Recognition of Prior Learning Guidance: PEQF Initial Entry and IPLDP-based programmes

Covering:

- IPLDP-based programmes to IPLDP (PC) entry
- IPLDP-based programmes to PEQF (PC) entry
- PEQF PCSO and Special Constabulary (SC) to PEQF PC entry

April 2020 – Version 1.1
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Part 1 – Introduction

Purpose of this document

This guidance is designed to assist the Police Service of England and Wales and its educational partners to take advantage of the opportunities of recognition of prior learning (RPL) with a specific focus in the context of entry into the service as a Police Constable from PCSO and Special Constable roles.

RPL can be defined in different ways and different contexts. RPL comparisons and processes contained in this guidance conform to the definition of the Quality Assurance Agency for Higher Education (QAA) as: ‘the process of identification, assessment and formal acknowledgement of prior learning and achievement’.¹

There are particular benefits to policing of RPL, both at an organisational level and also from the point of view of the individual:

- In the context of 20K uplift in police numbers RPL is an effective way to assist rapid recruitment and targeted education of the police numbers required over the next three years. Entry routes will provide flexible systems and processes to enable the service to meet these uplift demands; RPL is a key component of these systems
- A reduction in the time spent learning enables a candidate to progress more quickly though their probationary period, facilitating candidates to progress more quickly to their operational duties and reducing overall abstraction from the operational workplace.
- Awarding academic credit and recognition to candidates can contribute towards the acquisition of formal qualifications associated with PEQF PC entry to the service.

Following the introduction of the PEQF, the College, by means of this guidance, aims to provide pathways for educational providers to establish clear and unambiguous RPL opportunities to the service to meet its PC recruitment and educational needs.

¹ Guidelines on the Accreditation of Prior Learning – Quality Assurance Agency for Higher Education – September 2004 – this definition used to define ‘accreditation of prior learning’.
Why is RPL important and how can it work?

A recent survey indicated\(^2\) that 59\% (in 2016/17) and 51\% (in 2017/2018) of those entering the service as a Police Constable (PC) already possess previous and relevant policing experience and training. In this context it is professionally appropriate that those joining with previous learning and experience undertake programmes that are directed towards the individual’s learning needs for the role to which they are transitioning.

As such, any relevant and current learning and assessment previously undertaken by candidates entering the service as a Police Constable should be taken into account when they are about to embark on their new role-related learning and assessment.

For both the current PEQF and previous IPLDP-based entry programmes, clearly defined national standards of learning and assessment have been specified. This enables succinct and stable RPL systems to be identified across relevant and connected programmes of learning.

This guidance identifies these common areas of learning and assessment between entry programmes. Whilst recognition of prior learning signifies learning alone, the term can also cover any relevant corresponding work-based assessment between the programmes being examined and previous experience gained.

A natural outcome of the comparisons between programmes will be the identification of the bridging learning requirement in each case, a key component for bespoke programme development for those with previous policing learning and experience wishing to become PCs.

Target audience

This guidance will be relevant to:

- Force HR (recruitment) and strategic leads wanting to take opportunities to recognise prior learning, establishing the requisite bridging learning requirement for those joining the service as a PC with prior learning, and therefore maximising efficiency in terms of costs, resources, logistics and abstractions
- HEIs and Awarding Organisations (AOs) for RPL purposes and credit calculations leading to formal qualifications

\(^2\) New Starters Survey – Police Federation of England and Wales – September 2018 – Dr Fran Boag-Munroe
• Potential candidates (learners) wanting to become a PC from a related policing role, primarily that of Special Constable (SC) or Police Community Support Officer (PCSO).

This guidance is also relevant to:

• Candidates joining the service through the Degree-Holder Entry Programme (DHEP) who have undertaken a policing-related degree incorporating the Certificate in Knowledge of Policing (CKP)
• PCs already in service who wish to undertake a formal qualification linked to their policing role. Also see Appendix A for details of the College’s Credit Estimator.

What programmes are covered in this guidance?

The programmes covered in this guidance, for the purposes of establishing recognition of prior learning (RPL) comprise national programmes owned and maintained by the College of Policing (College). There are three principal clusters of RPL:

• **IPLDP-based PCSO and SC programmes to IPLDP PC entry** – These are programmes which, in their current iteration, have been available since 2006 and are due to be decommissioned once full transition to the PEQF is achieved. Examples include the Certificate in Knowledge of Policing (CKP) and the Initial Learning for the Special Constabulary (IL4SC), compared for RPL purposes against the IPLDP PC entry programme

• **IPLDP-based PCSO and SC programmes to PEQF (PC) entry** – These provide details of prior learning and assessment from IPLDP-based learning programmes (as outlined above) e.g. IPLDP-based IL4SC and PCSO programmes, compared for RPL purposes against PEQF initial learning for PCs

• **PEQF PCSO and Special Constable (SC) to PEQF (PC) entry** – These provide detailed comparisons between the recently developed PEQF PCSO and Specials initial learning programmes, compared for RPL purposes against PEQF PC entry programmes.

A detailed table of each set of RPL guidance can be found in Annex B of this document.

**IPLDP-based programmes**

IPLDP-based programmes are the initial entry programmes for those entering the service from 2006 - 2020 (the implementation date for PEQF PC entry). The programmes listed below have all been developed from the baseline of the IPLDP PC. Where relevant (e.g.
where PCSOs and PCs carry out the same functions), the same learning outcomes are used across each programme.

**IPLDP (PC)** – This is a two-year programme accredited by the Level 3 Diploma in Policing. As with current PEQF PC entry programmes, this consists of a two-stage learning programme leading to the achievement of Independent Patrol Status (IPS) and Full Operational Competence (FOC).

**IL4SC** – This is the IPLDP-based initial entry programme for Special Constables. It is a direct derivative of the IPLDP (PC) entry programme, but broken down into smaller learning phases including accompanied patrol status (APS), IPS and FOC, owing to the much reduced time available to SCs to undertake their learning in comparison with regular PCs.

**PCSO** – This is the IPLDP-based initial entry programme for PCSOs. This programme is accredited by the Level 3 Diploma in Policing (PCSO) qualification. Where role-appropriate, the outcomes of this programme are aligned to those of IPLDP (PC).

