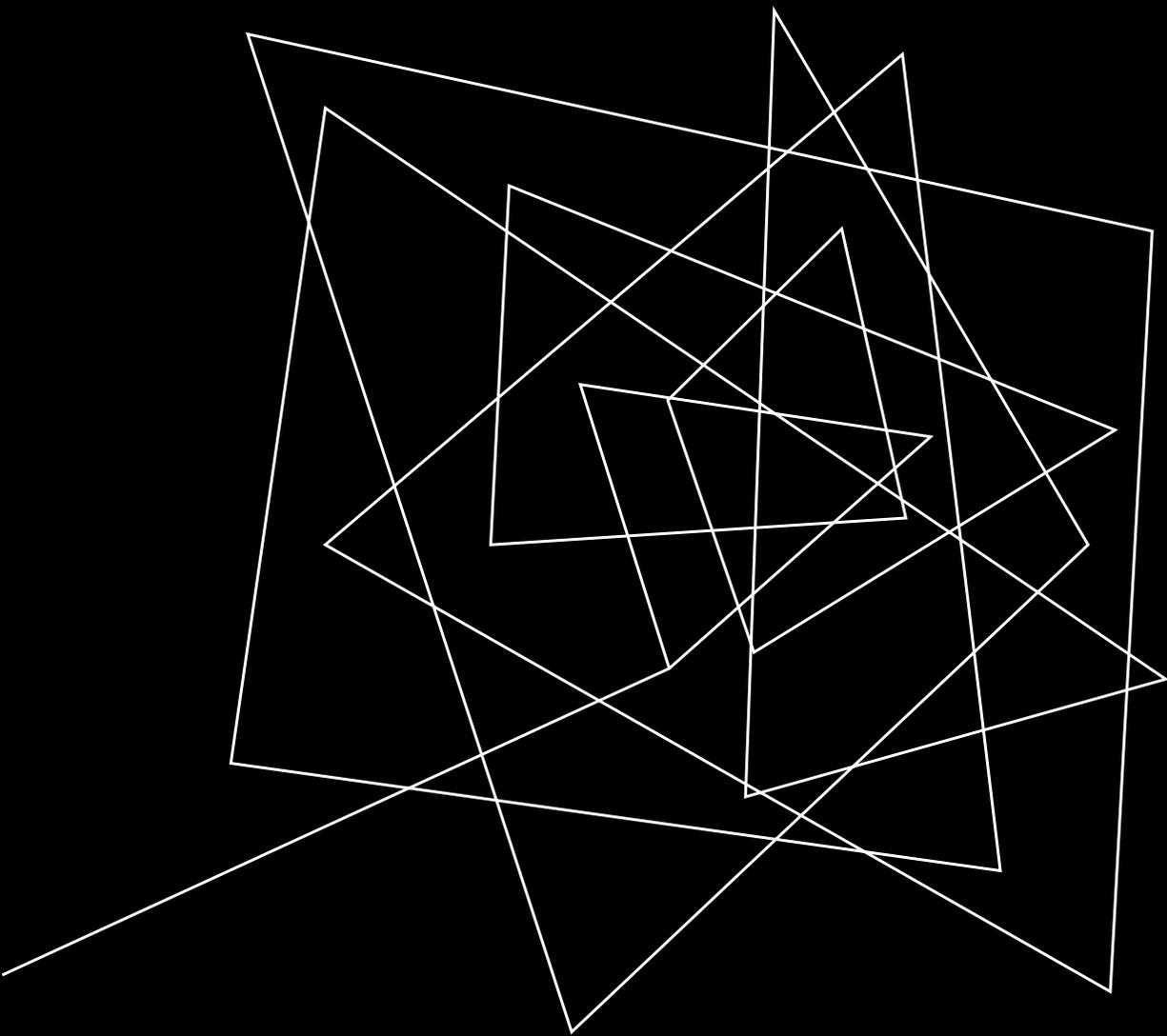


**Exploring the impact of the education led
professionalisation agenda in policing:
professional identity and engagement with
continuing professional development
(CPD).**

