

# Research on the Training Mechanism of Judicial Police Officers under the Cooperation Mode between School and Bureau: Based on the Perspective of Policy Implementation

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## Abstract

As a key model for the cultivation of judicial police officers, the effectiveness of school-bureau cooperation is deeply bound to the quality of policy implementation. This article takes policy implementation as the entry point, combines the development history of policies and adaptation theories, and analyzes the logic of the role of collaborative implementation subjects, resource allocation, and process norms in talent cultivation. It further clarifies the connotations and operation modes of three core mechanisms, collaborative formulation of training programs, joint construction of “dual-qualified” teachers, and integration of practical teaching. On this basis, the study proposes optimization strategies including the collaborative governance of multiple actors, precise supply of educational and practical resources, and dynamic assessment of implementation outcomes. These strategies aim to provide practical support for realizing the professional and practice-oriented training of judicial police officers and to promote the high-quality development of political and legal teams.

## Keywords

Collaborative governance; Judicial police officer; School-bureau cooperation; Policy implementation; Talent cultivation mechanism

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## 1. Introduction

Under the background of the deepening of the judicial administrative system reform and the advancement of the professionalization of the political and legal teams, the cooperation between schools and bureaus has become the core path for the cultivation of judicial police officers. The

implementation effectiveness of relevant policies directly determines the quality of talent cultivation. This paper, from the perspective of policy implementation, focuses on the construction of the talent cultivation mechanism for judicial police officers under the school-bureau cooperation model. By combining the laws of policy

evolution and theoretical support, and through methods such as literature research and logical analysis, it defines core concepts such as school-bureau cooperation, policy implementation, and the talent cultivation mechanism for judicial police officers, and sorts out the existing research results and deficiencies. The aim is to explore the impact dimensions of policy implementation on talent cultivation, clarify the core components of the mechanism, propose optimization paths, provide theoretical references for enhancing the pertinence and effectiveness of judicial police officer talent cultivation, and contribute to the construction of the political and legal talent team and the development of the judicial administrative cause.

## **2. The policy basis and theoretical support for the cooperation between schools and bureaus in cultivating judicial police officers**

### **2.1. The evolution and core content of policies related to the cultivation of judicial police officers**

The development of policies for cultivating judicial police officers is closely linked to the national judicial administrative reform and the strategy of building the political and legal teams. It has roughly gone through three stages: initial exploration, standardized development, and in-depth improvement.

The early policy was mainly based on the independent cultivation of institutions, with an emphasis on the teaching of basic theories. With the increasing demand for professionalization of the political and legal teams, policies have gradually emphasized practical orientation and explicitly proposed the training direction of cooperation between schools and bureaus. In recent years, relevant policies have been further refined, forming systematic regulations covering training objectives, resource allocation, and assessment and evaluation.

The core content is concentrated in three aspects:

- (1) It clarifies the standards for cultivating the political quality, professional ability and practical skills of judicial police officers;
- (2) It establishes the collaborative responsibility of colleges and judicial administrative organs in talent cultivation;

- (3) It proposes policy guarantee measures to promote the implementation of cooperation, providing clear policy guidance for the development of the school-bureau cooperation model <sup>[1]</sup>.

### **2.2. Policy positioning and implementation basis of the school-bureau cooperation model**

The school-bureau cooperation model holds a core position in the policy system for cultivating judicial police officers and is a key carrier for implementing the talent cultivation strategy of the political and legal teams. At the policy level, it is positioned as an important way to integrate the educational resources of colleges and universities with the practical resources of judicial administrative organs. Through the collaboration of the two, the deep integration of theory and practice is achieved, and the problem of the disconnection between theory and practice in the traditional training model is solved. The implementation basis of this model mainly stems from three types of policy documents, including the macro-strategic planning at the national level on the cultivation of political and legal talents, which clarifies the overall direction of cooperation between the university and the bureau. The special policies jointly issued by the judicial administrative department and the education department standardize the specific contents and operational procedures of cooperation. The supporting implementation measures formulated by local authorities in light of their actual conditions, and the detailed cooperation measures in response to the demands of regional judicial administration, together form the institutional support for the orderly advancement of the school-bureau cooperation model.