**CKP (Pre-Join)** – The Level 3 Certificate in Knowledge of Policing (CKP) is the qualification accrediting the Pre-Join to Policing programme from 2013 – 2019. This knowledge-only programme was designed to reduce the amount of training PC recruits would have to undertake when joining the service. It derives from the IPLDP curriculum and was delivered by external training providers and accredited through Ofqual-registered Awarding Organisations (AOs). These providers were licensed by the College of Policing to do so. The CKP also formed an integral part of many HE policing qualifications up to honours degree level. This is of particular relevance when it comes to the PEQF Degree Holder Entry Programme (DHEP) for policing-related degree qualifications containing the CKP.

**New PEQF entry programmes**

**PEQF Police Constable (PC) entry programmes** – There are three PEQF entry programmes for entering the service as a PC. These are:

- **Police Constable Degree Apprenticeship (PCDA)** – a three-year apprenticeship open to recruits holding a Level 3 qualification, leading to a Degree in Professional Policing Practice. It is delivered by force/HE partnerships. Apprenticeship levy funding is available for eligible recruits to this programme in England
- **Degree-Holder Entry Programme (DHEP)** – a two-year entry programme open to recruits holding a degree qualification. The programme leads to a level 6 Diploma in Professional Policing Practice. This is funded by the employing force
• **Pre-join Degree in Professional Policing** – a three-year undergraduate knowledge-only degree delivered by Higher Education Institutes (HEIs) licensed by the College of Policing. This programme leads to a Degree in Professional Policing. This is self-funded by individual candidates.

  On recruitment to the service Pre-Join entrants will undergo a two-year probationary period where they will undertake additional learning and assessment predominantly focussed on work-based practice in the operational policing environment.

**PEQF PCSO entry routes** – There are two entry routes to the service as a PCSO:

• **PCSO English & Welsh Apprenticeships**

• **Non-apprenticeship PCSO entry routes.**

Both of these PCSO entry routes are a minimum of one year in duration. All PCSO entry programmes are constructed using the same single PCSO national curriculum and competence-based assessment criteria. Regardless of the entry route undertaken, all programmes must be accredited by one of the following mandatory qualifications:

• RQF Level 4 Diploma in Community Policing Practice (Ofqual AO accredited)

• Level 4 HE Certificate in Community Policing Practice (HE accredited).

**PEQF Special Constabulary (SC) entry route**

The SC route can be completed over a two year period. The SC curriculum has been derived from the Year 1 PEQF Police Constable Degree Apprenticeship (PCDA) programme. This route aligns to competence criteria that allows the SC to gain Directed Patrol Status (DPS) followed by assessment to achieve Qualified Special Constable (QSC).

**How can RPL benefit PCSOs and Special Constables?**

As previously stated, significant numbers of those entering the service as a Police Constable have previously served as either a PCSO or an SC. The more educationally formalised routes into the service under the PEQF make it easier to recognise the experience and learning these candidates possess, and more precisely identify the educational uplift they require. Indeed, through plainly structured RPL, the PEQF provides clear pathways into the service for these individuals.

**How can RPL benefit DHEP entrants holding a policing-related degree?**

DHEP candidates who have previously undertaken policing-related degree programmes may also be eligible for additional RPL credits towards their entry programme. Whilst it is not
possible for this guidance to review every policing programme across the educational economy, those degree programmes containing the CKP (offered by licensed CKP providers) have outcomes that can also be mapped against the outcomes of the DHEP.

How can RPL benefit CKP holders?

Additionally this RPL guidance also covers those who have previously undertaken the CKP, but who do not hold a degree. In these circumstances the RPL has been carried out against the PCDA (the route they would most likely take to enter the service).
Part 2 – Methodology

The College, in consultation with key stakeholders across Higher Education, has devised a specific methodology which is educationally congruent with QAA guidelines.³

Based on the above approach, in broad terms, the mapping for RPL purposes compares:

- **The professional coverage of the learning in each programme** – Learning outcomes (LOs) of the respective programmes. These are comparisons between what is taught in each programme

- **The practice-based assessment associated with each programme** – Competence-based criteria (OCP criteria). This defines the evidence against which each candidate is assessed in the workplace.

Base on the above, this identifies:

- **The bridging learning requirement** – this is a brief summary statement of the learning and assessment required to bridge the gap between the programmes. In all cases where RPL is utilised, this bridging learning must be completed in order to successfully complete initial learning as a Police Constable, based on the mapping process outlined above.

In general, baseline comparisons to PEQF PC programmes are made against the curriculum (learning) and competence-based criteria (assessment) of the PC Degree Apprenticeship (PCDA), as these represent the most comprehensive expression of learning and practice requirements of any PC entry programme.

More specifically, this document identifies the additional learning requirement (bridging learning and assessment) from PCSO and Special Constable learning programmes (IPLDP and PEQF-based), completion of which would enable a candidate to join the PCDA Programme at the beginning of Year 2. Those who have previously completed a national entry route into the service would therefore be admitted to a PCDA programme without having to repeat relevant police-related learning previously undertaken.

Additionally this guidance also identifies the learning and assessment requirement for those entering the service through the DHEP who have undertaken a policing degree containing the CKP.

Curriculum comparison (mapping)

The methodology used to undertake the RPL of the specific curricula involves a process of comparison (mapping) at three different levels. The first stage examines PEQF curriculum areas (and where relevant, other IPLDP-based curriculum areas) as the basis for matching content areas across the programmes that are being compared. The next stage is to compare the learning outcomes (learning statements) of the respective programmes. Finally, the indicative content (very detailed learning statements) is examined holistically to determine similarities in programme content to be recognised for RPL purposes.

Work-based assessment (mapping)

For all PEQF and IPLDP-based programmes final assessments are made against performance in the operational policing environment. Irrespective of the programme in question, evidence to support demonstration of operational competence is collated in a portfolio of evidence; this is then formally assessed by a qualified assessor. This evidence comprises verified accounts of how the officer dealt with live policing incidents or situations. In terms of evidence, both IPLDP-based and PEQF portfolios are built around standard assessment criteria which clearly state what the student officer has to do and on how many occasions they need to do it.

For PEQF programmes there is an Operational Competence Portfolio (OCP) which each candidate must complete in order to successfully pass their respective programme. Each PEQF programme will have its own specific OCP criteria, which outline the tasks to be evidenced and the number of occasions over which they should appear in the OCP. In other words, the OCP criteria for Independent Patrol Status (IPS) and Full Operational Competence (FOC) are an indication of OCP ‘completeness’ for assessment purposes, not that the learner has yet been assessed as having achieved any level of overall competence in role.

