



**University of
Sunderland**

Pepper, Ian (2022) Chapter 1: The Profession of Policing. In: Understanding Policing and Professional Practice. Critical Publishing, Cambridge. (In Press)

Downloaded from: <http://sure.sunderland.ac.uk/id/eprint/15059/>

Usage guidelines

Please refer to the usage guidelines at <http://sure.sunderland.ac.uk/policies.html> or alternatively contact sure@sunderland.ac.uk.

[CH] Chapter 1: The Profession of Policing

Dr Ian Pepper

Visiting Professor, University of South Wales & Visiting Professor in Professional Practice,
University of Sunderland.

[A] Learning objectives

By the end of this chapter, you should be able to:

- Demonstrate a detailed knowledge of the history relating to police education and training.
- Understand the components required for a profession of policing.
- Understand the role of the College of Policing.
- Describe and explain the initial entry routes to policing.
- Critically discuss the move to change from a craft to a profession of policing.

[A] Introduction

In the first half of the 20th century, Volmer (1933) discussed moves to professionalise the police service along with associated opportunities to develop police training programmes which could be linked to college and university education. The concept of policing as a profession benefiting from links to higher education as opposed to being a craft, has often been debated (Couper, 1994; Carlan and Lewis, 2009; Paterson, 2011; Green and Gates, 2014, Cordner, 2016). Greenwood (1957) suggests that any profession should have five distinct elements, a systematically developed and organised body of knowledge, authority to use professional judgement to advise a client, sanction by the community to use formal and informal powers, ethical codes of practice which ensure the provision of a service to whoever requests it, and finally a culture of professional practice. Green and Gates (2014) adds self-

regulation and accountability to an ever-evolving list of characteristics which could be required for a profession. Greenwood (1957) suggest examples of professions include architects, clergy, lawyers, professors, surgeons and teachers.

Neyroud (2012) adds to the debate of policing being either a craft or profession, concluding that in the 21st century, there is a need to recognise policing as a profession akin to that of the clergy, lawyers, teachers etc. He continues to recommend the establishment of a single professional body for the police service which is outwardly focused, driven by the interests of the public, committed to ethical leadership, equality and human rights, develops the required professional standards, principles and values, establishes the best qualifications for policing to help them serve the public, along with the development of new knowledge and evidence to support policing (ibid.). Across England and Wales, the police service has adopted degree-level study for new police constables and continues to embed evidence-based practice in order to advance the recognition of policing as a profession (Pepper et al., 2021).

This chapter describes and discusses the evolution of higher education qualifications for the police service, along with the linked requirement for development of new knowledge at the forefront of the discipline of policing, both of which are cornerstones required for establishing formal recognition of the profession of policing.

[A] Discussion

Volmer (1933) discusses how the changing nature and new methods of policing adopted in the early 20th century across the USA, led to the requirement to move from either little or no formal training for new recruits to broader, formally recognised and coordinated policing related training and education for both the new recruits and more specialist policing roles.

Punch (2007) describes how historical documentation reveals how police constables in the UK were traditionally not well educated. Bitner (1970) highlights the important need for the development of further scholarship to support policing along with the co-ordination of the content for both training and educational programmes, as this would assist in enabling a move from a craft of policing to the provision of a professional status for those involved in policing. Whilst Punch (2007) also identifies positive benefits to the police service and its culture of both recruiting those who have tertiary educational qualifications and encouraging those already serving to attend university. There is also recognition by the UK Government (2019) that the evolving challenges faced by policing requires a future workforce that can also evolve, learning on the way, solving problems, and not only use their experience gained from the craft of policing but also work with the evidence base.

The need to transform an existing culture of ‘in-house’ police training across England and Wales to embrace broader professional development and educational partnerships with both Further and Higher Education is recommended by Neyroud (2012). Early 20th century approaches to developing formal educational curricula for a two-year college course for new or aspiring police recruits in the USA, led to a Diploma in police administration (Volmer, 1933). The proposed programme content reflected the requirements for policing at that time in the USA and included core subjects such as English, psychology, political science and sociology along with electives such as typing, German language and commerce (ibid.). Bitner (1970) suggests that professional schools focussing on policing should teach well defined and justified fields of study, but it is less important that they learn specific facts, rather they learn more about transferrable techniques, methods and problem solving, but agreed that those studying should achieve at least a two-year college degree. Couper (1994) goes further suggesting that the recognition of the profession of policing will not happen until a

baccalaureate degree is required for recruits. Whilst Sherman (1978) suggests that any undergraduate policing programmes should emphasise the importance, complexities and ethical dilemmas faced daily by police constables.

