



Exploring the impact of education led professionalisation agenda in policing: Professional identity and engagement with Continuing Professional Development (CPD)

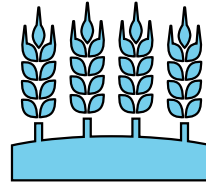
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Presentation outline



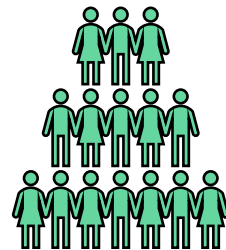
Defining the concepts



Using Bourdieu's theoretical framework in policing



Professionalisation and the role of education



Police culture and Professional Identity



Data collection and next steps

Key concepts



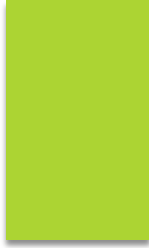
Professions and Professionalisation



Police and Policing



Continuing Professional Development (CPD)



Professions and Professionalisation



- ▶ 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.

Professions and Professionalisation



- ▶ 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.

Policing and the Police

- ☞ The literature sets out that there are difference between concept of policing and the institution(s) of the police and policing.

Policing:

- ☞ “Policing implies the set of activities aimed at preserving the security of a particular social order, or social order in general [...]Policing does not encompass all activities directed at achieving social order.”
(Reiner, 2010, p5)

Police:

- ☞ “...a means of talking about state organizations employed specifically to maintain order and control crime...”
(Newburn, 2008, p218)



Continuing Professional Development (CPD)

Chartered Institute of Personnel Development

“Continuing Professional Development (CPD) is a process by which individuals take control of their own learning and development, by engaging in an on-going process of reflection and action...”

(Megginson and Whitaker, 2003, p5)

Royal Institute of Chartered Surveyors

“...a commitment by RICS members to continually update their skills and knowledge in order to remain professionally competent.”

(RICS, 2022, p1)

The Royal College of Physicians

Considers CPD as being a continuing process of learning that ensures that doctors are able to not only maintain their performance but also to improve their performance, it also links the undertaking of CPD with the process of re-validation.