Peter Heath

OUTLINE

- Police professionalisation and the role of education
- Police culture and professional identity
- Using Bourdieu's theoretical framework in policing
- Data collection



POLICE PROFESSIONALISATION AND THE ROLE OF EDUCATION

TRADITIONAL OVERVIEW OF A 'PROFESSION'

Horton, (1958) suggested 10 requirements;

1. A profession must satisfy an indispensable social need based up accepted social and scientific principles
2. Require pre-professional and cultural training
3. Demand a body of specialist and systematised knowledge
4. Must demonstrate skills which the general public don't possess.
5. Must have a develop scientific approach based tested experience
6. Exercise discretion and judgement in the performance of their duty
7. Work is beneficial that cannot be measured by simple time or performance metrics
8. A group understanding of the role, knowledge and specialised language used.
9. It not a way into other fields, it is a field in itself and can retain those working in it.
10. Have a clear code of ethics its members must live up to.

Wilensky, (1964) suggested four key elements;

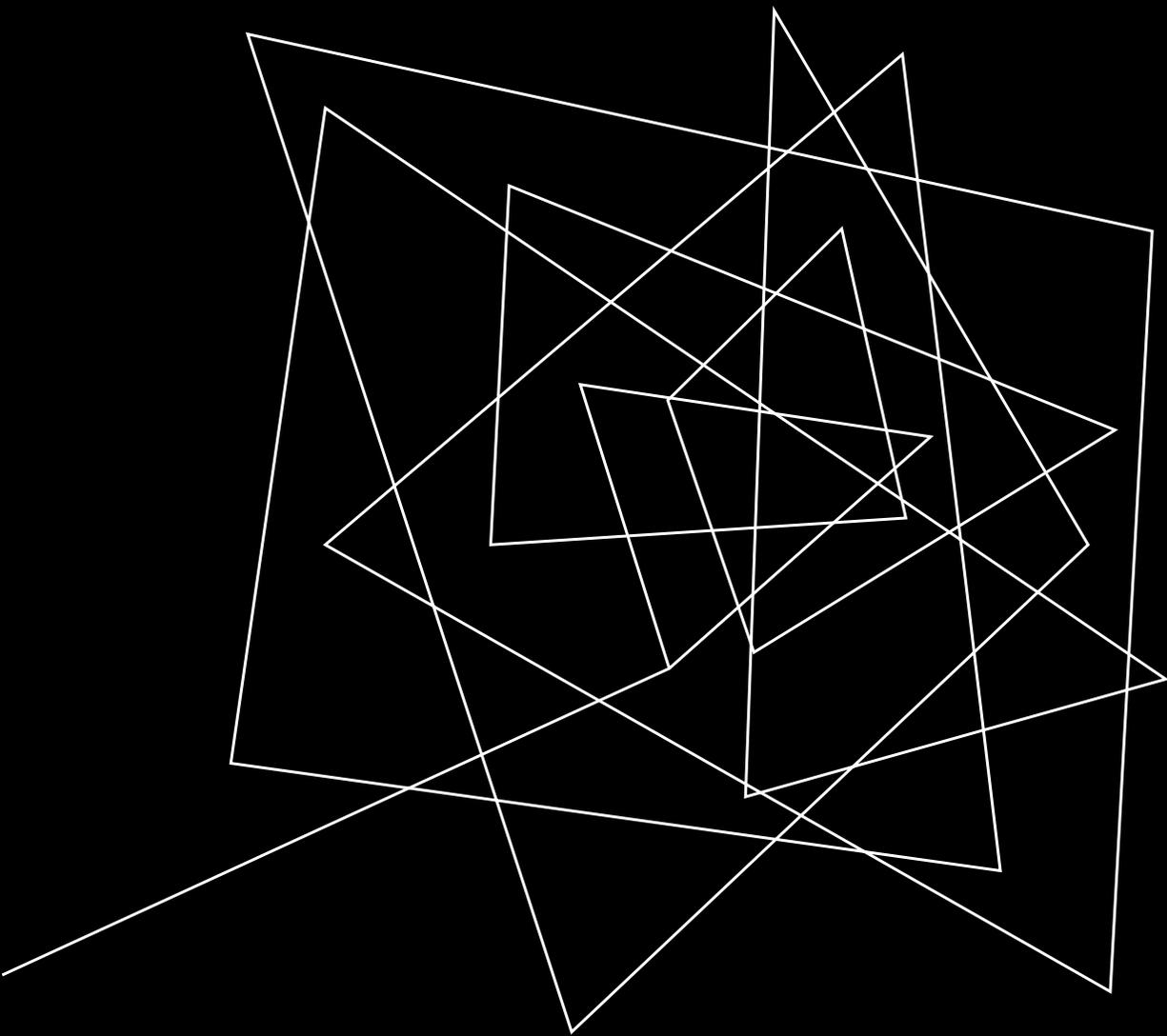
1. Demonstrate a technical foundation of the work that they do.
2. Have exclusivity on that field of work.
3. Ensure that technical skills and the jurisdiction are underpinned by effective training standards.
4. Have public confidence in their ability to be the only group that are able to fulfil that role.