In relation the Special Constabulary (SC) curriculum this has been carefully structured so that professional development proceeds at an appropriate pace alongside the learning of the SC. Therefore PEQF SC learning is divided into five key stages of Phase One Learning, Accompanied Patrol Status (APS), Directed Patrol Status (DPS), Phase Two Learning and Qualified Special Constable (QSC). It is the stages of DPS and QSC that are utilised to make comparable recognition of prior learning to that of IPS in the other PEQF programmes.

When evidence against all criteria in the OCP is achieved, this is deemed to be a sufficient range of evidence for ‘in force’ assessors to begin the holistic or integrated assessment process and ultimately arrive at an appropriate decision as to whether the learner has
demonstrated sufficient competence to be operating (safely and lawfully) in an independent
capacity in the workplace, or for Full Operational Competence.

For PEQF programmes e.g. PCSO (IPS and FOC), Specials (APS, DPS and QSC) and
PCDA (IPS) a direct comparison can be made between criteria, as these will have been
developed in exactly the same way.

How do the OCP criteria relate to assessment in IPLDP-based
programmes?

In making comparisons between the competence-based criteria of PEQF programmes and
IPLDP-based programmes, a direct comparison between the PEQF OCP criteria and the
assessment criteria of the underpinning qualifications has been made. For example, for the
ILPDP-based PCSO programme to PCDA a comparison is made between the PCDA OCP
criteria and the assessment criteria of the Level 3 Diploma in Policing (PCSO), the
qualification which underpinned the IPLDP-based PCSO programme.

Specific programme comparisons

The way this RPL guidance has been developed for each of the three main categories of
programme is therefore as follows:

RPL between IPLDP-based programmes and IPLDP (PC)

Curriculum mapping PCSO and SC entry programmes to IPLDP (PC) entry:

- The educational coverage provided by the relevant curricula for the IPLDP-based PCSO
  and SC entry programme is compared to IPLDP (PC) in two ways: (i) by curriculum
  subject area, (ii) at learning outcome level.

Competence-based assessment criteria mapping:

- The workplace assessment criteria relating to Full Occupational Competence for IPLDP-
  based PCSO entrants is mapped against the assessment criteria relating to Full
  Operational Competence for the IPLDP (PC) qualification (Level 3 – Diploma in Policing)

- Mapping of the assessment criteria relating to IPLDP-based SC programmes is
  compared against the assessment criteria relating to Full Operational Competence for
  the IPLDP (PC) qualification (Level 3 – Diploma in Policing).

All IPLDP-based programmes are set at Level 3.
RPL between new PEQF-based programmes

Curriculum mapping PCSO and SC entry routes to PC entry:

- The educational coverage provided by the relevant curricula for each new PCSO and Specials PEQF entry programme is compared to PCDA year 1 in two ways: (i) by curriculum subject area, (ii) at learning outcome level

Competence-based assessment criteria mapping:

- The workplace assessment criteria relating to Full Occupational Competence for PEQF PCSO and QSC for Specials entrants is mapped against the assessment criteria relating to Independent Patrol Status (IPS) within the PCDA (i.e. the level of operational competence that must be achieved in year 1 of the apprenticeship)
- Mapping of the assessment criteria relating to PEQF SCs Accompanied Patrol Status (APS), DPS and QSC is aligned to the IPS of the PCDA year 1

Both PCSO and SC PEQF learning programmes are at level 4, the same level as year 1 PCDA learning.

RPL between IPLDP-based programmes and PCDA

Curriculum mapping IPLDP-based PCSO and SC routes to PCDA entry:

- The educational coverage provided by the relevant curricula for each IPLDP-based PCSO or SC entry programme is compared to PCDA year 1 in two ways: (i) by curriculum subject area, (ii) at learning outcome level. For clarification, where slight differences in curriculum outcomes are apparent, the detailed indicative content of each curriculum is examined
- For IPLDP-based SC programmes (IL4SC) the learning outcomes relating to IPS are used for mapping purposes. For IPLDP-based PCSO programmes the learning outcomes relating to FOC are used. Each of these is mapped against the assessment criteria relating to Independent Patrol Status (IPS) within the PCDA (i.e. the level of operational competence that must be achieved in year 1 of the apprenticeship).

Competence-based assessment criteria mapping:

- For IPLDP-based programmes, the assessment criteria for each underpinning qualification e.g. Level 3 Diploma in Policing (PCSO), Level 3 Diploma in Policing (IL4SC – IPS) is compared to the OCP criteria for Independent Patrol Status (IPS) in the PCDA (the required achievement in year 1).
It should be remembered that these entry programmes are practice-based. This being the case, the detailed RPL mapping also highlights upskilling requirements in relation to applied skills in the workplace (operational competence requirements), highlighting the differences, where relevant, in operational context between these other roles and that of PCs. It will be the responsibility of the relevant force to ensure that appropriate professional opportunities are in place to enable the candidate to achieve the necessary operational experience to achieve IPS in the context of the PC role.

DHEP entrants with a policing-related degree containing the CKP

Curriculum mapping and academic level:

- The learning outcomes from the CKP are compared with those of the DHEP by subject area. Based on the learning outcomes of CKP (Level 3) having already been uplifted within the original degree programme (to either Levels 4, 5 or 6), the mapping contained in this document addresses comparisons at learning outcome level only. Examination of more detailed indicative or module content may be necessary for clarification purposes and ‘read-across’ between learning outcomes.

Competence-based assessment criteria mapping:

- No comparison can be made, as these programmes contain no relevant practical component. Therefore candidates will be required to complete all DHEP-specific competence assessments relating to IPS as a PC.
Part 3 – Identifying the bridging learning

Introduction

The bridging learning requirement outlined in this document is premised on the national curricula for each programme having been delivered in full. Variations in local delivery differences cannot be accounted for.

Comparisons have been made, based on simple and direct mapping of the learning outcomes and competence-based criteria of the respective programmes. As such, this does not account for significant additional variables which may lead to inconsistencies between candidates, including:

- The knowledge, understanding and skills actually acquired and retained by individual candidates, which will inevitably differ
- Knowledge and skills fade over time (since candidates undertook their original learning)
- Additional learning undertaken and knowledge and skills acquired (including any CPD undertaken)
- Experience gained since their original studies
- The ability and capacity of individual candidates to adequately acquire and retain learning
- The quality of the delivery of the learning and assessment previously undertaken and the expertise and experience of individuals delivering previous learning
- The individual personal characteristics of the learner, which may impact on their ability to succeed e.g. some may be more focussed and have better natural levels of concentration than others.