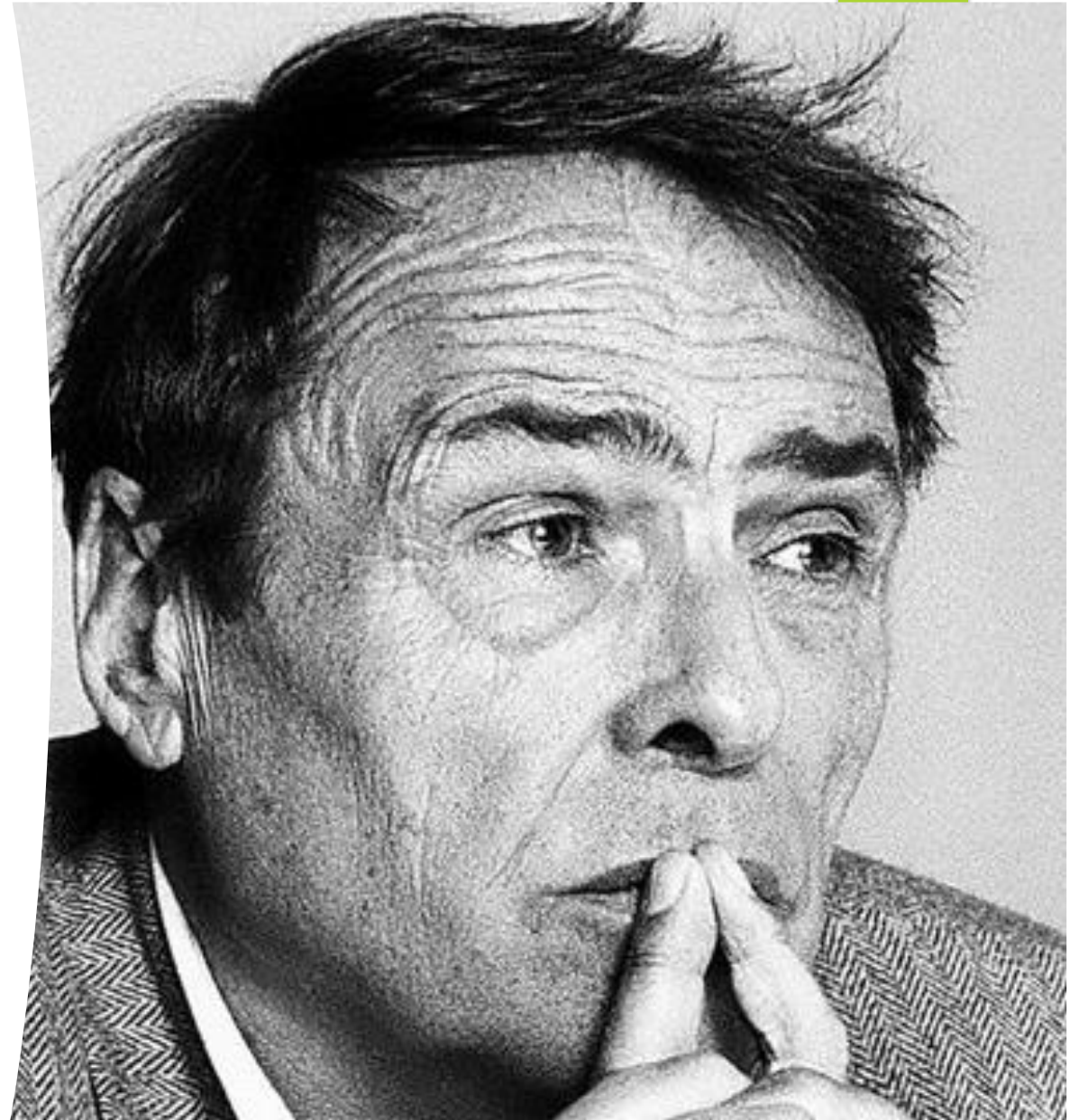
(The Royal College of Physicians 2015)

Continuing Professional Development (CPD)

The College of Policing

“CPD is ongoing; it enables the individual, in collaboration with their organisation, to maintain, development and gain recognition for existing and new professional skills, knowledge and competence. We do this to ensure we continue to provide high quality policing to keep the public safe and help to drive career aspirations” (College of Policing, 2020)

Using Bourdieu's theoretical
framework in policing



Bourdieu's framework and policing



Bourdieu has been used to good effect in the study of policing, see Chan (2007) and Charman (2017) as two examples.



