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Policing

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College of Policing Matrices for the Recognition of Prior Experience and Learning

Version 0.1

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Advanced Standing Matrix recognising experiential learning

	People Management				Relationships				Personal Effectiveness				Decision Making				Communication				Knowledge and Understanding				Advanced Standing
Academic Level	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	3	4	5	6	
L1 Staff	10				10				10				10				10				10				60 at Level 3
PCSO joined 2006 on		10				10				10				10				10				10			60 at Level 4
PCSO joined pre 2006	20	10			20	10			20	10			20	10			20	10			20	10			120 at Level 3 60 at Level 4
SC/PC joined 2006 on			10				10				10				10				10				10		60 at Level 5
SC/PC joined pre 2006		20	10			20	10			20	10			20	10			20	10			20	10		120 at Level 4 60 at Level 5
L2 Staff		20				20				20				20				20				20			120 at Level 4
Sgt joined 2006 on			10				10				10				10				10				10		60 at Level 5
Sgt joined pre 2006		20	10			20	10			20	10			20	10			20	10			20	10		120 at Level 4 60 at Level 5
L3 Staff			20				20				20				20				20				20		120 at Level 5
Insp joined 2006 on				10				10				10				10				10				10	60 at Level 6
Insp joined pre 2006			20	10			20	10			20	10			20	10			20	10			20	10	120 at Level 5 60 at Level 6

Academic Levels Descriptions seec (2016) credit level descriptors for Higher Education available at www.seec.org.uk have been used to help inform the skills and experience identified in the Advanced Standings Matrix and the examples that demonstrate them.

National Police Curriculum Matrix

NPC learning category	NPC programme title	Typical level	Typical credits
All categories	IPLDP Constable	4	100
All categories	Initial Learning PCSO	4	60
All categories	Initial Learning IL4SC	3	100
Core Learning	Inspector Promotion Process (OSPRE, NPPF)	5	30
Core Learning	Sergeant Promotion Process (OSPRE, NPPF)	4	30
Core Learning	Direct Entry (Superintendent) PG Cert Strategic Police Leadership	7	60
Core Learning	Direct Entry (Superintendent) PG Dip Superintendent Programme	7	120
Core Learning	Direct Entry (Inspector) PG Cert Inspector Programme	7	60
Core Learning	Fast Track PC to Inspector Learning Programme	5	240
Core Learning	Police Training Roles Learning and Development Programme (PTRLDP)	4	20
Core Learning	Senior Leadership Programme (SLP)	6	20
Core Learning	Strategic Command Course	7	40
Protecting vulnerable people	Sexual Offence Investigation Trained (SOIT)	4	120
Conducting investigations	Intelligence Professionalisation Programme (IPP)	4	60
Conducting investigations	Crime Scene Managers Development Programme	5	100
Conducting investigations	Detention and Custody Learning Programme	4	20
Conducting investigations	Footwear Learning Programme (Stage 1, 2 and 3)	4	40
Conducting investigations	Forensic Laboratory Officer Crime Scene Skills	4	20
Conducting investigations	Foundation Crime Scene Investigators Learning Programme	4	40
Conducting investigations	ICIDP Professionalising Investigation Programme (PIP) L2	4	80
Conducting investigations	ISDP Professionalising Investigation Programme (PIP) L2	5	120
Conducting investigations	MSCIDP Professionalising Investigation Programme (PIP) L2	6	60
Conducting investigations	SIO Professionalising Investigation Programme (PIP) L3	6	40
Conducting investigations	Professionalising Investigation Programme (PIP) L4	Direct entry to Level 7 study	

Principles underlying the Matrix:

- Higher Education Institutes (HEIs) recognise that officers and staff within the specified roles perform at these academic levels for these skill areas.
- HEIs would award this level of credit where appropriate evidence is provided by the applicant in line with the Universities RPL procedures as a typical minimum.
- Where an applicant demonstrates a higher level, or credit value, of academic learning than is awarded to their current employment level an HEI is entitled to award a greater number of credits.
- It is recognised that officers who joined before 2006 will have progressed through a different process to those who have joined more recently. Therefore the credits they are able to claim through formal course attendance will be less. To account for this discrepancy and to acknowledge the additional experience an individual will have gained in this time additional credits have been identified for experience