DRIVERS FOR PROFESSIONALISATION

- Calls for the professionalisation of policing are nothing new, in 1973 it was observed that it was a re-professionalisation of policing (Mark, 1973).
- Driven by a range of factors including; public confidence, changes in government policy, technological advancements and wider social changes (Holdaway, 2017).
- “A newly-recruited constable must acquire and apply high levels of professional knowledge to a range of challenging situations, across increasingly complex and diverse communities.” (College of Policing, 2020. p. 8).
- Are we confusing professionalisation for changes in the polices operating environment? (Holdaway, 2017, Martin, 2022)

EDUCATION, CPD AND POLICING

- Traditionally focused on a 'training' model
- Education or a more learning model focused on policing leaders or high-potential officers
- Move to recognize that policing is a graduate occupation and requires specialist knowledge similar to other sectors like nursing and teaching (NPCC, 2016)
- Shifting towards an approach that balances learning upon entry and ongoing development throughout an individual's career (College of Policing, 2020)



POLICE CULTURE AND
PROFESSIONAL IDENTITY

POLICE CULTURE

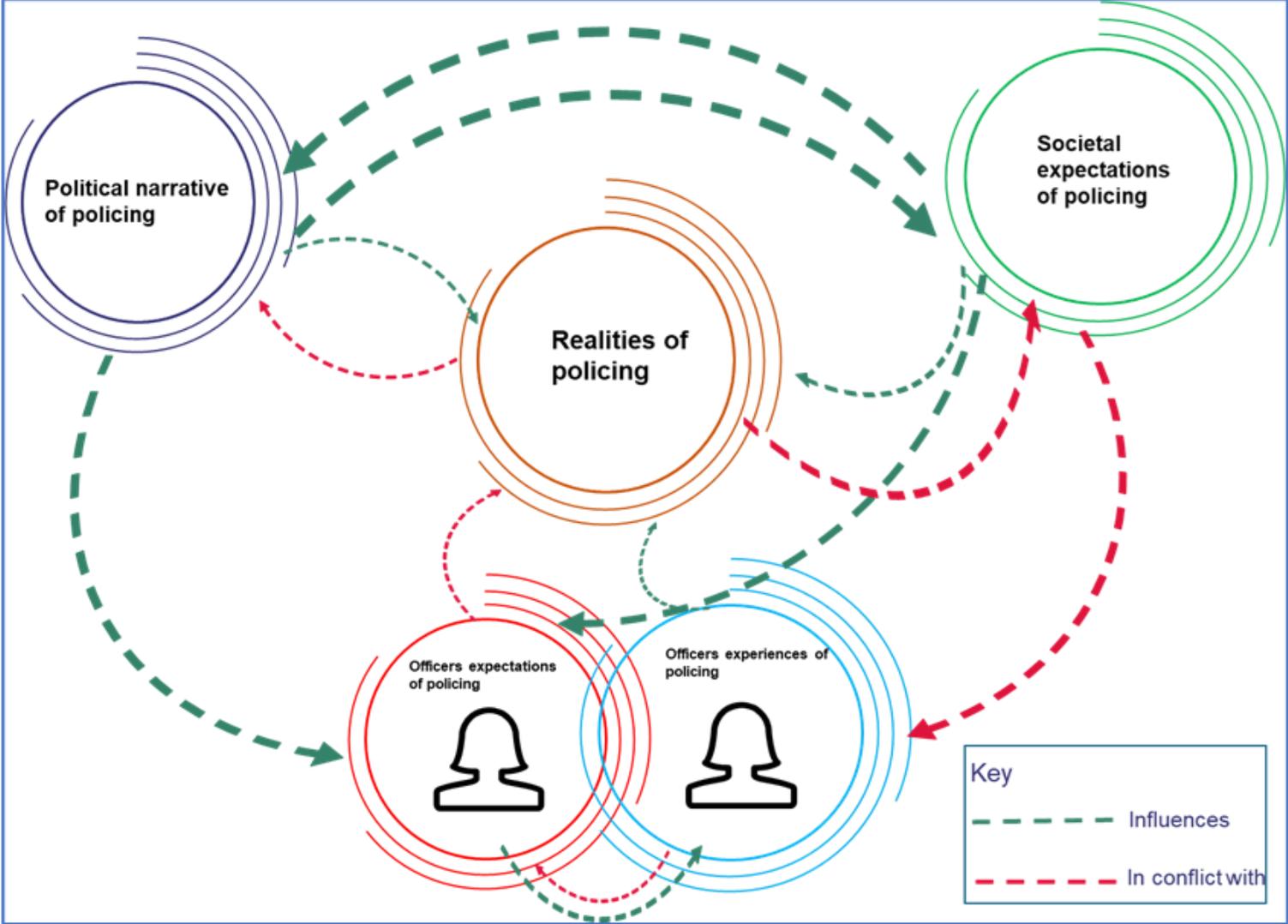
A function culture serves is to help individuals make sense of the world around them, this includes what organisations are and what they do (Brown, 1995).

Definitions of police culture refer to:

- Core beliefs and values that are specific to policing (Holdaway, 1983).
- Accepted professional practices and standards of appropriate conduct (Manning, 1989).
- Occupational norms that are closely linked to the hierarchical nature of policing (Chan, 1997).

Policing culture is not a monolith 'cop-culture' but made up of a range of views that reflect how officers in certain roles make sense of the profession (Morgan and Newburn, 1997 and Manning, 2007).

