

# 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, Special Constabulary (SC), Police staff investigator (Investigator (PIP)) and Intelligence Professionals (IPP) to PEQF PC entry

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| Content relevant to: |
|----------------------|
| All forces           |
| ✓                    |
| English forces only  |
|                      |
| Welsh forces only    |
|                      |

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# Part 1 – Introduction

## Purpose of this document

The primary audience for this guidance document is staff at Higher Education Institutes (HEIs), particularly those staff that are responsible for supporting Recognition of Prior Learning (RPL) processes.

HEIs are ultimately responsible for RPL and awarding academic credits towards the qualifications and programmes they administer. This is a formally regulated process within higher education. To better achieve national standardisation of RPL, the College has developed this guidance to inform these calculations. The HE Forum (made up of HEIs offering Police Education Qualifications Framework (PEQF) programmes) have broadly agreed to use the College's calculations as a baseline for their own RPL offerings.

This guidance is therefore primarily aimed at learning and development professionals and academic staff e.g. those responsible for admissions to College of Policing licensed PEQF programmes. Candidates who are considering undertaking PEQF programmes may also be interested in some of the high-level indicators in this guidance.

This Guidance gives an oversight (in terms of percentage) of the RPL calculations the College has made between programmes, highlighting general areas that candidates are likely to have covered, and areas they will need to undertake to complete the bridging from one learning programme to another. It is drafted in a manner to provide HEIs with the high-level information they need to make RPL decisions, which are normally conducted on a case-by-case basis.

HEIs that are in a formal collaboration with a force or licensed directly by the College can access detailed information on the processes which these high-level calculations between programmes have been made, including notations relating to the comparisons made. These are available on request from:

**[NationalPolicingCurriculumEnquiries@college.police.uk](mailto:NationalPolicingCurriculumEnquiries@college.police.uk)**

It is a requirement of a funded apprenticeship to undertake a learner needs analysis, which must include consideration of prior learning. The responsibility for this function typically sits with the main provider, i.e. the HEI in most PEQF delivery models.

Forces may use the guidance to inform planning processes when managing cohorts with individuals that have joined with recognised prior learning. It is strongly recommended that this activity is undertaken in partnership with the HEI where applicable.

## 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**
- **IPLDP-based PCSO, SC and Police staff investigator programmes to PEQF (PC) entry**
- **PEQF PCSO, Special Constable (SC), Police staff investigator (PIP) and Intelligence professionals (IPP) roles to PEQF (PC) entry**

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

## Programmes this guidance can be utilised against:

- **Police Constable Degree Apprenticeship (PCDA)**
- **Degree-Holder Entry Programme (DHEP)**
- **Professional Policing Degree (PPD)**
- **PCSO English & Welsh Apprenticeships**
- **Non-apprenticeship PCSO**
- **PEQF Special Constabulary (SC)**
- **PEQF Professionalising Investigation Programme Level 1 and 2 Standalone (PIP)**
- **PEQ Intelligence Professionalisation Programme (IPP)**

## 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.<sup>1</sup>

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.

Based on the above, this identifies:

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

### 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 as the basis for matching content areas across the programmes that are being compared. The next stage is to compare the learning outcomes of the respective programmes. Finally, the minimum content (summary guidance statements, outlining the minimum learning delivered) is examined holistically to determine similarities in programme content to be recognised for RPL purposes.

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<sup>1</sup> Guidelines on the Accreditation of Prior Learning – Quality Assurance Agency for Higher Education – September 2004

## Work-based assessment (mapping)

For all PEQF and IPLDP-based programmes final assessments are made against performance in the operational policing environment. As with learning the assessment criteria are mapped and gaps identified for further assessment.

## Specific programme comparisons

The RPL guidance has been developed for each of the three main categories as follows:

### **RPL between IPLDP-based programmes and IPLDP (PC)**

Curriculum mapping PCSO, SC and Police staff investigator programmes to IPLDP (PC) entry

### **RPL between IPLDP-based programmes and PCDA**

Curriculum mapping IPLDP-based PCSO, SC and Police staff investigator routes to PCDA entry

### **DHEP entrants with a policing-related degree containing the CKP**

Curriculum mapping of foundation degree or degree routes with a CKP embedded curriculum to PCDA entry

### **RPL between new PEQF-based programmes**

Curriculum mapping PCSO, SC, Police staff investigators and Intelligence professionals' routes to PCDA entry

## 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 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 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

Bridging learning enables recruits from other police roles to join year 2 of the PCDA or DHEP (at IPS stage) they will need to consider 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
- 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, SC to PC , Police staff investigator to PC or Intelligence professional to PC.