The College of Policing was established as the professional body for the police service across England and Wales in December 2012, with a remit to support all those who work in policing (College of Policing, 2020 (a)). Building on a broad Government agenda to recognise the profession of policing and a significant body of knowledge as to the constituents of a profession, The College of Policing (ibid.) has three primary and complimentary functions.

These functions are to:

- Establish and maintain the educational requirements for policing ensuring quality and the recognition of professional expertise.
- Build knowledge of what really works in policing so that in time evidence-based practice can replace custom.
- Set the standards for policing and the service through, for example, the implementation of Authorised Professional Practice and a Code of Ethics to ensure standards of professional behaviour (ibid.).

Neyroud (2012) details the importance of developing a defined professional qualifications framework to be used as a means of enhancing the specialist knowledge and skills required for those involved in neighbourhood or response policing and for investigators. The importance for police constables of possessing the ability to blend knowledge gained from the practical craft of policing, with both the political and evidence-based underpinning knowledge, is suggested by Fleming and Rhodes (2018), whilst Greenwood (1957) discusses

how the necessary acquisition of professional skills requires the prior or simultaneous understanding and mastery of the underlying theory which applies to the particular skill in question. Such an importance of developing much broader employability skills within undergraduate policing programmes which can be applied across a variety of workplaces, is also identified by Pepper and McGrath (2019). For example, employers indicate the ongoing demand for employees who have critical thinking skills such as identifying problems and opportunities, reflecting on professional practice, open to adopting new perspectives and making decisions based on available information (Cottrell, 2017).

Pepper and McGrath (2019) describe how in 2016 the College of Policing proposed a range of initial entry routes to joining the police service as a constable, as a result establishing a coherent and standardised Policing Education Qualifications Framework (PEQF) which leads to degree level study and qualifications. Establishing such a standardised and coordinated qualifications framework for policing is an important step linking higher education with the knowledge, understanding and practical skills required for contemporary policing (Wood, 2020). It is clear that all those involved in policing must be consistently trained to the same high standards, equipped with the skills to deal with constantly evolving crime types, whilst adopting a problem-solving and evidence based approach to their daily work (Government, 2019).

With the announcement by the Government in October 2019 of an additional 20,000 police officers over three years of recruitment (which does not take account of similar numbers of new constables who are also required to replace those leaving or retiring from the service), the co-ordination and standardisation of education, training and qualifications is even more

important to ensure that all the new police constables are equipped to police effectively well in to the 21st century and their professional status established and recognised.

The Quality Assurance Agency (QAA, 2014; UKSCQA & QAA, 2018) assure the quality and standardisation of requirements for the award of degrees across Higher Education, these are termed level 6 awards on the Framework for Higher Education Qualifications (FHEQ). All learners achieving the award of an honours degree must be able to demonstrate a systematic understanding and detailed knowledge of their chosen field of study [in this case policing]. They must also demonstrate their ability to utilise specific techniques of enquiry within their discipline along with the conceptual understanding to be able to critically discuss and solve problems, they must also adopt ideas which are at the leading edge of their study (QAA, 2014). They must also have an understanding of current research and know the limits of their own knowledge, as a result be able to manage their own learning and development (ibid.). Paterson (2011) discusses how across many countries the adoption of higher education by the police service has been significant in developing amongst those serving a range of transferable skills, the ability to deal with the complexity of demands placed on policing and an ethos of life-long learning.

As the professional body for policing, The College of Policing act as the custodian of both the National Policing Curriculum (NPC) and the PEQF, which in effect is an educationally levelled and professionally focused education, training and professional development framework. The PEQF programmes form part of the NPC and the College of Policing grant licenses to quality assured educational providers, and in some cases their police force partners, to deliver the programmes. The range of licensed programmes include those which are solely classroom-based knowledge and understanding for learners who aspire to join the

police service and taught solely by providers of higher education. There are also those programmes which are a blend of knowledge and understanding along with work-based tutoring for those already employed by a police force, these are taught in partnerships established between a police force and a higher education provider.

The PEQF initial entry to policing programmes which lead to the award of an honours degree are:

1. *Professional Policing Degree (PPD)*
2. *Police Constable Degree Apprenticeship (PCDA)*

These degree level programmes are complemented with other initial routes of entry to policing mapped to the PEQF which include:

3. *Degree Holder Entry Programme (DHEP)*
4. *Detective Degree Holder Entry Programme (DDHEP)*
5. *Police Community Support Officer (PCSO)*
6. *Special Constables Learning Programme (SCLP)*

[B] 1. Professional Policing Degree (PPD)

Previously referred to as the ‘Pre-join degree’, the Professional Policing Degree (PPD) is a three year full-time (or up to six year part-time) traditional degree for those who aspire to join the police service but are not yet employed. This degree is funded by the individual learner for the duration of their studies. The degree is based within a higher education institution and is focused on developing within the classroom both the knowledge and understanding

required for employment as a police constable. Subjects studied are informed by the NPC and include the role of the police constable, the criminal justice system, criminal law, criminology, criminal justice, roads policing, problem solving and research methods. The assessments are academically focused and include a research project.