Bridging learning enabling recruits from other police roles to join year 2 of the PCDA or DHEP (at IPS stage) will need to take account of the following overall considerations:

- Bridging learning should be provided for the principal areas of learning not covered in the candidate’s previously undertaken curriculum
- As with the corresponding learning delivered as part of the regular intake to the PCDA or DHEP, the specified bridging learning must not be solely self-directed. It should be delivered by suitably-qualified staff who can provide clarity, support and detail in the context of the police constable role.
The duration of the bridging learning should be sufficient to enable the candidate to acquire skills and knowledge equivalent to a first year PC apprentice or DHEP candidate at IPS. This should also include any revision of previous learning relevant to the changing context of the role e.g. PCSO to PC or SC to PC.

Because the competence-based assessment criteria associated with each programme reflect the very different contexts in which PCs and other roles operate, any bridging learning must include a **coached patrol phase** (to enable the candidate to gain the relevant experience and have the opportunity to demonstrate the appropriate level of PC competence (i.e. IPS as a PC)). This coached patrol phase should be of sufficient duration to enable the candidate to encounter or attend the necessary operational policing situations or incidents relevant to the stipulated additional competence-based assessment criteria.

Bridging learning would also benefit from use of reflective accounts/discussions as a methodology for facilitating role-based change in professional stance e.g. from PCSO or SC to PC first responder.

**Can bridging learning be funded?**

**PCDA** - The purpose of the bridging learning is to bring PCSOs or SCs up to year 2 PCDA educational standard. This means that it forms part of PCDA learning and is therefore eligible for PCDA levy funding (proportionate to the volume of learning and assessment in the bridging course and subject to SFA and IfA costing/funding rules).

The candidate would need to be admitted to the PCDA (three year programme), and the bridging learning will then constitute year 1 learning and assessment. PCDA levy funding can be drawn down, according to the admissible learning and assessment costs associated with the bridging requirement.
Part 4 – Summary of RPL schedules of comparison

The remainder of this document details the specific mapping of non-PC entry routes to that of Year 1 PCDA, IPLDP (PC) or DHEP at IPS. For ease of reference RPL calculations are set out in individual schedules of comparison as described below.

All topics for bridging learning are sequenced as they appear in the respective underpinning curriculum.

How to read the schedules

- For non-PC entry, there are no outcomes or OCP criteria from any other entry programme relevant to Years 2 and 3 of the PCDA (levels 5 and 6 respectively), as the required uplift in level is too excessive
- For new PEQF PCSO and Special Constable entry routes, a direct comparison with learning outcomes, minimum content and OCP criteria can be made to Year 1 PCDA, because they are set at the same academic level
- PCDA Year 1 curriculum is set at a higher academic level (Level 4) than all previous IPLDP-based programmes. Therefore similar outcomes and assessment criteria in the IPLDP-based programmes e.g. IL4SC, PCSO (Level 3) are examined in light of any required uplift when compared with the first year of the PC Degree Apprenticeship at Level 4. Owing to significant structural and level differences, the mapping contained in this document addresses comparisons at learning outcome level only. Examination of more detailed minimum (or module) content may be necessary for clarification purposes and ‘read-across’ between learning outcomes.

Measuring matches between curricula

Across Higher Education (HE) and Awarding Organisations (AO) candidates can typically achieve up to 70% of an award through the recognition of prior or experiential learning. The College has adopted this measure to determine matches between learning outcomes and indicative content for RPL purposes.

The College will maintain this guidance alongside the PEQF curricula and competence-based criteria for each programme, in order to ensure currency, moving forwards.
IPLDP-based programmes to IPLDP (PC) entry

IPLDP-based PCSO programme mapped to IPLDP

Curriculum mapping

<table>
<thead>
<tr>
<th>National Policing Curriculum (NPC) subject area:</th>
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<tbody>
<tr>
<td>• 74 NPC subject areas</td>
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<tr>
<td>• 36 NPC subject areas 100% met</td>
</tr>
<tr>
<td>• 38 NPC subject areas yet to be completed.</td>
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<tr>
<th>Learning outcomes:</th>
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<tbody>
<tr>
<td>• Total LOs required for IPLDP = 819</td>
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<tr>
<td>• Total completed curriculum matches = 435 = 53%.</td>
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<th>Minimum content:</th>
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<tr>
<td>Where there was ambiguity around whether learning outcomes matched, the underlying minimum content from each curriculum was examined to establish the extent of the match.</td>
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Competence-based criteria mapping

• 4 of 10 Diploma in Policing (PC) qualification units are covered by the assessment criteria for the PCSO Diploma in Community Policing - 40% match
• 1 PCSO unit (Unit 1), owing to a role-related shift in context, only has a 48% match (despite criteria being similar)
• 6 remaining Diploma units to be covered for RPL to obtain FOC in line with the IPLDP are:
  o Unit One: Plan, implement and review an evidence-based preventative policing approach – Content covered in PCSO but assessment needs to reflect that of the PC role
  o Unit Four: Use police powers to deal with suspects
  o Unit Five: Conduct police searches
  o Unit Eight: Conduct priority and volume investigations
  o Unit Nine: Interview victims and witnesses in relation to priority and volume investigations
Unit Ten: Interview suspects in relation to priority and volume investigations.

Bridging learning requirement from mapping (subject to variables outlined - page 16)

- Bridging learning for the 38 NPC subject areas not originally covered
- Full coverage of IPLDP subject area – **Ensuring Public Safety**: Personal Safety Training – Personal protection: Knowledge and Skills/Equipment and Restraints, Disrupting Criminality and Countering Terrorism on the Roads, Vehicles and Related Offences, Driver Responsibilities and Related Offences, First Responder to Emergency Incidents, Firearms and Active Shooter Incidents: Stay Safe, CBRN Incidents: Initial Response
- Full coverage of IPLDP subject area – **Protecting Vulnerable People**: Adults at Risk, Child Abuse, Missing Persons, Domestic Abuse, Forced Marriage, Honour-Based Abuse, Female Genital Mutilation, Sex Work and Prostitution, Modern Slavery General Awareness v1.0, Stalking and Harassment, Sexual Offences, Introduction to Child Sexual Exploitation, Managing Offenders,
- Full coverage of IPLDP subject area – **Prevent and Reduce Crime**: Policing in the Community, Dealing with Enforcement Officers
- Full coverage of IPLDP subject area – **Conduct Investigations**: Criminal offences and attempts, Introduction to Fraud, Criminal Damage, Assaults, Offensive Weapons and Articles with Blades or Points, PIP Level 1: Conducting Investigations/Conducting Policing Interviews, Case File Management, Correct use of Arrest and Warrants, Identification of suspects, Scene Preservation & Exhibits, Standard Search (Level 1) Premises, Standard Search (Level 1) Open Area, Missing Person, Person, Vehicles, CT v1.0, Out of Court Disposals and Justice Outcomes, Cyber for Investigators

