 to 7 demonstrated that effective professional education depends upon active participation rather than passive instruction. Officers consistently developed stronger analytical thinking, professional judgement and confidence when learning was centred around operational problems, discussion, reflection and real investigative practice rather than simply acquiring theoretical knowledge.

Research activity, curriculum evaluation and close collaboration with policing practitioners further strengthened this understanding, ensuring programmes evolved alongside operational practice rather than remaining fixed around historical approaches. Continuous engagement with thousands of serving officers provided an invaluable source of operational insight, enabling curricula to evolve alongside policing practice rather than simply reflecting academic theory.

Design - Building the Right Solution

Programme design combined practitioner expertise, academic governance and professional regulation to create learning that was operationally relevant, academically robust and professionally recognised. This included assessment tools, curriculum detail, supervision approaches, research subjects and diverse teaching methodologies.



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Working through University validation processes alongside College of Policing licensing requirements required close collaboration between subject matter experts, academics and professional bodies. This enabled the partnership to introduce innovative approaches to learning, integrate contemporary research, embed current legislation and operational doctrine, and ensure every module supported the competencies expected of modern policing professionals.

The result was a learning model that combined evidence-based practice, reflective professional development, operational realism and rigorous academic standards within a coherent educational framework.

Delivery - Developing Confidence Through Practice

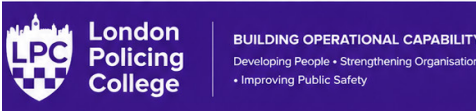
Delivering programmes of this scale required a mature and highly collaborative partnership. Success depended upon clearly defined responsibilities, consistent communication and strong relationships across the University, London Policing College, police forces and individual learners.

A dedicated programme and relationship management function ensured quality, responsiveness and continuity throughout delivery. Practitioner lecturers, academic staff and operational specialists worked together to create an engaging learning environment that balanced flexibility with academic integrity while maintaining an unwavering focus on improving operational performance.

The partnership demonstrated that sustained collaboration, rather than isolated programme delivery, is fundamental to developing professional policing capability at scale and at the heart of this was our relationship manager.

Evaluation - Measuring Operational Change

The partnership contributed to the successful development and delivery of multiple accredited policing programmes supporting thousands of police officers and policing professionals.



UNDERSTAND

Defined the operational challenge.



EXPLORE

Identified capability gaps.



DESIGN

Co-designed the capability solution.



DEVELOP

Developed confidence through practice.



MEASURE

Measured behavioural improvement.



SUSTAIN

Established sustainable capability.

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Beyond academic achievement, the programmes strengthened professional confidence, encouraged reflective practice and improved the ability of officers to apply evidence, legislation and operational judgement within complex policing environments. Long-term collaboration also informed curriculum development, licensing activity, research, quality assurance and the continued evolution of professional policing education.

Legacy - Building Sustainable Capability

The partnership extended well beyond programme delivery. Over a number of years London Policing College contributed to curriculum development, academic leadership, professional licensing, research and the continuing evolution of professional policing education. The knowledge, relationships and educational approaches developed through this work continue to influence programmes, practitioners and policing organisations today.

- Professional Policing Degree designed, licensed and successfully implemented.
- MSc Policing programmes developed and delivered across specialist policing disciplines.
- College of Policing licensing successfully achieved for multiple accredited programmes.
- Thousands of officers supported through professional policing education.
- Long-term strategic partnership established between London Policing College and the University of West London.
- Evidence-based learning approaches embedded across undergraduate and postgraduate policing education.
- Research and practitioner insight continually informed curriculum development.
- Professional policing education model recognised as combining academic excellence with operational credibility.

"For us, professional policing education has never been about helping officers achieve a degree. It has always been about helping them become better police officers. Our partnership with the University of West London has enabled thousands of officers to develop the confidence, professional judgement and evidence-based thinking needed to meet the challenges of modern policing, while ensuring every aspect of academic learning remains firmly connected to operational practice."

Rod Jarman QPM OStJ

Former Deputy Assistant Commissioner

Director, London Policing College

Professional policing education succeeds when academic excellence and operational credibility are developed together. Degrees do not create capable officers—carefully designed professional learning does.