Many higher education providers also encourage volunteering to assist with the development of employability skills, such volunteering is of course achievable within the policing environment as, for example a special constable or police support volunteer, the benefits to an individual's employability are discussed further by Pepper and McGrath (2019).

It is worthy to note that successful completion and the award of a BSc (Hons) or BA (Hons) in Professional Policing does not guarantee recruitment by a police force. Applications to join the police service should normally be made within five years of graduation and those successful in their applications join their chosen force, complete any updates to their education along with their practical training including independent patrol status (IPS) and then Full Operational Competence (FOC). Once employed, graduates with a BSc (Hons) or BA (Hons) in Professional Policing serve a two-year probationary period in order to be confirmed in post as a substantive police constable.

[B] 2. Police Constable Degree Apprenticeship (PCDA)

By the summer of 2022, the PCDA completely replaced its predecessor, the Initial Police Learning and Development Programme (IPLDP) which led to the award of a level 3 diploma (equivalent to an A level or BTEC level 3 National Qualification).

The PCDA initial route of entry to joining as a police constable is work-based and primarily for those who have not already studied for and hold an honours degree. Learners are employed by a police force, attested (sworn in) and paid as a police constable from the start of their studies. The new police constables complete a fully funded, full-time (part-time options may be available) work-focused higher education and work-based apprenticeship programme. This includes both classroom academic study informed by the NPC and work-based learning on the frontline of policing working shifts covering 24 hours a day 7 days a week. The academic learning includes study relating to response, community and roads policing, use of intelligence in policing, the conduct of investigations, evidence-based practice, research methods, problem solving, digital policing etc. The learning is applied in the practical workplace environment over the three years of the degree apprenticeship. Throughout, learners are supported by specially trained and experienced police frontline tutors to complete first independent patrol status (IPS) and then Full Operational Competence (FOC) as multi-skilled and competent police constables working predominantly in either response policing or community policing.

On successful completion of FOC, academic assessments, an evidence-based research project and End Point Assessment (EPA), learners are awarded a BSc (Hons) or BA (Hons) in Professional Policing Practice and (having also served the required three years' probation during their degree level study) become a substantive police constable.

[B] 3. Degree Holder Entry Programme (DHEP)

This initial route of entry to joining as a police constable is for those who already hold a degree in any subject and builds upon the knowledge, understanding and skills they have

already developed as a graduate (such as research methods, the ability to critically analyses and solve problems). Employed by a police force from day one, attested and paid as a police constable, learners study a fully funded, part-time work focused higher education and work-based educational programme.

The learners' study both in the classroom informed by the NPC and work-based learning on the frontline of policing working shifts covering 24 hours a day 7 days a week. The academic learning includes study relating to response, community and roads policing, the use of police intelligence, the conduct of investigations, evidence-based practice, digital policing etc. The learning is applied in the practical environment over the two years of the part-time graduate diploma. Throughout, learners are supported by specially trained and experienced police frontline tutors to complete first independent patrol status (IPS) and then Full Operational Competence (FOC) as multi-skilled and competent police constables working predominantly in response policing or community policing.

On successful completion of FOC, the associated academic assessments, learners are awarded a Graduate Diploma in Professional Policing Practice and (after having served the required two years' probation during their study) as substantive police constables.

[B] 4. Detective Degree Holder Entry Programme (DDHEP)

In 2017, Her Majesty's Inspectorate of Constabulary and Fire & Rescue Service, the national body responsible for inspecting police forces, identified a nationwide shortage of in excess of 5,000 detectives, leading to crimes not being investigated (HMICFRS, 2017). As a result, the National Police Chiefs' Council (NPCC) and the College of Policing were asked to explore

options to address the shortage (ibid.).

Part of the medium-term resolution of the shortage was to adapt the DHEP entry route to policing for graduates to focus on a qualified detective pathway from the start. As a result, this initial route of entry to joining as a detective constable is for those who already hold a degree in any subject and builds upon the knowledge, understanding and skills they already have as a graduate (such as research methods and problem solving). Employed by a police force, attested and paid as a constable from the start, learners study a fully funded, part-time work focused higher education and work-based educational programme.