The above should be supplemented by:

- Periods of operational deployment in order to obtain **IPS** and **FOC** against assessment criteria set out in the Diploma in Policing (PC).
IPLDP-based Special Constable programme (IL4SC) mapped to IPLDP (PC)

Curriculum mapping

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<tr>
<th>Learning outcomes:</th>
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<tbody>
<tr>
<td>• Total LOs required for IPLDP = 819</td>
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<tr>
<td>• Total completed curriculum matches = 738 = 90%</td>
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<th>Minimum content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where there was ambiguity around whether learning outcomes matched, the underlying indicative content from each curriculum was examined to establish the extent of the match.</td>
</tr>
</tbody>
</table>

Competence-based criteria mapping

• 5 of 10 Diploma in Policing units are covered by the assessment criteria for IPS (IL4SC) 50% match.

• 5 remaining units to be covered for RPL to obtain FOC in line with the IPLDP are:
  o Unit One: Plan, implement and review an evidence-based preventative policing approach
  o Unit Six: Handle information and intelligence that can support law enforcement
  o Unit Eight: Conduct priority and volume investigations
  o Unit Nine: Interview victims and witnesses in relation to priority and volume investigations
  o Unit Ten: Interview suspects in relation to priority and volume investigations.

Bridging learning requirement from mapping (subject to variables outlined - page 16)

• Bridging learning for the 8 NPC subject areas not originally covered:
- Full coverage of IPLDP subject area – **Ensuring Public Safety:** Roads-Related Offences: Methods of Disposal, First Responder to Emergency Incidents

- Full coverage of IPLDP subject area – **Prevent and Reduce Crime:** Policing in the Community, Anti-Social Behaviour

- Full coverage of IPLDP subject area – **Conduct Investigations:** Correct use of Arrest and Warrants, Scene Preservation & Exhibits, Standard Search (Level 1) Premises, Standard Search (Level 1) Open Area, Missing Person, Person, Vehicles, CT v1.0

The above should be supplemented by:

- Periods of operational deployment in order to obtain **IPS** and **FOC** against assessment criteria set out in Diploma in Policing (PC).
IPLDP-based programmes to PEQF (PC) entry

IPLDP-based PCSO programmes to year 1 PCDA

Curriculum mapping

<table>
<thead>
<tr>
<th>National Policing Curriculum (NPC) subject area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 23 NPC subject areas</td>
</tr>
<tr>
<td>• 4 subject areas have &gt;70% learning outcome match (= 17% overall)</td>
</tr>
<tr>
<td>• 6 subject areas have &lt;70% learning outcome partial match (= 26% overall)</td>
</tr>
<tr>
<td>• 13 subject areas are not covered in the PCSO curriculum (= 57% overall)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total LOs = 142</td>
</tr>
<tr>
<td>• Total matches = 47 = 33% (&gt;70%)</td>
</tr>
<tr>
<td>• Total near/partial matches = 30 = 21% (&lt;70%)</td>
</tr>
<tr>
<td>• No match = 65 = 46%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where there was ambiguity around whether learning outcomes matched, the underlying indicative content from each curriculum was examined to establish the extent of the match.</td>
</tr>
</tbody>
</table>

Competency-based criteria mapping

| • 4 of 10 PCDA competence areas are covered or partially covered when mapping qualification units of Diploma in Policing (PCSO) to competence areas in the PCDA IPS (40%) |
| • 8 of the 18 assessment criteria contained in the PCSO programme match or are near matches to those relating to IPS in the PCDA, representing a 44% match overall |
| • Conflict Management – Whilst the criteria relating to conflict management are identical, the difference in context, variations in personal protective equipment and available powers relating to managing conflict between that of a PC and PCSO are too great to actually recognise overlap. |
Bridging learning requirement from mapping (subject to variables outlined - page 16)

- Full coverage of PCDA subject area (Year 1) – Understanding the Role of the Police Constable
- Input required relating to changing context – Maintaining Professional Standards
- Input required relating broader EBP research types – Evidence-Based Policing
- Full coverage of PCDA subject area (Year 1) – Problem-Solving
- Full coverage of PCDA subject area (Year 1) – Research Methods and Skills
- Full coverage of PCDA subject area (Year 1) – Wellbeing and Resilience
- Full coverage of PCDA subject area (Year 1) – Victims and Witnesses
- Full coverage of PCDA subject area (Year 1) – Leadership and Team Working
- Full coverage of PCDA subject area (Year 1) – Managing Conflict
- Full coverage of PCDA subject area (Year 1) – Criminology and Crime Prevention
- Full coverage of PCDA subject area (Year 1) – Vulnerability and Risk
- Additional input required to cover recent advances and change in role context from PCSO to PC – Public Protection
- Additional input relating to change in context – Digital Policing
- Full coverage of PCDA subject area (Year 1) – Counter Terrorism
- Full coverage of PCDA subject area (Year 1) – Criminal Justice
- Full coverage of PCDA subject area (Year 1) – Response Policing
- Additional learning input required relating to powers, legislation and change in context from PCSO to PC – Policing the Roads
- Additional learning relating to 5 learning outcomes – Information and Intelligence
- Full coverage of PCDA subject area (Year 1) – Conducting Investigations

The above should be supplemented by:

- A period of coached patrol to achieve remaining competency requirements that are relevant to the PC role (and IPS as a PC) and partial re-examination of areas already achieved in the context of the PC role.
IPLDP-based Special Constable programme (IL4SC) mapped to PCDA Year 1

Curriculum mapping

<table>
<thead>
<tr>
<th>National Policing Curriculum (NPC) subject area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 23 NPC subject areas</td>
</tr>
<tr>
<td>• 8 subject areas have &gt;70% learning outcome match (= 35% overall)</td>
</tr>
<tr>
<td>• 8 subject areas have &lt;70% learning outcome partial match (= 35% overall)</td>
</tr>
<tr>
<td>• 7 subject areas are not covered in the IL4SC curriculum (= 30% overall).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total LOs = 142</td>
</tr>
<tr>
<td>• Total matches = 91 = 64% (&gt;70%)</td>
</tr>
<tr>
<td>• Total near/partial matches = 17 = 12% (&lt;70%).</td>
</tr>
<tr>
<td>• No match = 34 = 24%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicative content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where there was ambiguity around matches, the underlying minimum content from each curriculum was examined to establish the extent of the match.</td>
</tr>
</tbody>
</table>

Competence-based criteria mapping

• 7 of 10 PCDA areas are covered by the assessment units associated with IPS (IL4SC) representing a 70% match

• When drilling down to specific performance criteria, 12 of the 18 assessment criteria contained in the IL4SC (IPS) match those relating to IPS in the PCDA, representing a 66% match overall.