INFLUENCES ON POLICE CULTURE



IDENTITY AND PROFESSIONAL IDENTITY

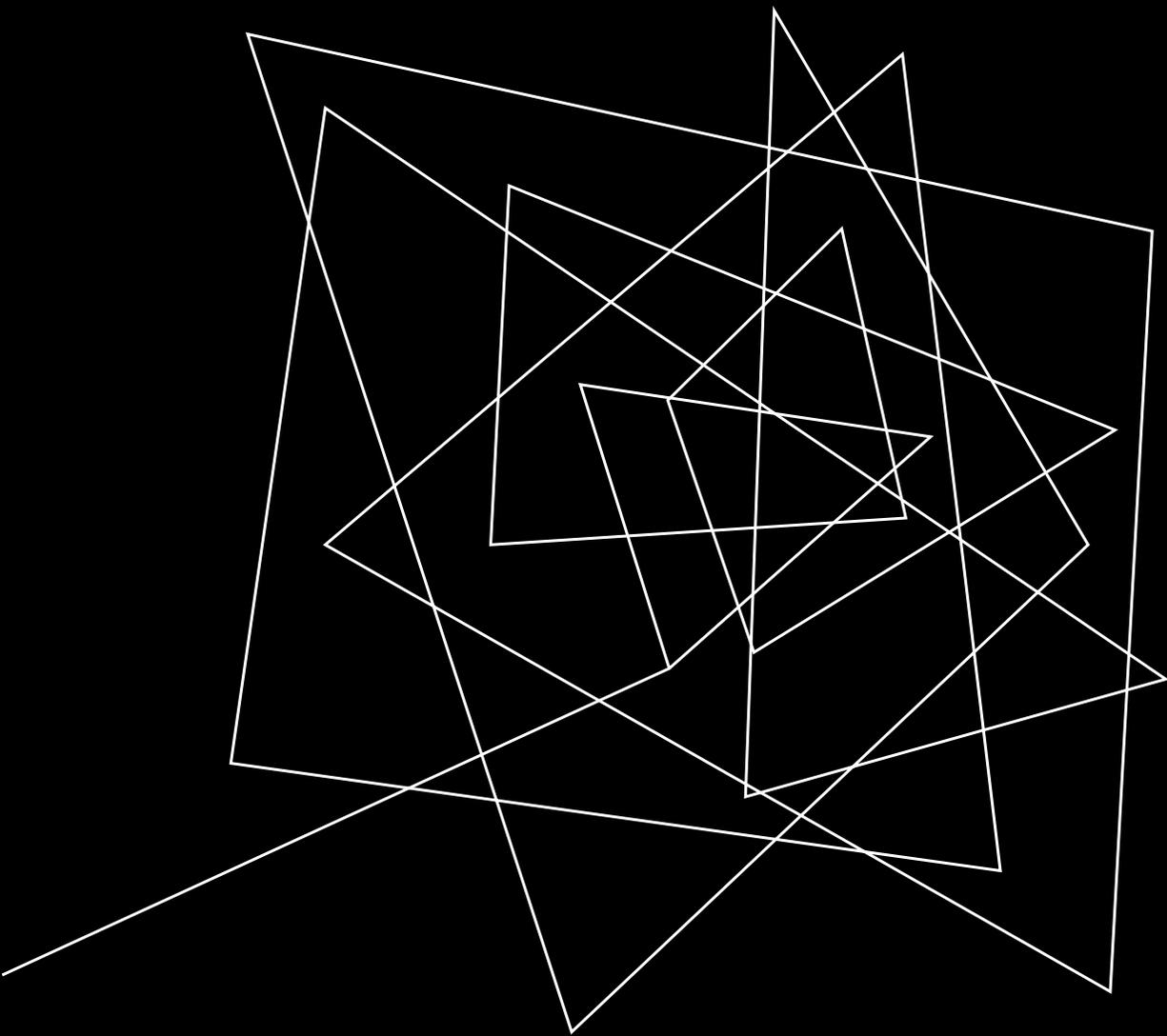
Identity is linked to society and is intrinsically linked to social interactions and the re-enforcement and validation of society (Jenkins, 1996).

Social identity works in two ways:

1. To help an individual differentiate between themselves and others.
2. To help individuals and groups to identify similarities between themselves and others.

This enables individuals to be shaped by society and help them define their identity within society (Tajfel and Turner, 1979).

An individual identifies with a group (or organisation) because they share or accept these values, beliefs and behaviors and through this acceptance they can start to construct that acceptable identity. (Katz and Kahn, 1966, Serino, 1998 and Haslan, 2004).