During the programme learners study response, community and roads policing, the use of police intelligence, investigations, evidence based practice, digital policing etc., and must also study and successfully complete the National Investigators Exam (NIE) and the Professionalising Investigation Programme (PIP) level 2. The learners study both in the classroom and work-based learning on the frontline of policing working shifts covering 24 hours a day 7 days a week. The academic learning is applied in the practical environment over the two years of the part-time graduate diploma. Throughout, learners are supported by specially trained and experienced police frontline tutors to complete first independent patrol status (IPS) and then Full Operational Competence (FOC) as detective constables working on investigations.

On successful completion of FOC, the associated academic assessments, learners are awarded a Graduate Diploma in Professional Policing Practice and (after having served the required two years' probation during their study) become substantive, competent and accredited detective constables.

[B] 5. Police Community Support Officer (PCSO)

Police Community Support Officers (PCSOs) play a vital community-based public facing uniformed role within policing. There are two entry routes for PCSOs, an apprenticeship or a standalone higher education certificate. Both routes of initial entry are the same in that the content of their programme of study is directed by the NPC, they are both completed over 12 months (College of Policing, 2020 (c)). Having successfully completed the taught and workplace learning and assessment, the PCSO programmes culminate in a level 4 award. This award being either a certificate in community policing practice (if taught and accredited by a higher education institution in partnership with a force) or a diploma in community policing practice (if taught and accredited by an Ofqual-regulated awarding organisation) (ibid.).

If a PCSO chooses to join the regular police service, there is the opportunity to have their level 4 learning and subsequent experience recognised as prior learning within a new police constable role. It is therefore possible that as a new police constable, PCSOs with relevant awards may not have to re-study some elements of their learning.

[B] 6. Special Constables Learning Programme (SCLP)

Members of the special constabulary have a long history of supporting policing in a variety of situations, donating many hours in their voluntary roles. In 2019, the initial training for a special constable was migrated from its predecessor (Initial Learning for Special Constables) to the Special Constables Learning Programme (SCLP). This programme has been aligned to the first year of the PCDA at educational level 4 and volunteers study this part-time as a work-based programme for approximately 18 to 30 months. This programme is assessed within the workplace across up to five phases (phase one learning, accompanied patrol status,

directed patrol status, phase two learning and qualified special constable status) (College of Policing, 2020 (d)). Although the special constables can opt to remain at the accompanied patrol status, the qualified special constable status provides evidence that the special constable can perform independent patrol in their own right within their chosen area of specialism.

Although not formally accredited as an academic award at level 4, those volunteers who study the various phases, and who choose to join the regular police service, can have their learning and subsequent experience recognised within their employed policing role so that they don't have to re-study elements of their learning (ibid.).

[INSERT FIGURE 1.1]

Figure 1.1: A framework of professional policing programmes educational level of study and their associated academic awards

| Educational Programme Title | Levels of study and educational awards | | |
|---|--|---------|------------------|
| | Level 4 | Level 5 | Level 6 |
| Professional Policing Degree (PPD) | BSc/BA (Hons) | | |
| Police Constable Degree Apprenticeship (PCDA) | BSc/BA (Hons) | | |
| Degree Holder Entry Programme (DHEP) | | | Graduate Diploma |
| Detective Degree Holder Entry Programme (DDHEP) | | | Graduate Diploma |
| Police Community Support Officer (PCSO) | Certificate | | |
| Special Constables Learning Programme (SCLP) | Unaccredited | | |

As the various initial entry routes describe, the opportunities to use the benefits of higher education as a catalyst to recognise the profession of policing have been extended to other roles beyond the police constable. The development of such nationally recognised qualifications for policing is highlighted by Green and Gates (2014) as one of a number of

core components for establishing a profession. As an example, as well as new police constables achieving level 6 awards on the FHEQ, PCSOs also achieve a formal qualification at level 4. Such a qualification recognises the learner's limited knowledge of the underlying concepts of the discipline, an ability to solve problems in their subject area, accurately communicate and take some personal responsibility (QAA, 2014).

Once new police recruits have completed their education, workplace training and probation (of either two or three years full-time, or part-time equivalent) becoming substantive, competent constables, then a large number of lateral career options are available such as working as a specialist in response, community, firearms, intelligence, counter terrorism or roads policing. There are also the opportunities to progress vertically through national promotion processes to sergeant and above.

In 2021 the police workforce across England and Wales numbered slightly over 135,000 police officers across all ranks from police constable to chief constable, just over 9,200 PCSOs and 9,100 special constables (Home Office, 2021). All new recruits to these roles are exposed to the culture and profession of policing, and for many also through the educationally levelled initial entry routes described in this chapter. However, in order to further recognise and embed the profession of policing across the services culture, it is important that those already serving within these frontline and public facing roles are also supported in their personal and professional development. To these ends, the College of Policing are making significant strides in the embedding of continuous professional development (CPD) within the police service ranging from funded bursaries for studies within higher education, the creation of a professional development platform in collaboration with higher education to assist in the recognition of prior learning and experience, to the

provision of online CPD events.

