# Slide one -title

Good afternoon, my name is Peter Heath, and I am a second year, Part-time PhD student. Today I want to take you through a whistle-stop tour of my study, taking through the headlines of the main topic areas of the literature review and the application of the theoretical framework and then finally a very brief overview of the approach to data collection.

By way of a short background, I have been working in policing for the past 8 years within the College of Policing and before that I trained as a FE teacher and worked in various roles supporting learning and development.

# Slide two – overview:

# Police professionalisation and the role of education

# Police culture and professional identity

# Using Bourdieu’s theoretical framework in policing

# Data collection

# Slide three – Police professionalisation and the role of education

# Slide four – Overview of a profession

These two are examples of a taxonomic approach to defining a profession, there are some similarities between the two lists many of these things could apply to a range of occupations that might not be considered professions.

Another approach is that the defining characteristic of a profession is that they are exclusionary, they have their own controlled access for people to practice and be part of that profession and these are often state sanctioned and enforced (Saks, 2012). An individual with an interest in the human body could not rent out and office space and claim that they were a general practitioner without facing criminal charges. To practice medicine, you need to be licensed to do so, you have to have demonstrated that you meet the requirements to be a member of that professional group (Saks 2010). This approach to considering professions also links political control of the profession, be it by a government directly or by a governing body (Parry and Parry 1976, cited in Saks, 2012). Criticisms of this approach include that it does not properly account for the knowledge and skill base of professions (Saks, 2012).

So is policing a profession? Based on these two approaches, there seems to be sufficient evidence to suggest that policing is a profession.

# Slide five: Drivers for professionalisation

It has been suggested that this is not the first iteration of policing professionalisation, indeed (reference needed) suggest that it is the fourth iteration of professionalisation.

The agendas driving those phases of professionalisation vary, ranging from social changes, technological changes through to changing perceptions in the role of policing.

This education led iteration of professionalisation has been driven by the changing landscape of the challenges faced by policing. In short, crime is happening in different ways and making use of ever more sophisticated technological approaches. To combat this, policing needs to build a specific and specialised skill-set.

However, things have moved on since the PEQF was launched in 2018, and over recent years we have seen a reaction, sometimes violent, towards the role and methods of policing in modern society, but also the culture of policing and how this is having a negative impact on both policing outcomes, but also the public perceptions of policing. Again, this is certainly nothing new, and the Casey review is the latest in a number of reviews over the course of the last 30 or more years based around how policing inter-acts with sections of society. As a result, a new driver can be added to the list, cultural change within policing to help re-build public confidence in policing.

# Slide six – Education, CPD and policing

Why is education seen as the vehicle for achieving the required professionalisation of policing? The transformative effects of education is not a new concept, indeed the role of education in driving social change is one that has been regularly recited by policiticians of all colours for well over a century. Most recently, I am reminded of New Labour’s tagline of Education, Education, Education.

The recent justifications for education to be at the forefront of policing can be traced to those cultural transformative effects of education. It is not just about learning a body of knowledge that is at a specific academic level, more it is a wider consideration of some of those higher-level cognitive skills that are being sought, synthesis, critical thinking and the application of professional judgement and discretion. Policing is unique in that its most junior operators enjoy such high levels of autonomy and independence in the discharging of their duties in a situation where they are regularly away from direct supervision observation or support.

This is reflected in the shift away from a training culture and the drive for a learning culture. One what has officers looking to engage in ongoing learning and development throughout their careers. Continuing Professional Development is seen as being one of the key drivers to support not only the ongoing drive for the professionalisation of policing, but also for the achievement of officers career aspirations. Examples of this include the Professionalising Investigation Programme (PIP), the Intelligence Professionalisation Programme (IPP), and the current developments in leadership learning programmes that is currently taking place under the banner of the National Centre for Police Leadership.

# Slide Seven – Police culture and professional identity

# Slide Eight – 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)

These definitions suggest that there is a consistency of culture across policing, however this is not the case. Policing, might seem on the face of it, to a monolithic public institution, however the reality is that policing in the UK is made up 43 separate Home Office Police forces, a number of non-home office organisations such as the British Transport Police, the Civil Nuclear Constabulary, the Military of Defence Police as some of the larger examples and this is before we consider agencies like the National Crime Agency or the investigative and enforcement roles of a range of public bodies.

# Slide nine – Influences on police culture

The influences on the development of policing culture are as varied as the forces and organisations that are involved in law enforcement in the UK. I will not go into the detail of the formation of organisational culture due to the limited time, however it is important to recognise that the culture of an organisation does not just reflect that organisation, but also the society in which it is operating (Brown xxxx).

This diagram attempts to map the various influences on policing culture and how none of those of influences acts in isolation to the others, at some point there is some form of interaction which helps to shape those sections of wider society.

Examples of this can be seen all around us, a number of years ago I did some interviews with officers on their roles in policing and one of the questions asked them why they joined and almost without exception, they made reference to a media portrayal of policing, be it ‘The Bill’ or ‘The Sweeney’. That expectation quickly came up against the reality of policing. Yet it is important to consider what shapes societies perceptions and expectations of policing, and how these reflect or are different from the realities of policing. The way the public views the police has change over recent years, and indeed the public perception of policing and the role of policing has reached a challenging cross-roads in recent years with the range of incidents that have shown policing that does not meet the expectations of society, Sarah Everards murder and wider impact of the way violence against women and girls has been policed, the subsequent policing of the vigils and the policing of other protests. The role and approaches of undercover officers, the racism within police forces and a range of other issues that have been highlighted over recent years.