### **2.3. Theoretical adaptability of the talent cultivation mechanism from the perspective of policy implementation**

To study the talent cultivation mechanism of school-bureau cooperation from the perspective of policy implementation, it is necessary to build an analytical framework based on relevant theories, and the theories should be highly compatible with the research topics. The policy implementation theory provides a core perspective for analyzing the transformation process of school-bureau cooperation policies from text to practice. Through

elements such as policy implementation subjects, resources, and processes, it can be explored how policies affect the operation of the talent cultivation mechanism. The theory of collaborative governance applies to explaining the cooperation logic between educational institutions and judicial administrative organs, clarifying the division of rights and responsibilities, communication and coordination, and interest integration mechanisms between the two in talent cultivation, and providing theoretical support for building an efficient collaborative training system. Furthermore, human capital theory reveals the intrinsic connection between talent cultivation and social demands, which can guide the school-bureau cooperation mechanism to precisely set the training content and methods around the human capital demands in the judicial administrative field, ensuring a high degree of matching between talent cultivation and job requirements, and enhancing the actual effectiveness of policy implementation <sup>[2]</sup>.

### **3. Dimensions of the impact of the implementation of school-bureau cooperation policies on the cultivation of judicial police officers**

#### **3.1. The guiding role of the collaborative implementation of policy subjects on the training objectives**

The implementation of the school-bureau cooperation policy involves two core subjects: universities and judicial administrative organs. The degree of coordination between the two directly affects the precise positioning and realization direction of the talent cultivation goals for judicial police officers. The professional and practical requirements for talent cultivation in the policy text need to be transformed into specific training orientations through the joint efforts of both sides. As the main battlefield for talent cultivation, colleges and universities are responsible for imparting theoretical knowledge and shaping basic abilities, while judicial administrative organs, relying on their front-line practical experience, clearly define the core qualities and ability standards required for positions. If there is a lack of effective communication and coordination between the two sides in the implementation of policies, it is easy to lead to a

disconnection between the training objectives and the demands of judicial practice, resulting in the separation of theory and practice. Conversely, by establishing a regular collaborative mechanism and unifying the understanding of training objectives in line with policy requirements, it can ensure that talent cultivation always meets the actual needs of the construction of the judicial administrative team, achieving a precise orientation from “knowledge-based” to “practical” talent cultivation <sup>[3]</sup>.

#### **3.2. The guarantee effect of policy resource allocation on training conditions**

The allocation of resources during the policy implementation process is a key foundation for supporting the cultivation of judicial police officers. Its rationality and sufficiency directly determine the quality of the training conditions. The requirements for the allocation of resources such as teaching staff, funds and practical venues clearly stipulated in the policy need to be scientifically allocated and efficiently utilized between universities and judicial administrative organs. The resource advantages of colleges and universities are reflected in their disciplinary systems, research platforms and theoretical teaching staff, while judicial administrative organs have practical venues, first-line cases and practical talent resources.

In the implementation of policies, if the allocation of resources lacks overall planning, problems such as insufficient practical resources in colleges and universities and the difficulty in effectively converting high-quality practical resources of judicial administrative organs into teaching resources will arise, which will restrict the improvement of training conditions. By implementing policy requirements and promoting the in-depth integration of resources between both sides, such as jointly building training bases, sharing teaching staff, and coordinating the use of funds, a stable resource guarantee can be provided for talent cultivation, significantly enhancing the adaptability and support of training conditions, and laying a solid foundation for practical training <sup>[4]</sup>.

#### **3.3. The regulatory function of the policy implementation process on the training stage**

The standardization of the implementation process of the school-bureau cooperation policy plays an important role

in constraining and regulating the orderly advancement of each link in the training of judicial police officers. The requirements for the curriculum setting, teaching implementation, assessment and evaluation and other processes of talent cultivation in the policy are the core basis for connecting the entire cultivation chain. From the perspective of the construction of the curriculum system, it is necessary to update the course content in accordance with the requirements of policy processes and in combination with judicial practice to avoid the solidification of the curriculum setting.