In addition to the police officers, PCSO's and special constables, in 2021 there were also just under 76,000 police staff and designated officers, along with 8,000 police support volunteers within policing (Home Office, 2021). These employees and volunteers are engaged in a variety of roles ranging from civilian investigators and coroners' officers to intelligence analysts and administrators, all integral to the day to day running and delivery of the service. It is also worthy to note that an additional 5,000 people (both police officers and staff) work for the National Crime Agency (Home Office, 2021). With a few exceptions where either police constables or police staff can perform the functions of the role (such as an investigator), to date the focus of the College of Policing and the PEQF has predominantly been the initial entry to the more public facing frontline roles such as police constable and PCSO.

It seems clear that the broad profession of policing requires further attention [and can benefit significantly] from Higher Education (Cordner, 2016). However, one of the challenges faced by the College of Policing to wider police family developments across England and Wales, such as establishing standardised higher educational initial entry routes for police staff roles, is that these roles are more local in their pre-requisites for employment. Police staff roles sometimes require applicants to hold a professional qualification (such as in accountancy), recruitment processes and selection, deployment and even job titles vary between forces (for example recent jobs have been advertised in different forces for crime scene investigators, forensic investigators and scenes of crime officers, these are all the same roles). However, once recruited both local and national CPD is made available and is encouraged.

[start box]

[F] Reflective Practice 1.1

Level 5

Considering the various initial entry routes to policing, what additional police constable and police staff roles should be made professional policing educational programmes within the PEQF and/or FHEQ? At what educational level should such programmes be studied?

[end box]

The UK Government (2019) are clear that the PEQF is essential in ensuring a consistent high level approach to training for all new police constables, with a timely revision and alignment of other training products. Paterson (2011) discusses how across many countries the adoption of higher education by the police service has been significant in developing, amongst those serving in whatever capacity, a range of transferable skills, the flexibility to deal with complexity of demands placed on policing and an ethos of life-long learning. All of these abilities, along with others described by the QAA (2014) such as taking personal responsibility and making decisions in unpredictable situations, are easily aligned to those qualities possessed by a graduate police constable (or those studying other awards at level 6). In essence, the initial entry routes to policing across England and Wales for aspiring constables, new constables, detectives, PCSO's and special constables formally recognise the benefits to the service and the particular role relating to the evolution of the recognised profession of policing which can be achieved through the adoption of higher education. The importance of building the evidence base of what works within policing is also an important component in the recognition of the police service as a profession. Creating new knowledge by embedding Evidence-based Policing (EBP) within the PEQF is described by Brown et al., (2018), with Green and Gates (2014) identifying the importance of involving police practitioners in the development and growth of a knowledge base. Sherman (1998) suggests that research should assist in guiding the practice of policing. This approach to

building knowledge of what works concentrates on making the best use of straightforward approaches to research in controlled policing scenarios by practitioners, this being further supported by ongoing research of the results achieved by those making the best use of the more basic research in their professional practice, as such, the discipline of policing will always be moving on, learning and applying something new (ibid.).

[start box]

[F] Critical Thinking Activity 1.2

Level 6

Referring to the report, College of Policing. (2020). Policing in England and Wales Future Operating Environment 2040, Part 1: Key trends and implications out to 2040 (Available via: <https://www.college.police.uk/article/preparing-policing-future-challenges-and-demands>)

Critically consider:

- How would you rank the 10 trends in order of importance for affecting police education and training?
- What police education and training would you add for new constables, staff and volunteers studying today's programme in order to meet the challenges presented by the 10 future trends?

[end box]

The College of Policing (2017) also provides a broad definition of evidence-based policing (EBP) which focuses upon all those within policing reviewing and implementing the best available evidence to create, inform and challenge policies, practices and decisions.

Acknowledging that EBP does not necessarily provide specific answers, instead those

working or volunteering within policing should use the available evidence to critically review and reflect on their practice enabling an innovate approach to their work. The two honours degree routes of the DiPP and the PCDA contain the requirement for learners to both understand EBP and to complete undergraduate research projects. These research projects, provide a unique opportunity for the service to co-ordinate research of value that should not be overlooked. They are often focused on resolving a specific policing problem completed by those studying the PCDA who are practitioners working within the profession. This is especially an opportunity taking in to account the approach of Sherman (1998) of the production of hundreds of straightforward methodologically sound but basic research projects which are ethically approved but can gather data and provide outcomes which can then be further explored and build the evidence base for the profession. Boulton et al., (2020) suggests that in order for the service and higher education to make the best use of such research projects, the approach should use mixed methods for the research, the research should be transferrable and various types of opportunities should be used to disseminate the finding to different audiences of practitioners and academics. Pepper et al., (2021) discuss a number of the opportunities and challenges presented by embedding EBP in to the PCDA and professional practice.