- The competence-based assessment criteria associated with each programme reflects the different contexts in which PCs and other roles operate, therefore any bridging learning must include a **coached patrol phase** (to enable the candidate to gain the relevant experience and could 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, SC, Police staff investigator to PC or Intelligence professional to PC.

## Part 4 – Summary of RPL mapping

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.

### **How to read the schedules**

Each chart of mapping outlines the percentage coverage of the learning programme against the PC entry route utilising the notion of >70% match in learning, <70% matches of learning and no matches to give an overview of the overall potential for RPL. A summary is then given of any work-based assessment matches and finally the bridging requirement outlines the areas that need to be addressed in order to RPL the full learning of initial entry route

### **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 minimum content for RPL purposes.

The College will maintain this guidance alongside the PEQF curricula and competence-based criteria for each programme, to ensure currency, moving forwards.

## IPLDP-based programmes to IPLDP (PC) entry

### IPLDP-based PCSO programme mapped to IPLDP

#### Curriculum mapping

|   |
|---|
| <b>National Policing Curriculum (NPC) subject area:</b>   |
| <ul style="list-style-type: none"> <li>▪ <b>74 NPC subject areas</b></li> <li>▪ 36 NPC subject areas 100% met</li> <li>▪ 38 NPC subject areas yet to be completed.</li> </ul> |
| <b>Learning outcomes:</b>   |
| <ul style="list-style-type: none"> <li>▪ Total LOs required for IPLDP = <b>819</b></li> <li>▪ Total completed curriculum matches = 435 = 53%.</li> </ul>                      |
| <b>Minimum content:</b>   |
| 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

- 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:
  - 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
  - Unit Four: Use police powers to deal with suspects
  - Unit Five: Conduct police searches

- Unit Eight: Conduct priority and volume investigations
- 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

|   |
|---|
| <b>National Policing Curriculum (NPC) subject area:</b>   |
| <ul style="list-style-type: none"> <li>▪ <b>74 NPC subject areas</b></li> <li>▪ 66 NPC subject areas content areas 100% met</li> <li>▪ 8 NPC subject areas content areas yet to be completed</li> </ul> |
| <b>Learning outcomes:</b>   |
| <ul style="list-style-type: none"> <li>▪ Total LOs required for IPLDP = <b>819</b></li> <li>▪ Total completed curriculum matches = 738 = 90%</li> </ul>   |
| <b>Minimum content:</b>   |
| 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

- 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:
  - Unit One: Plan, implement and review an evidence-based preventative policing approach
  - Unit Six: Handle information and intelligence that can support law enforcement
  - Unit Eight: Conduct priority and volume investigations
  - 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 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 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

|  |
|--|
| <b>National Policing Curriculum (NPC) subject area:</b>  |
| <ul style="list-style-type: none"> <li>▪ <b>23 NPC subject areas</b></li> <li>▪ 4 subject areas have &gt;70% learning outcome match (= 17% overall)</li> <li>▪ 6 subject areas have &lt;70% learning outcome partial match (= 26% overall)</li> <li>▪ 13 subject areas are not covered in the PCSO curriculum (= 57% overall)</li> </ul> |
| <b>Learning outcomes:</b>  |
| <ul style="list-style-type: none"> <li>▪ Total LOs = <b>142</b></li> <li>▪ Total matches = 46 = 32% (&gt;70%)</li> <li>▪ Total near/partial matches = 30 = 21% (&lt;70%)</li> <li>▪ No match = 66 = 47%</li> </ul>   |
| <b>Minimum content:</b>  |
| 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.   |

#### 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 recognise overlap.

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

- Full coverage of PCDA subject area (Year 1) – Understanding the Police Constable Role
- 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) – Preventative policing
- 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) – Countering Terrorism
- Full coverage of PCDA subject area (Year 1) – Criminal Justice
- Full coverage of PCDA subject area (Year 1) – Response Policing
- Full coverage of PCDA subject area (Year 1) – Roads Policing
- 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

|   |
|---|
| <b>National Policing Curriculum (NPC) subject area:</b>   |
| <ul style="list-style-type: none"> <li>▪ <b>23 NPC subject areas</b></li> <li>▪ 8 subject areas have &gt;70% learning outcome match (= 35% overall)</li> <li>▪ 8 subject areas have &lt;70% learning outcome partial match (= 35% overall)</li> <li>▪ 7 subject areas are not covered in the IL4SC curriculum (= 30% overall).</li> </ul> |
| <b>Learning outcomes:</b>   |
| <ul style="list-style-type: none"> <li>▪ Total LOs = <b>142</b></li> <li>▪ Total matches = 87 = 61% (&gt;70%)</li> <li>▪ Total near/partial matches = 19 = 14% (&lt;70%).</li> <li>▪ No match = 36 = 25%</li> </ul>   |
| <b>Minimum content:</b>   |
| Where there was ambiguity around matches, the underlying minimum content from each curriculum was examined to establish the extent of the match.  |