Bridging learning requirement from mapping (subject to variables outlined - page 16)

• Additional Inputs required relating to the use of partner agencies and specialists – Understanding the Police Constable Role

• Additional input required relating to challenges to the use of evidence and ethical concerns – Evidence-Based Policing

• Full coverage of PCDA subject area (Year 1) – Problem-Solving
• Full coverage of PCDA subject area (Year 1) – Research Methods and Skills
• Full coverage of PCDA subject area (Year 1) – Wellbeing and Resilience
• Full coverage of PCDA subject area (Year 1) – Victims and Witnesses
• Additional inputs required relating to ethical application of discretion – Decision-Making and Discretion
• Full coverage of PCDA subject area (Year 1) – Leadership and Team-Working
• Full coverage of PCDA subject area (Year 1) – Criminology and Crime Prevention
• Additional inputs required in relation to coercive control, drivers for addressing vulnerability, wellbeing of officers and early intervention – Vulnerability and Risk
• Additional input required in relation to disclosure and recent changes to legislation – Criminal Justice
• Significant input required relating to partnership building and communications skills – Policing Communities
• Coverage of full learning is required relating to interviewing suspects and case file management – Conducting Investigations
• Full coverage of PCDA subject area (Year 1) – Information and Intelligence

The above should be supplemented by:

• A short period of coached patrol of sufficient duration to enable a candidate to achieve 3 competency areas not previously covered, relevant to the PCDA IPS criteria – Information and Intelligence – Conducting Priority and Volume Investigations – Interviewing Victims, witnesses and Suspects.
IPLDP-based CKP programme mapped to year 1 PCDA

Curriculum mapping

<table>
<thead>
<tr>
<th>National Policing Curriculum (NPC) subject area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 23 NPC subject areas</td>
</tr>
<tr>
<td>• 3 subject areas have &gt;70% learning outcome/minimum content match (= 13% overall)</td>
</tr>
<tr>
<td>• 14 subject areas have &lt;70% learning outcome/minimum content match (= 60% overall)</td>
</tr>
<tr>
<td>• 6 subject areas are not covered in the CKP (= 27% overall).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total LOs = 142</td>
</tr>
<tr>
<td>• Total matches = 6 (4% &gt;70%)</td>
</tr>
<tr>
<td>• Total near match = 75 (53%&gt;70%).</td>
</tr>
<tr>
<td>• No match = 61 = 43%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicative content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where there was ambiguity around matches, the underlying minimum content from each curriculum was examined to establish the extent of the match.</td>
</tr>
</tbody>
</table>

Competence-based criteria mapping

The CKP is a knowledge-based programme, therefore the main content has no coverage of the requirements for IPS.

In summary, successful RPL into the PCDA Year 1 will involve:

- A period of coached patrol to achieve competency requirements that are relevant to the PC role
- Full coverage and completion of the assessment criteria set out in the PCDA Operational Competency Portfolio for IPS as a PC.

Bridging learning requirement from mapping (subject to variables outlined - page 16)

- Additional input required relating to the use of partner agencies and specialists – Understanding the Police Constable Role
• Additional input required relating to challenges to the use of evidence and ethical concerns – Evidence-Based Policing

• Full coverage of PCDA subject area (Year 1) – Problem-Solving

• Full coverage of PCDA subject area (Year 1) – Research Methods and Skills

• Full coverage of PCDA subject area (Year 1) – Wellbeing and Resilience

• Full coverage of PCDA subject area (Year 1) – Leadership and Team Work

• Full coverage of PCDA subject area (Year 1) – Victims and Witnesses

• Full coverage of PCDA subject area (Year 1) – Vulnerability and Risk

• An academic skills foundation to allow learning at level 4 and above

• Reflective accounts and discussions relating to updates in key legislation and terminology across the remaining 14 PCDA areas where learning outcome matches were <70%:
  o Decision Making and Discretion
  o Evidence based policing
  o Communication Skills
  o Managing Conflict
  o Counter Terrorism
  o Criminal Justice
  o Criminology and Crime Prevention
  o Public Protection
  o Digital Policing
  o Response Policing
  o Policing Communities
  o Policing the Roads
  o Police Investigations
  o Information and Intelligence.

The above should be supplemented by:

• A period of coached patrol to achieve all competency requirements that are relevant to the PC role (and IPS as a PC under the PCDA).
IPLDP-based Pre-Join Degrees (containing CKP) mapped to DHEP (Initial Learning)

Curriculum mapping

<table>
<thead>
<tr>
<th>National Policing Curriculum (NPC) subject area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 22 NPC subject areas</td>
</tr>
<tr>
<td>• 3 subject areas have &gt;70% learning outcome/minimum content match (= 14% overall)</td>
</tr>
<tr>
<td>• 14 subject areas have &lt;70% learning outcome/minimum content match (= 64% overall)</td>
</tr>
<tr>
<td>• 5 subject areas are not covered in the CKP (= 22% overall).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total LOs = 61</td>
</tr>
<tr>
<td>• Total matches = 2 (3% &gt;70%)</td>
</tr>
<tr>
<td>• Total near match = 38 (63% &gt;70%).</td>
</tr>
<tr>
<td>• No match = 21 (34%)</td>
</tr>
</tbody>
</table>

Indicative content:

Where there was ambiguity around matches, the underlying indicative content from each curriculum was examined to establish the extent of the match.

**Note.** The RPL comparisons carried out against the DHEP curriculum assume that CKP outcomes were uplifted from Level 3 in the original policing-related degree.

**Competence-based criteria mapping**

The CKP is a knowledge-based course, therefore the main content has no coverage of the requirements for IPS.

In summary, successful RPL into the DHEP will involve:

- A period of coached patrol to achieve competence-based assessment requirements that are relevant to IPS in the PC role
- Coverage and completion of practical/on the job learning in the DHEP curriculum, linked to IPS.