In the teaching implementation stage, the policy enforcement process clarifies the integration path of theoretical teaching and practical teaching, and standardizes the procedures for formulating and adjusting teaching plans. In the assessment and evaluation stage, the policy process requires breaking away from the single assessment model and introducing diversified evaluation standards involving judicial administrative organs. A standardized implementation process can effectively avoid the arbitrariness of the training links, thereby ensuring that all links, such as course setting, teaching implementation, and assessment and evaluation always revolve around policy goals, forming a closed-loop training system and enhancing the systematicness and standardization of talent cultivation <sup>[5]</sup>.

## **4. The core components of the talent cultivation mechanism in the implementation of school-bureau cooperation policies**

### **4.1. A collaborative formulation mechanism for training programs based on policy objectives**

As the core blueprint for the training of judicial police officers, the formulation of the training program must strictly adhere to the core goal of the relevant policies on school-bureau cooperation, that is, to cultivate applied and compound talents that meet the job requirements of the judicial administrative system. This mechanism breaks the traditional model of single formulation by universities and establishes a collaborative decision-making system between universities and judicial administrative organs. Colleges and universities, in accordance with the policy requirements for talents' knowledge, ability and quality,

and in combination with their disciplinary advantages, sort out the basic framework of the curriculum system. Judicial administrative organs, based on the actual functions of front-line law enforcement, management and other positions, provide suggestions on job competency standards and career development needs.

Through regular communication and coordination, universities and judicial administrative organs have detailed the relevant policy requirements for school-bureau cooperation into specific training objectives, curriculum Settings, credit structures and assessment standards. Through this process, the training program not only adheres to the inherent laws of education and teaching but also precisely meets the actual needs of judicial police positions under policy guidance, thereby achieving a deep integration and seamless connection between the set policy goals and the specific content of talent cultivation, laying a foundation for the precise training of judicial police talents <sup>[6]</sup>.

### **4.2. A “dual-qualified” teacher co-construction mechanism relying on policy resources**

The “dual-qualified” teaching staff is a key support for the cooperation between universities and judicial administrative organs in cultivating judicial police officers. This mechanism is based on the resource sharing requirements clearly stipulated by policies and builds a two-way co-construction system of teaching staff between universities and judicial administrative organs. Colleges and universities select teachers with solid theoretical foundations within the school in accordance with policy guidance. Through the practical training platforms provided by judicial administrative organs, they participate in front-line business practices, business training and research projects to enhance their practical teaching abilities.

Meanwhile, judicial administrative organs, in accordance with policy regulations, select and dispatch front-line law enforcement officers, managers and other personnel who are highly skilled and experienced. After undergoing teaching ability training in colleges and universities, they undertake tasks such as practical course teaching, practical training guidance and graduation design tutoring. In addition, both sides will jointly establish a teacher assessment and incentive system,

linking the effectiveness of teacher co-construction during policy implementation with assessment and evaluation, professional title assessment, etc., to ensure the stability and professionalism of the teaching staff and provide a teacher guarantee that combines theoretical depth and practical experience for talent cultivation <sup>[7]</sup>.

### **4.3. A practical teaching integration mechanism closely adhering to policy requirements**

Practical teaching is the core link in the cultivation of professional abilities for judicial police officers. This mechanism closely adheres to the normative requirements of policies for practical teaching and builds an integrated system of “combining learning with application and integrating knowledge with action”. In accordance with the policy regulations on the duration, content and standards of practical teaching, universities and judicial administrative organs jointly plan the practical teaching links, integrating the business processes, work norms and real cases of the judicial administrative system into the practical teaching content, and setting up progressive practical modules such as cognitive internships, professional training and on-the-job internships.

By establishing fixed practice bases and implementing job rotation practices, students are enabled to deeply participate in front-line work, thereby honing their law enforcement capabilities, emergency response skills and professional qualities in practice. At the same time, both sides jointly formulate practical teaching assessment methods, based on the job ability standards required by policies, to conduct a comprehensive evaluation of students’ practical performance, ensuring that the entire process of practical teaching conforms to policy guidance and effectively enhances the practical application ability of talents.