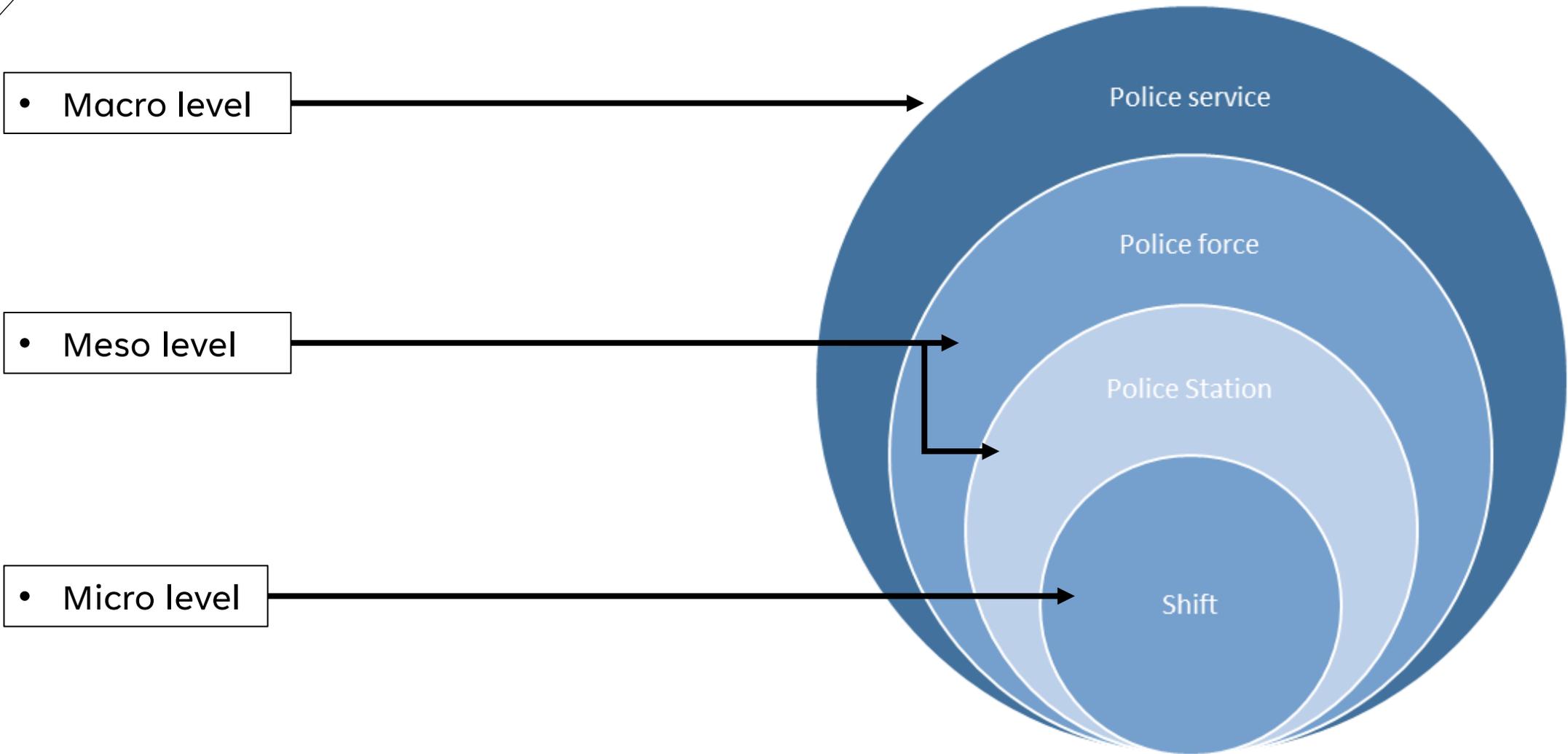
USING AND ADAPTING
BOURDIEU'S THEORETICAL
FRAMEWORK IN POLICING

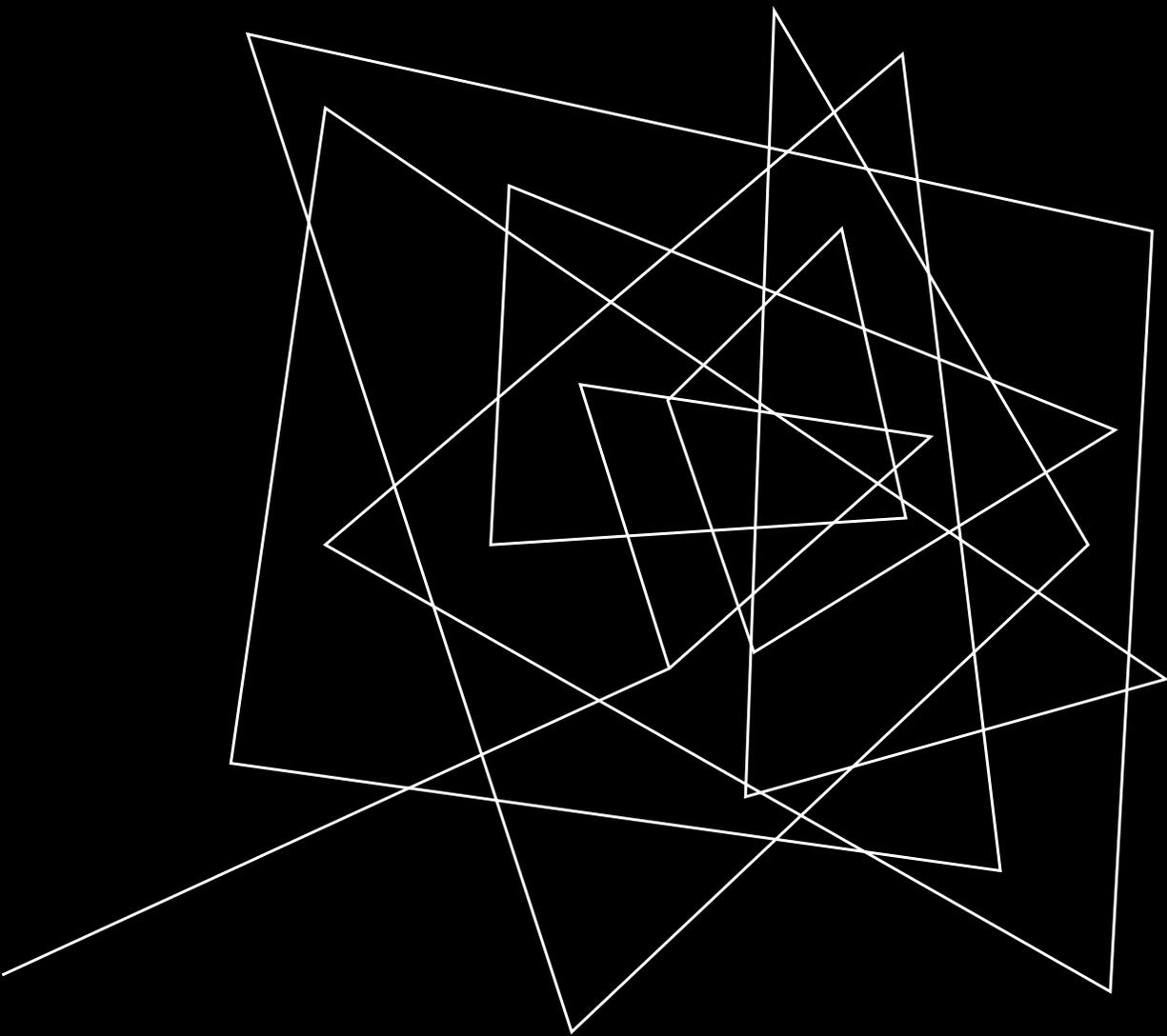
ADAPTING BOURDIEU IN POLICING

- Bourdieu has been used to good effect in the study of policing, see Chan (2007) and Charman (2017) as two examples.
- Bourdieu (1977 and 1996) sought to not only provide an explanation of the social world but also the interactions that take place within it using the concepts of:
 - Fields
 - Habitus
 - Capital

Adapted to consider that fields exist within fields allowing for a more nuanced assessment of social spaces and social interactions (Grenfell and James, 1998).

ADAPTING BOURDIEU IN POLICING





DATA COLLECTION

OVERVIEW OF THE DATA COLLECTION

- Data collected from three forces split into two separate studies,
 - Small scale study involving one force
 - Larger study involving two forces
- Both studies apply a mixed methods approach in two phases:
 - Phase one: Survey exploring attitudes towards CPD
 - Phase two: Exploring concepts of professional identity
- Sample is full or part-time uniformed constables who did not join through one of the new PEQF entry routes.
- Forces selected based on when they adopted the Police Constable Degree Apprenticeship (PCDA) entry route:
 - Early adopter
 - Mid-adopter
 - Late adopter



THANK YOU

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