### 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
- Additional inputs relating to communication models - Managing Conflict
- Full coverage of PCDA subject area (Year 1) – Leadership and Team-Working
- Full coverage of PCDA subject area (Year 1) – Preventative Policing
- Full coverage of PCDA subject area (Year 1) – Roads Policing
- 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

|   |
|---|
| <b>National Policing Curriculum (NPC) subject area:</b>   |
| <ul style="list-style-type: none"> <li>▪ <b>23 NPC subject areas</b></li> <li>▪ 3 subject areas have &gt;70% learning outcome/minimum content match (= 13% overall)</li> <li>▪ 14 subject areas have &lt;70% learning outcome/minimum content match (= 60% overall)</li> <li>▪ 6 subject areas are not covered in the CKP (= 27% overall).</li> </ul> |
| <b>Learning outcomes:</b>   |
| <ul style="list-style-type: none"> <li>▪ Total LOs = <b>142</b></li> <li>▪ Total matches = 4 (3% &gt;70%)</li> <li>▪ Total near match = 77 (54% &gt;70%).</li> <li>▪ No match = 61 = 43%</li> </ul>   |
| <b>Minimum content:</b>   |
| Where there was ambiguity around matches, the underlying minimum content from each curriculum was examined to establish the extent of the match.  |

### 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 Teamwork
- Full coverage of PCDA subject area (Year 1) – Victims and Witnesses
- Full coverage of PCDA subject area (Year 1) – Vulnerability and Risk
- Full coverage of PCDA subject area (Year 1) – Roads Policing
- 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%:
  - Decision Making and Discretion
  - Evidence based policing
  - Communication Skills
  - Managing Conflict
  - Countering Terrorism
  - Criminal Justice
  - Preventative Policing
  - Public Protection
  - Digital Policing
  - Response Policing
  - Policing Communities
  - Police Investigations

- 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

|   |   |
|---|---|
| <b>National Policing Curriculum (NPC) subject area:</b>   |   |
| <ul style="list-style-type: none"> <li>▪ <b>22 NPC subject areas</b></li> <li>▪ 3 subject areas have &gt;70% learning outcome/minimum content match (= 14% overall)</li> <li>▪ 14 subject areas have &lt;70% learning outcome/minimum content match (= 64% overall)</li> <li>▪ 5 subject areas are not covered in the CKP (= 22% overall).</li> </ul> |   |
| <b>Learning outcomes:</b>   |   |
| <ul style="list-style-type: none"> <li>▪ Total LOs = <b>61</b></li> <li>▪ Total matches = 2 (3% &gt;70%)</li> <li>▪ Total near match = 38 (63% &gt;70%).</li> <li>▪ No match = 21 (34%)</li> </ul>  | <p>As of May 2022</p> <ul style="list-style-type: none"> <li>▪ Total *LOs = <b>117</b></li> <li>▪ Total matches = 2 = 2% (&gt;70%)</li> <li>▪ Total near match = 38 = 32% (&gt;70%)</li> <li>▪ No match = 21 (18%)</li> </ul> <p>* LO's have increased however minimum content remains similar = 56 (48%)</p> |
| <b>Minimum content:</b>   |   |
| Where there was ambiguity around matches, the underlying minimum 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.

\*May 2022: DHEP was reviewed to number the learning outcomes and content to align with the PCDA numbering system to aid curriculum mapping. This alignment

resulted in an increase of outcomes; however all content remains the same in relation to RPL.

### **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 Teamwork
- 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
- Countering Terrorism
- Criminal Justice
- Preventative Policing
- Public Protection
- Digital Policing
- Response Policing
- Policing Communities
- Roads Policing
- 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



## IPLDP-based PIP 1 and 2 programmes to year 1 PCDA

### Curriculum mapping

|  |
|--|
| <b>National Policing Curriculum (NPC) subject area:</b>  |
| <ul style="list-style-type: none"> <li>▪ <b>23 NPC subject areas</b></li> <li>▪ 0 subject areas have &gt;70% learning outcome/minimum content match (= 0% overall)</li> <li>▪ 19 subject areas have &lt;70% learning outcome/minimum content match (= 83% overall)</li> <li>▪ 4 subject areas are not covered in the PIP (= 17% overall).</li> </ul> |
| <b>Learning outcomes:</b>  |
| <ul style="list-style-type: none"> <li>▪ Total LOs = <b>142</b></li> <li>▪ Total matches = 1 = 1% (&gt;70%)</li> <li>▪ Total near match = 60 = 42% (&gt;70%)</li> <li>▪ No match = 81 (57%)</li> </ul>   |
| <b>Minimum content:</b>  |
| Where there was ambiguity around matches, the underlying minimum content from each curriculum was examined to establish the extent of the match.   |