## **5. Optimize the talent cultivation mechanism and path for the implementation of school-bureau cooperation policies**

### **5.1. Build a collaborative governance system for policy implementation subjects**

The efficient collaboration among policy implementation subjects is the key to the implementation of the

talent cultivation mechanism through school-bureau cooperation. It is necessary to break down the barriers between universities and judicial administrative organs, establish a collaborative governance structure with clear rights and responsibilities, clarify the specific duties and collaborative processes of both sides in talent cultivation, and avoid shirking and disconnection in policy implementation. By establishing a regular communication platform, precise alignment can be achieved in aspects such as training objectives, teaching content, and practical arrangements, ensuring that policy requirements can be effectively conveyed and transformed into concrete actions.

At the same time, it is necessary to strengthen the trust and interest coordination mechanism between universities and judicial administrative organs, and to comprehensively resolve problems such as uneven resource distribution and ambiguous division of rights and responsibilities during the cooperation process. By establishing an efficient and interactive system and constructing a closed-loop management model of “decision-making - execution - feedback”, we ensure smooth connection and clear responsibility in each link of policy implementation, continuously enhancing the efficiency of policy collaborative implementation by both the school and the bureau, and laying a solid institutional foundation for the stable and orderly operation of the school-bureau cooperative talent cultivation mechanism <sup>[8]</sup>.

### **5.2. Improve the guarantee mechanism for the precise supply of policy resources**

The rational allocation of policy resources directly affects the quality of talent cultivation through school-bureau cooperation. We should take policy requirements as the guide, establish a precise matching mechanism for resource supply, focus on the core demands of talent cultivation, and integrate the teaching resources of universities with the practical resources of judicial administrative organs. In terms of teaching resources, promote mutual employment and dispatch of personnel between the two sides in accordance with policy standards to ensure the stable construction of the “dual-qualified” teaching staff. In terms of practical resources, relying on the business platforms of judicial administrative organs, standardized practical bases should be established to



ensure an adequate supply of practical teaching resources. At the same time, a dynamic adjustment mechanism for resources should be established. According to policy changes and training demands, the structure of resource allocation should be optimized in a timely manner. The supervision and evaluation of resource usage should be strengthened to avoid resource waste and ensure that policy resources can efficiently serve all links of talent cultivation, laying a solid material foundation for the operation of the mechanism<sup>[9]</sup>.

### 5.3. Improve the dynamic assessment mechanism for the implementation effect of policies

Dynamic assessment is an important means to test the effectiveness of policy implementation and optimize the talent cultivation mechanism. Based on policy goals and talent cultivation standards, a scientific evaluation index system should be established, covering core dimensions such as the implementation of the training program, the quality of the teaching staff team building, the effectiveness of practical teaching, and feedback on talent cultivation quality. Establish a diversified assessment subject, integrate the forces of universities, judicial administrative organs, industry experts and graduates, and form a comprehensive assessment perspective. At the same time, a dynamic assessment platform should be established to conduct regular assessment work, promptly collect data and information during the policy implementation process, deeply analyze the problems reflected in the assessment results, and form a virtuous cycle of “assessment - feedback - optimization”. Through regular assessment, unreasonable links in the talent cultivation mechanism are adjusted in a timely manner to ensure that policy implementation always meets the

needs of talent cultivation and continuously enhance the effectiveness of talent cultivation through cooperation between the university and the bureau<sup>[10]</sup>.

## 6. Conclusion

From the perspective of policy implementation, this article systematically explores the relevant issues of the talent cultivation mechanism for judicial police officers under the school-bureau cooperation model. By sorting out the policy basis and theoretical support, the evolution logic of the talent cultivation policy for judicial police officers, the policy positioning of school-bureau cooperation, and the theoretical adaptability have been clarified. The specific impact of policy implementation on talent cultivation was analyzed from three dimensions: the implementing subject, resource allocation, and process norms. It has defined three core mechanisms: collaborative formulation of training programs, joint construction of “dual-qualified” teachers, and integration of practical teaching. And propose optimization paths such as building a collaborative governance system for the main body, improving the precise supply mechanism of resources, and perfecting the dynamic assessment mechanism. Although the research provides theoretical and practical ideas for the improvement of the talent cultivation mechanism through school-bureau cooperation, there are still deficiencies in aspects such as the in-depth analysis of the reasons for the differences in policy implementation. In the future, research can be further deepened in combination with regional practices to promote the precise alignment of policy implementation and talent cultivation mechanisms, providing more powerful support for the professionalization of the judicial administrative team.

### Disclosure statement

The author declares no conflict of interest.

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