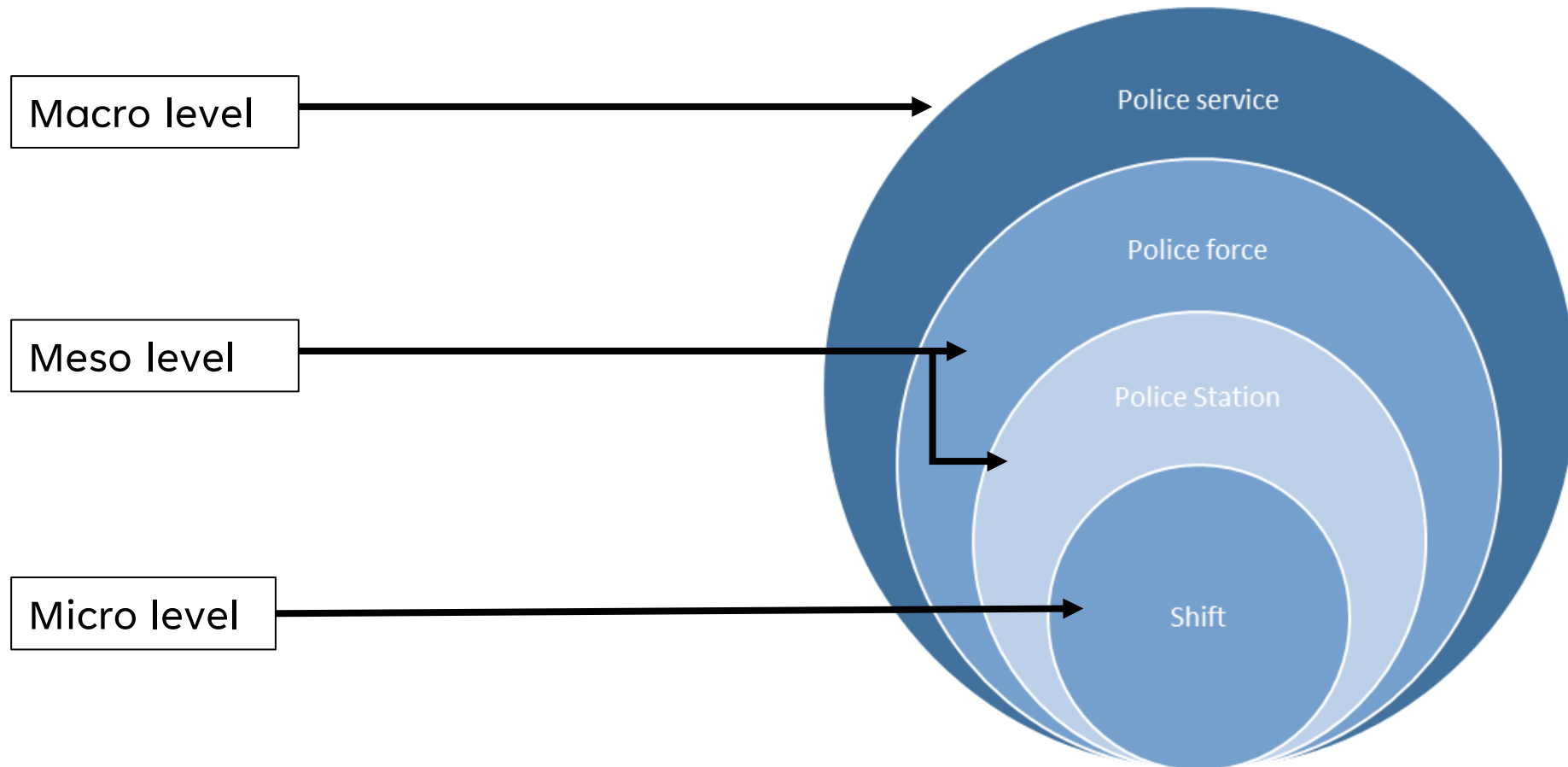
Bourdieu (1977 and 1996) sought to not only provide an explanation of the social world but also the interactions that take place within it using the concepts of:

- 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



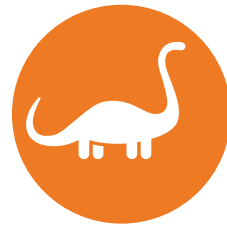
Police culture and
Professional Identity



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).



Core beliefs and values that are specific to policing
(Holdaway, 1983).



Accepted professional practices and standards of appropriate conduct
(Manning, 1989).