Consider the following evidence based policing feature.

[start box]

[F] Evidence-based policing

Having recently completed Independent Patrol Status (IPS), a new police constable has commenced studying their second year of the PCDA. One afternoon during a work-based phase, the constable has been deployed on foot patrol in a local community.

On arrival the constable noticed a small group of teenagers gathering immediately outside of a local shop, the group of teenagers appear to be consuming alcohol and may be causing a nuisance to passers-by. The constable needs to consider, and make a decision, if what they can see is contributing (or likely to contribute) to anti-social behaviour or possibly even a crime.

National and local guidelines aim to tackle such anti-social behaviour putting victims and communities first. Although as of yet there has not been a complaint, the constable decides that this needs to be dealt with. Perhaps the way is to issue dispersal orders to those teenagers in the group, failure to comply with which can result in imprisonment and/or a fine.

However, from their studies, the constable knows that when considering an appropriate response, the evidence base suggests that dispersal orders can alienate young people and even put them at risk (Cockcroft et al., 2016) and Doss et al, (2015) suggests that the effects of communicating with those involved at the right time on a professional level is likely to help reach a mutual understanding, in this case of the possible nuisance they are causing, and come to an appropriate resolution which is likely have a better outcome for all involved.

As a result of a professional discussion with the teenagers it is possible that they will not become alienated, instead more likely to be positive towards the police, and will not be put at risk or become vulnerable. This may assist in enabling the development of the police constables reputation within the community (and possibly the support of the shopkeeper). It is also possible for the police constable to reflect upon their use of discretion in relation to a dispersal order in this case within their portfolio to evidence FOC.

[end box]

[start box]

[F] Policing Spotlight

As a new substantive police constable having just completed a DHEP (achieving a Graduate Diploma in Professional Policing Practice) and your two years of probation, you are asked to assist in policing a small-scale demonstration.

A small group of pro-fox hunters are demonstrating about what they feel was the injustice of a custodial sentence for animal cruelty relating to a particular hunt. The demonstration will walk from outside of the courts to the prison about 1000 metres away. In the briefing from the sergeant you are advised that intelligence suggests a group ant-hunt lobbyists will gather on-route to air their views. Your role is to escort the demonstration with colleagues in order to avoid any breach of the peace or social disorder.

As you set off walking near to the pro-hunt group you pass under a railway bridge in shadow where anti-hunt lobbyists are gathered on the pavement. You are between both groups when a person steps off of the pavement towards the group you are escorting.

Discuss what, as the constable, you should do?

[end box]

In the above Policing Spotlight, initially the constable needs to pause, look and think, then apply the six elements of the National Decision Making Model (NDM) (College of Policing, 2014):

1. Everything must be underpinned by the Code of Ethics and professional behaviour

2. Gather the available information (what is known and what is happening),
3. Assess the threat and risk to the constable and others (do they need to act now, what could be the impact of actions),
4. Consider police powers, policy and legislation are available,
5. What options and actions are available (is a threat immediate, what time and resources are available),
6. Take appropriate action and review (responding, recording and monitoring)

[start box]

[F] Reflective Practice 1.3

Level 6

Thinking about your area of specific interest in operational policing and what you are studying, on what policing topic or operational problem could you focus your final research project?

[end box]

[A] Conclusion

There seems no doubt that the wholesale adoption of high level qualifications for new recruits to policing will gradually have an impact within the service on the recognition of the profession. This will become even more evident as those who have completed the level 6 awards progress within their careers either laterally to specialist roles or vertically via promotion. Added to the embedding of a Code of Ethics and expected standards of professional behaviour the impact will be positive. Externally to the police service there is

already a shift towards an expectation that policing is recruiting and retaining professionals able to operate with autonomy and accountability (Association of Police and Crime Commissioners/National Police Chiefs' Council, 2015).

Horizon scanning suggests that in twenty years, the police service will be operating in more complex environments where artificial intelligence, robotics and technology will transform workplaces (College of Policing, 2020 (b)). As such the policing workforce of the future will need to operate flexibly and with agility, using not only traditional policing skills, but also developing a portfolio of technical skills to keep pace with emerging technologies as well as embracing interpersonal skills, such as creativity, and the ability to network and lead collaborative partnerships (ibid.), all of which are expectations of those who hold level 6 awards.