**Note:** This learning must be assessed using the DHEP operational competence portfolio (OCP) for IPS.
Bridging learning requirement from mapping (subject to variables outlined - page 16)

- Additional input required relating to the use of partner agencies and specialists – Understanding the Police Constable Role
- Additional input required relating to challenges to the use of evidence and ethical concerns – Evidence-Based Policing
- Applicable CPD related to practical work and work-based learning element/CPD to update key legislation changes
- Full coverage of DHEP subject area (Year 1) – Problem-Solving
- Full coverage of DHEP subject area (Year 1) – Wellbeing and Resilience
- Full coverage of DHEP subject area (Year 1) – Leadership and Team Work
- Full coverage of DHEP subject area (Year 1) – Victims and Witnesses
- Full coverage of DHEP subject area (Year 1) – Vulnerability and Risk
- Reflective accounts and discussions for updates in key legislation and terminology across the remaining 14 DHEP areas where learning outcome matches were <70%:
  - Decision Making and Discretion
  - Evidence based policing
  - Communication Skills
  - Managing Conflict
  - Counter Terrorism
  - Criminal Justice
  - Criminology and Crime Prevention
  - Public Protection
  - Digital Policing
  - Response Policing
  - Policing Communities
  - Policing the Roads
  - Conducting Investigations
  - Information and Intelligence.

The above should be supplemented by:

- A period of coached patrol to achieve competence-based assessment requirements that are relevant to **IPS** in the PC role
PEQF non-PC programmes to PEQF (PC) entry

PCSO (PEQF) programme mapped to year 1 PCDA

Curriculum mapping

<table>
<thead>
<tr>
<th>National Policing Curriculum (NPC) subject area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 23 NPC subject areas</td>
</tr>
<tr>
<td>• 13 subject areas have &gt;70% learning outcome/minimum content match (= 57% overall)</td>
</tr>
<tr>
<td>• 3 subject areas have &lt;70% learning outcome/minimum content match (= 13% overall)</td>
</tr>
<tr>
<td>• 7 subject areas are not covered in the PCSO (= 30% overall).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total LOs = 142</td>
</tr>
<tr>
<td>• Total matches = 63 = 44%</td>
</tr>
<tr>
<td>• No matches = 79 = 56%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicative content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where there was ambiguity around whether learning outcomes matched, the underlying indicative content from each curriculum was examined to establish the extent of the match.</td>
</tr>
</tbody>
</table>

Competence-based criteria mapping

- 5 of 10 PCSO competence-based areas match PCDA IPS (50%)
- 6 of the 17 assessment criteria contained in the PCSO programme match (or are near matches to) those relating to IPS in the PCDA, representing a 35% match overall
- Even where matches exist, consideration should be given to the context of the PC role compared with that of a PCSO e.g. legislation, crime types and differences in powers and expectations of those operating in a PC capacity.
Bridging learning requirement from mapping (subject to variables outlined - page 16)

- Input relating to the PC role as part of introduction to bridging learning
- Full coverage of PCDA subject area (Year 1) – Research Methods and Skills
- Coverage of 3 learning outcomes relating to Leadership and Team Working (Year 1)
- Full Coverage of PCDA subject area (Year 1) – Managing Conflict
- Vulnerability and Risk input required for context change to PC role
- Public Protection input required for context change to PC role
- Coverage of 3 learning outcomes relating to Digital Policing (Year 1)
- Full coverage of PCDA subject area (Year 1) – Victims and Witnesses
- Full coverage of PCDA subject area (Year 1) – Response Policing
- Full coverage of PCDA subject area (Year 1) – Criminal Justice
- Full coverage of PCDA subject area (Year 1) – Roads Policing
- Full coverage of PCDA subject area (Year 1) – Conducting Investigations.

The above should be supplemented by:

- A period of coached patrol to achieve remaining competency requirements that are relevant to the PC role (and IPS as a PC) and partial re-examination of areas already achieved in the context of the PCSO role.
Special Constable learning:

Phase One, APS and DPS (PEQF) mapped to year 1 PCDA

Curriculum mapping

<table>
<thead>
<tr>
<th>National Policing Curriculum (NPC) subject area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 23 NPC content areas</td>
</tr>
<tr>
<td>• 7 subject areas have &gt;70% learning outcome/minimum content match (= 30% overall)</td>
</tr>
<tr>
<td>• 11 subject areas have &lt;70% learning outcome/minimum content match (= 48% overall)</td>
</tr>
<tr>
<td>• 5 subject areas have no match (= 22% overall)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes (LOs):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total LOs = 142</td>
</tr>
<tr>
<td>• Total matches = 76 = 53%</td>
</tr>
<tr>
<td>• No matches = 48 = 34%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where there was ambiguity around whether learning outcomes matched, the underlying minimum content from each curriculum was examined to establish the extent of the match.</td>
</tr>
</tbody>
</table>

Competence-based criteria mapping

• 4 of 10 PCDA competence-based areas match the specials Directed Patrol Status (DPS) (40%)
  - The remaining 6 OCP criteria have >70% match (60%)

Remaining 6 areas of coverage to be completed to fully cover Independent Patrol Status (IPS) are:

Provide an initial response to incidents in line with legal and professional practice requirements, including:
Recognising and providing support to vulnerable individuals (including casualties)

Providing support to victims and witnesses of the incident

Engaging in appropriate multi-agency referrals

Recording actions taken and retaining appropriate documents

Providing support to vulnerable people, victims and witnesses:

Assess the resilience and capability of the individual, and provide further support (including referrals), as appropriate

Using police powers to deal with suspects:

Report suspects in line with legal and organisational requirements and timescales

Conducting police searches:

- Conduct safe, lawful and effective police searches of premises, vehicles and outside spaces, including:
  - Communicating appropriately with those at the search scene
  - Identifying the correct search areas
  - Protecting search scenes
  - Preventing loss or contamination of potential evidence
  - Utilising approved search techniques
  - Analysing the significance of items found during the search
  - Seizing items covered by identified search powers
  - Maintaining the integrity of seized items
  - Leaving the search scene in the required condition
  - Documenting all decisions, actions, options and rationales

Conducting priority and volume investigations:

- Conduct priority and volume investigations, including:
  - Planning and conducting an initial investigation
  - Gathering information, intelligence and evidence to support the investigation
  - Undertaking investigative and evidential evaluation throughout the investigation
OFFICIAL
Initial Entry Programmes: PEQF and IPLDP-based