NB: This curriculum mapping and bridging requirement is based on the IPLDP embedded PIP curriculums from 2015 – 2019 for Police Staff Investigators

### Competence-based criteria mapping

The PIP assessment for Police staff investigators pre 2015 may have varied by force therefore RPL for competency-based elements should be assessed on an individual basis. For staff undertaking IPS a period of coached patrol is integral to support transition to a PC role. For police officers who have previously undertaken the IPLDP entry route, or a PEQF non-investigative pathway the mapping exemplar below relates to the underpinning 10 National occupational standards of the Diploma in policing to support RPL to the DC role.

In summary, successful RPL into the PCDA of a learner who has undertaken the assessment via the 10 NOS will involve:

- 9 of 10 PCDA competence-based areas are a near match to the NOS for PIP 1 and 2. Only the level of delivery results in the differing wording but the content is the same.

**Remaining 1 area of coverage to be completed to fully cover IPS is:**

- Operating in accordance with the law, authorised professional practice and the Code of Ethics

Even where matches exist, consideration should be given to the context of the PC role compared with that of a DC.

**Note:** This learning must be assessed using the PCDA operational competence portfolio (OCP) for IPS.

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

Due to the gap in level, currency and content all aspects of the PCDA curriculum would need bridging. Those areas marked with an asterisk have some content cross over for minimal RPL consideration.

Full coverage of PCDA subject area (Year 1)

- |   |                          |
|---|--------------------------|
| ▪ Understanding the Police Constable Role | ▪ Preventative Policing  |
| ▪ Valuing Diversity and Inclusion         | ▪ Vulnerability and Risk |
| ▪ Maintaining Professional Standards      | ▪ Public Protection*     |
| ▪ Evidence-based Policing                 | ▪ Victims and Witnesses  |
| ▪ Problem Solving                         | ▪ Criminal Justice       |
| ▪ Research Methods and Skills             | ▪ Digital Policing       |
| ▪ Decision-making and Discretion          | ▪ Countering Terrorism   |
| ▪ Communication Skills                    | ▪ Response Policing      |

- Wellbeing and Resilience
- Leadership and Team working
- Managing Conflict
- Conducting Investigations\*
- Policing Communities
- Roads Policing
- Information and Intelligence

## PEQF non-PC programmes to PEQF (PC) entry

### PCSO (PEQF) programme mapped to year 1 PCDA

#### Curriculum mapping

|  |
|--|
| <b>National Policing Curriculum (NPC) subject area:</b>  |
| <ul style="list-style-type: none"> <li>▪ <b>23 NPC subject areas</b></li> <li>▪ 12 subject areas have &gt;70% learning outcome/minimum content match (= 52% overall)</li> <li>▪ 4 subject areas have &lt;70% learning outcome/minimum content match (= 17% overall)</li> <li>▪ 7 subject areas are not covered in the PCSO (= 31% overall).</li> </ul> |
| <b>Learning outcomes:</b>  |
| <ul style="list-style-type: none"> <li>▪ Total LOs = 142</li> <li>▪ Total matches = 58 = 41%</li> <li>▪ No matches = 84 = 59%</li> </ul>   |
| <b>Minimum content:</b>  |
| 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

- 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) – Preventative Policing
- 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

|  |
|--|
| <b>National Policing Curriculum (NPC) subject area:</b>  |
| <ul style="list-style-type: none"> <li>23 NPC content areas</li> <li>7 subject areas have &gt;70% learning outcome/minimum content match (= 30% overall)</li> <li>11 subject areas have &lt;70% learning outcome/minimum content match (= 48% overall)</li> <li>5 subject areas have no match (= 22% overall)</li> </ul> |
| <b>Learning outcomes (LOs):</b>  |
| <ul style="list-style-type: none"> <li>Total LOs = 142</li> <li>Total matches = 74 = 52%</li> <li>No matches = 48 = 34%</li> <li>Phase Two LO = 20 = 14% (Not included in this learning)</li> </ul>  |
| <b>Minimum content:</b>  |
| 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

- 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
- 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) – Preventative Policing