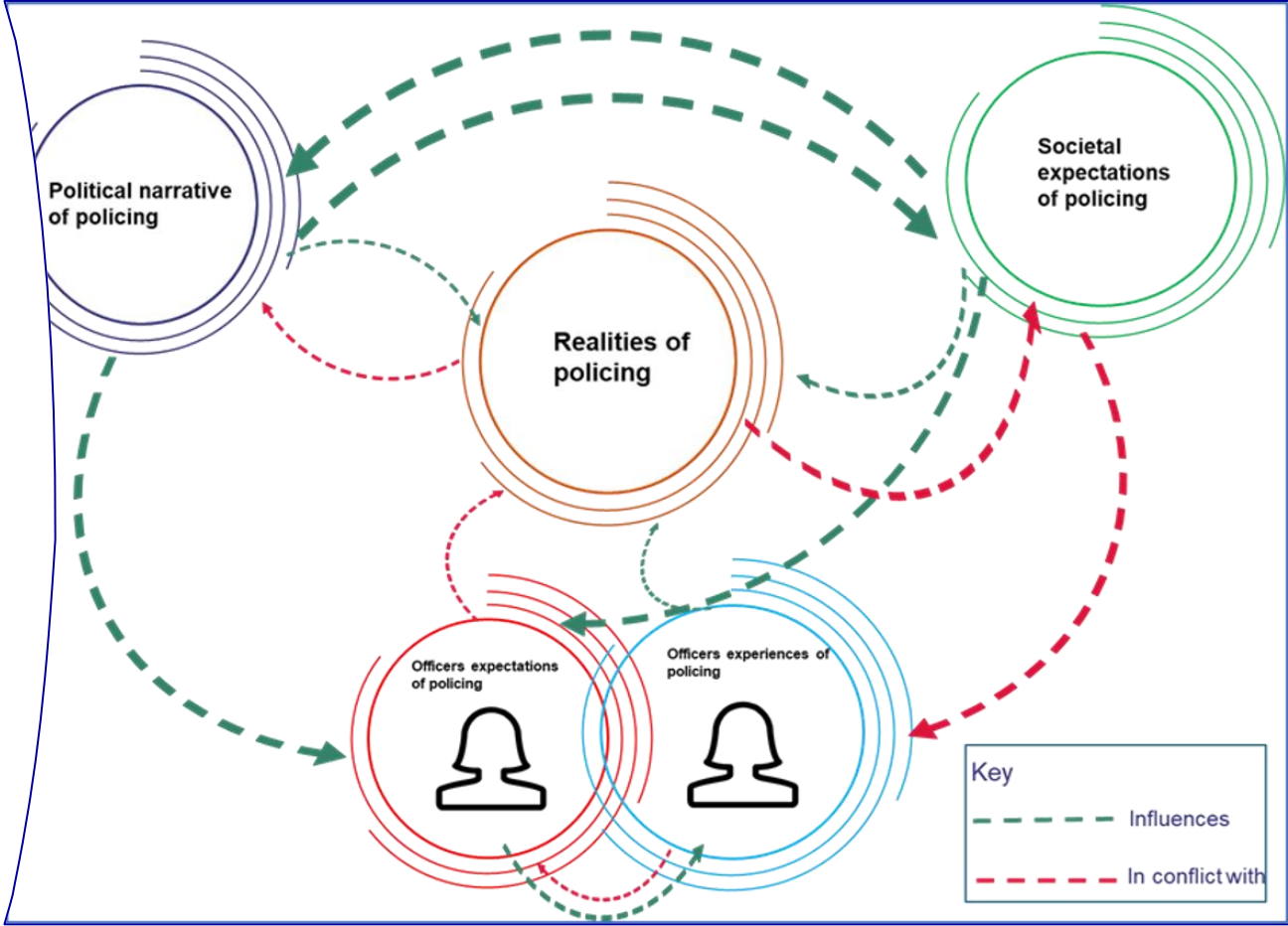


Occupational norms that are closely linked to the hierarchical nature of policing.
(Chan, 1997)



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.
(Margan and Newburn, 1997 and Manning, 2007).

Influences on policing 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 behaviours and through this acceptance they can start to construct that acceptable identity.
(Katz and Kahn, 1966, Serino, 1998 and Haslan, 2004).

Professionalisation and the role of education



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).

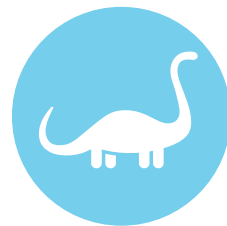
Education, CPD and policing



Traditionally focused on a 'training' model



Education or a more learning model focused on policing leaders or high-potential officers



Move to recognise 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)

Data collection and next
steps



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

Next Steps



Secure access to force for small-scale study



Small-scale study data gathering stage one: **Survey**



Small-scale study data gathering stage two: **Interviews**



Review data and refine data gathering approaches for large-scale study.



Commence data collection for large-scale study.

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