- Briefing relevant others regarding the progress of the investigation
- Identifying the need for any additional support, including escalation
- Identifying and working with victims, potential witnesses and suspects
- Dealing with suspects in line with investigative decision-making
- Providing victims, witnesses and their families with information, support and protection in accordance with their needs
- Retain and record the details of an investigation

Interviewing victims, witnesses and suspects:

- Plan and prepare interviews with victims, witnesses and suspects
- Explaining the interview process to those present and confirming understanding
- Maintaining the security and welfare of those present
- Using approved interview and communication techniques to obtain accurate accounts
- Using exhibits in line with approved interview techniques
- Addressing any contingencies that may arise during the interview
- Completing all necessary documents and records
- Closing the interview, informing all present of the next steps

And, for suspect interviews:

- Delivering pre-interview briefings to legal representatives
- Using the required cautions, evidential or special warnings and checking suspect’s understanding

Bridging learning requirement from mapping (subject to variables outlined - page 16)

The remaining curriculum to be covered to achieve full RPL:

The 5 areas of the curriculum that are not covered of:

- Full coverage of PCDA subject area (Year 1) – Evidence-based Policing
- Full coverage of PCDA subject area (Year 1) – Problem Solving
- Full coverage of PCDA subject area (Year 1) – Research Methods and Skills
- Full coverage of PCDA subject area (Year 1) – Criminology and Crime Prevention
• Full coverage of PCDA subject area (Year 1) – Policing the Roads

Reflective accounts and discussions for updates in key legislation and terminology across the remaining 11 PCDA areas where learning outcome matches were <70%:

  o Maintaining Professional Standards
  o Leadership and Team-working
  o Vulnerability and Risk
  o Public Protection
  o Victims and Witnesses
  o Criminal Justice
  o Digital Policing
  o Counter Terrorism
  o Policing Communities
  o Conducting Investigations
  o Information and Intelligence
Curriculum mapping

<table>
<thead>
<tr>
<th>National Policing Curriculum (NPC) subject area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 23 NPC content areas</td>
</tr>
<tr>
<td>• 22 subject areas have &gt;70% learning outcome/minimum content match (= 96% overall)</td>
</tr>
<tr>
<td>• 1 subject area has no learning outcome/minimum content match (= 4% overall)</td>
</tr>
<tr>
<td>• 96% overall match</td>
</tr>
<tr>
<td>Learning outcomes (LOs):</td>
</tr>
<tr>
<td>• Total LOs = 142</td>
</tr>
<tr>
<td>• Total matches = 131 = 92%</td>
</tr>
<tr>
<td>• No matches = 11 = 8%</td>
</tr>
</tbody>
</table>

**Minimum content:**

Where there was ambiguity around whether learning outcomes matched, the underlying minimum content from each curriculum was examined to establish the extent of the match.

**Competence-based criteria mapping**

- 7 of 10 PCDA competence-based areas match the specials Directed Patrol Status (DPS) and Qualified Special Constable (QSC) (70%)
- The remaining 3 OCP criteria have >70% match

Remaining 3 areas of coverage to be completed to fully cover the IPS are:

Provide an initial response to incidents in line with legal and professional practice requirements, including:

- Recording actions taken and retaining appropriate documents

Providing support to vulnerable people, victims and witnesses:
o Assess the resilience and capability of the individual, and provide further support (including referrals), as appropriate

Using police powers to deal with suspects:

o Report suspects in line with legal and organisational requirements and timescales

Where matches exist, consideration should be given to the context of the PC role compared with that of a Special Constable e.g. legislation, crime types and differences in powers and expectations of those operating in a PC capacity. CPD could be individualised to bridge any role related gaps.

**Bridging learning requirement from mapping (subject to variables outlined - page 16)**

The full PEQF SC curriculum is aligned to the PEQF initial entry routes. It represents the national standardised benchmark for the professional education for the Special Constabulary.

In order to ensure that the SC programme is both PEQF entry route compliant and on a par with the provision for regular officers, the PEQF SC programme should be managed and governed by existing force PEQF structures.

Additional learning to ensure full coverage of the PCDA Year one curriculum content:

- Full coverage of PCDA subject area (Year 1) – Research Methods and Skills
Annex A

The College’s Credit Estimator

Higher Education Institutions (HEI) and Awarding Organisations (AO) accrediting (offering qualifications) for PEQF entry programmes e.g. PCDA, DHEP and Pre-join Degrees are responsible for formally awarding academic credits towards their qualifications where learners have demonstrated previous relevant learning and/or experience. This is completed on an individual candidate-by-candidate basis by organisations responsible for accrediting programmes of learning.

An example of this could include an HEI offering a candidate 40 credits towards the first year (120 credits in the academic year) of the Pre-Join Degree in Professional Policing (the qualification for an aspiring PC) because they have previously undertaken the Diploma in Community Policing Practice (the PCSO qualification).

In order to assist this process and with the express aim of trying to standardise the RPL process nationally between HEIs, the College has created a national credit estimator for policing programmes (both internal e.g. IPLDP and externally delivered policing programmes e.g. policing foundation degrees). Whilst HEIs are not obliged to use this, it does provide information which has been carefully and consistently calculated, and could save significant time in estimating RPL credits for previously undertaken learning.

The College’s Credit Estimator can be found at: https://profdev.college.police.uk/
## Annex B

### RPL overview table

<table>
<thead>
<tr>
<th>Programme type</th>
<th>Mapping for RPL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Existing IPLDP-based non PC programmes to IPLDP (PC)</strong></td>
<td>PCSO (IPLDP-Based) mapping to IPLDP (PC)</td>
</tr>
<tr>
<td></td>
<td>IPLDP-based I4SLC to IPLDP (PC)</td>
</tr>
<tr>
<td><strong>IPLDP-based programmes mapped to new PEQF PC entry routes</strong></td>
<td>PCSO (IPLDP-Based) mapped to Year 1 PCDA</td>
</tr>
<tr>
<td></td>
<td>IPLDP-based Special Constabulary (IL4SC) mapped to Year1 PCDA</td>
</tr>
<tr>
<td></td>
<td>IPLDP-based CKP to Year 1 PCDA</td>
</tr>
<tr>
<td></td>
<td>Pre-Join Degrees (containing CKP) to DHEP</td>
</tr>
<tr>
<td><strong>New PEQF PCSO and SC initial entry routes to PEQF PC entry</strong></td>
<td>PCSO (PEQF) mapped to Year 1 PCDA</td>
</tr>
<tr>
<td></td>
<td>SC (PEQF) mapped to Year 1 PCDA</td>
</tr>
</tbody>
</table>