However, this also provides insights in to some of the challenges which may provide inertia to the recognition of the profession of policing, as Tong and Hallenberg (2018) suggest, the adoption of technology may present hurdles (as well as opportunities), consistency of approach across forces, the licensing and quality assurance of the educational programmes, changes to funding and visions of senior leaders, along with the training and education capacity of the service and educational providers to meet the demands of the workforce.

There is also no doubt that whichever higher education route to a policing career is chosen, transferring what has been learnt within the classroom to the operational context of professional policing practice will be challenging, however within the initial routes where the learner is employed (such as PCDA and DHEP) there is also an opportunity for the learners

to bring their operational experiences in to the classroom for the benefit of all stakeholders involved in the educational process.

The PEQF will assist in the evolution of the policing profession if it continues to adapt to meet the needs of the service and is informed by wide ranging and broad approaches to research and development of the evidence base (Brown et al., 2018). The implementation of the initial routes of entry are a good starting point to recognise the profession of policing but in order to achieve success, the PEQF must include opportunities for the whole police workforce to engage in professional development at the appropriate educational level. Pepper and McGrath (2019) suggest that the PEQF must be evolved in ongoing consultations between the police service, higher education and the professional body. Such an approach will ensure the most appropriate education and training is made available to recognise the profession of policing and meet the requirements of contemporary and future needs of policing.

[A] Key concepts summary

This chapter has explored some of the following key concepts:

- The history of police education and training.
- The components required to establish a profession of policing.
- The role of the professional body for the police service across England and Wales, the College of Policing.
- The range of initial entry routes to policing, with a focus on routes to joining as a police constable.
- The evolution of policing from a craft to the recognition as a profession.

[F] Check your knowledge

1. What are two of the requirements to establish a profession?
2. Who first discussed moves to professionalise the police service with links to higher education?
3. What are the three primary functions of the College of Policing?
4. Which initial entry routes to policing lead to the award of a full honours degree?
5. Which organisation is the custodian of the National Policing Curriculum (NPC)?

[A] Further Reading

Pepper, I., & McGrath, R. eds. (2020). *Introduction to Professional Policing: Examining the Evidence Base*. Routledge: London

Written by both academics and policing practitioners, this textbook further explores a number of the core knowledge requirements which have been highlighted as key themes within both the Policing Education Qualifications Framework (PEQF) and the National Policing Curriculum (NPC).

QAA. (2022). *Subject Benchmark Statement for Policing*. [online].

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/policing> (07 May 2022)

The Subject Benchmark Statement for Policing describes the type of study and the academic standards expected of graduates in policing. Like benchmarking statements for other academic disciplines, it details what graduates might reasonably be expected to know, do and understand on completion of their studies.

Sherman, L. (1978). *The Quality of Police Education: A critical review with recommendations for improving programs in Higher Education*. Washington DC, USA: Police Foundation

This US text provides additional details of the historical context for the development of programmes for policing linked to higher education, discussing conflicting views on the benefits, quality and needs of the curriculum.

[A] **References**

Association of Police and Crime Commissioners/National Police Chiefs' Council. (2015). *Policing Vision 2025*. London: Association of Police and Crime Commissioners/National Police Chiefs' Council

Bitner, E. (1970). *The Functions of the Police in Modern Society*. Maryland, USA: Center for Studies of Crime and Delinquency, National Institute of Mental Health

Boulton, L., Phythian, R., Kirby, S., and Dawson, I. (2020). Taking an Evidence-Based Approach to Evidence-Based Policing Research. *Policing: A Journal of Policy and Practice*. paaa057 DOI: org/10.1093/police/paaa057

Brown, J., Belur, J., Tompson, L., McDowall, A., Hunter, G. & May, T. (2018). Extending the remit of evidence-based Policing. *International Journal of Police Science & Management*. 20(1), pp 38–51

Carlan, P., & Lewis, J. (2009). Dissecting Police Professionalism: A Comparison of Predictors within Five Professionalism Subsets. *Police Quarterly*. 12 (4). pp 370–87 DOI: 10.1177/1098611109348469

Cockcroft, T., Bryant, R., & Keval, H. (2016). The impact of dispersal powers on congregating youth. *Safer Communities*. 15 (4), pp. 213-222 DOI: 10.1108/SC-11-2015-0038

College of Policing. (2014). *APP Content: National Decision Model*. [online]. <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/> (21 July 2021)

College of Policing. (2017). *What is evidence-based policing?* [online].
<https://whatworks.college.police.uk/About/Pages/What-is-EBP.aspx> (12 November 2021)

College of Policing. (2020(a)). *About us.* [online].
<https://www.college.police.uk/About/Pages/default.aspx> (04 November 2021)

College of Policing. (2020 (b)). *Policing in England and Wales Future Operating Environment 2040.* Ryton: College of Policing.

College of Policing. (2020 (c)). PCSO entry routes. [online].
<https://www.college.police.uk/What-we-do/Learning/Policing-Education-Qualifications-Framework/PCSO-entry-routes/Pages/PCSO-entry-routes.aspx> (24 January 2021)

College of Policing. (2020 (d)). Special Constables Learning Programme. [online].
<https://www.college.police.uk/What-we-do/Learning/Policing-Education-Qualifications-Framework/Pages/special-constables-learning-programme.aspx> (04 January 2021)

Cordner, G. (2016). The Unfortunate Demise of Police Education *Journal of Criminal Justice Education.* 27 (4), pp 485-496 DOI: 10.1080/10511253.2016.1190134

Cottrell, S. (2017). *Critical Thinking Skills.* Third edition. London: Palgrave

Couper, D. (1994). Notable Speeches: Seven seeds for policing. In. Gladis, S. (ed). *FBI Law Enforcement Bulletin.* 63 (3), pp. 12-14. Washington, DC: FBI

Doss, D., Glover Jr, W., Goza, R., & Wigginton Jr, M. (2015). *The Foundations of Communication in Criminal Justice Systems.* Boca Raton, USA: CRC Press

Fleming, J., & Rhodes, R. (2018). Can experience be evidence? Craft knowledge and evidence-based policing. *Policy and Politics.* 46 (1), pp. 3–26

Government. (2019). *Policing for the future.* [online].
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data

/file/786316/CCS207_CCS0219668100-

001_HASC_Inquiry_Government_ResponsePolicing_Web_Accessible.pdf (09 September 2021)

Green, T., & Gates, A. (2014). Understanding the process of professionalisation in policing organisation. *Police Journal: Theory, Practice and Principles*. 78 pp. 75-91

Greenwood, E. (1957). Attributes of a Profession. *Social Work*. 2, (3), pp. 45-55

HMICFRS. (2017). *PEEL: Police effectiveness 2017 A national overview*. [online]. <https://www.justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/peel-police-effectiveness-2017-2.pdf> (12 December 2020)

Home Office. (2021). *National statistics Police workforce, England and Wales: 31 March 2021*. [online]. <https://www.gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2021/police-workforce-england-and-wales-31-march-2021> (29 November 2021)

Neyroud, P. (2012). *Review of Police Leadership and Training: Volume 1*. [online]. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/118227/report.pdf (03 September 2021)

Paterson, C. (2011). Adding value? A review of the international literature on the role of higher education in police training and education. *Police Practice and Research*. 12 (4), pp. 286-297 DOI: 10.1080/15614263.2011.563969

Pepper, I., Brown, I. & Stubbs, P. (2021). A degree of recognition across policing: embedding a degree apprenticeship encompassing work-based research. *Journal of Work Applied management*. DOI: 10.1108/JWAM-12-2020-0056

Pepper, I., & McGrath, R. (2019). Embedding employability within Higher Education for the profession of policing. *Higher Education, Skills and Work-based Learning*. 9 (3), pp. 319-328 DOI: HESWBL-06-2018-0061

Punch, M. (2007). Cops with Honours: University education and police culture. *Sociology of Crime, Law and Deviance*. 8, pp.105-128 DOI: 10.1016/S1521-6136(07)08004-9

QAA. (2014). *UK Quality Code for Higher Education. Part A: Setting and Maintaining Academic Standards. Part A*. Gloucester: Quality Assurance Agency

Sherman, L. (1978). *The Quality of Police Education*. Washington DC, USA: Police Foundation

Sherman, L. (1998). *Evidence-based policing: Ideas in American Policing*. Washington, DC: Police Foundation

Tong S., & Hallenberg K.M. (2018). Education and the Police Professionalisation Agenda: A Perspective from England and Wales. In. Rogers C., & Frevel B. (eds). *Higher Education and Police: An International View*. London: Palgrave Macmillan

UKSCQA & QAA. (2018). *The revised UK Quality Code for Higher Education*. Gloucester: UK Standing Committee for Quality Assessment & Quality Assurance Agency

Vollmer, A. (1933). Police Progress in the Past Twenty-Five Years. *Criminal Law and Criminology*. 24, (1), pp. 161 – 175

Wood, D. (2020). Maintaining Professional Standards and Reflective Practice. In. Pepper I. & McGrath, R. (eds). *An Introduction to Professional Policing: Examining the Evidence Base*. Abingdon. Routledge