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

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

## Full PEQF SC Programme (Phase One, Phase Two, APS, DPS and QSC) mapped to year 1 PCDA

### Curriculum mapping

|   |
|---|
| <b>National Policing Curriculum (NPC) subject area:</b>   |
| <ul style="list-style-type: none"> <li>▪ 23 NPC content areas</li> <li>▪ 22 subject areas have &gt;70% learning outcome/minimum content match (= 96% overall)</li> <li>▪ 1 subject area has no learning outcome/minimum content match (= 4% overall)</li> </ul> |
| <b>Learning outcomes (LOs):</b>   |
| <ul style="list-style-type: none"> <li>▪ Total LOs = 142</li> <li>▪ Total matches = 128 = 90%</li> <li>▪ No matches = 14 = 10%</li> </ul>   |
| <b>Minimum content:</b>   |
| 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:

- 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

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

## PIP level 1 and 2 standalone (PEQF) programme mapped to year 1 and 2 PCDA

### Curriculum mapping

| National Policing Curriculum (NPC) subject area:  |   |   |
|---|---|---|
| <p>PIP Level 1 (Mapped to Year 1 PCDA)</p> <ul style="list-style-type: none"> <li>23 NPC content areas</li> <li>3 subject areas have &gt;70% learning outcome/minimum content match (= 13% overall)</li> <li>4 subject areas have &lt;70% learning outcome/minimum content match (= 17% overall)</li> <li>16 subject areas have no match (= 70% overall)</li> </ul> | <p>PIP Level 2 (Mapped to Year 2 PCDA)</p> <ul style="list-style-type: none"> <li>18 NPC content areas</li> <li>1 subject area have &gt;70% learning outcome/minimum content match (= 6% overall)</li> <li>4 subject areas have &lt;70% learning outcome/minimum content match (= 22% overall)</li> <li>13 subject areas have no match (= 72% overall)</li> </ul> |   |
| Learning outcomes (LOs):  |   |   |
| <p>PIP1 against Year 1 PCDA</p> <ul style="list-style-type: none"> <li>Total LOs = 142</li> <li>Total matches = 37 = 26%</li> <li>Partial matches = 3 = &gt;1%</li> <li>No matches = 104 = 73%</li> </ul>   | <p>PIP 2 against Year 2 PCDA</p> <ul style="list-style-type: none"> <li>Total LOs = 90</li> <li>Total matches = 12 = 13%</li> <li>Partial matches = 0 = 0%</li> <li>No matches = 78 = 87%</li> </ul>  | <p>PIP 1 &amp; 2 against Year 1 &amp; 2 PCDA</p> <ul style="list-style-type: none"> <li>Total LOs = 232</li> <li>Total matches = 49 = 21%</li> <li>Partial matches = 3 = 1%</li> <li>No matches = 182 = 78%</li> </ul> <p>*Some LO from PIP1 were in Year 2 of PDCA</p> |

**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.

**NB** The above curriculum mapping applies to Years 1 and 2 of the PCDA. A learner undertaking Year 3 of the PCDA and selecting investigations as their option could achieve full RPL for this module upon completion of PIP 1 and 2 aligning to level 6.

**Competence-based criteria mapping**

- 6 of 10 PCDA competence-based areas match the PIP Level 1 OCP (60%)
- The remaining 4 OCP criteria have no matches

**Remaining 4 areas of coverage to be completed to fully cover IPS are:**

- Operating in accordance with the law, authorised professional practice and the Code of Ethics
- Following appropriate processes for the management of information and intelligence
- Managing conflict in a professional policing context
- Using police powers to deal with suspects

**Bridging learning requirement from mapping (subject to variables outlined – page 16)****PIP Level 1**

- Full coverage of PCDA subject area (Year 1) – Understanding the Police Constable Role
- Full coverage of PCDA subject area (Year 1) – Valuing Diversity and Inclusion
- Full coverage of PCDA subject area (Year 1) – Maintaining Professional Standards
- 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) – Decision-making and Discretion
- Full coverage of PCDA subject area (Year 1) – Communication Skills
- Coverage of specific learning relating to Wellbeing and Resilience (Year 1).  
Including
  - Potential causes of stress within policing
  - Being an apprentice
  - Strategies that can be applied to support others who show signs of stress
- 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) – Preventative Policing
- Coverage of 8 learning outcomes relating to Vulnerability and Risk (Year 1)
- Full coverage of PCDA subject area (Year 1) – Public Protection
- Coverage of 5 learning outcomes relating to Criminal Justice (Year 1)
- Full coverage of PCDA subject area (Year 1) – Countering Terrorism
- Full coverage of PCDA subject area (Year 1) – Response Policing
- Full coverage of PCDA subject area (Year 1) – Policing Communities
- Full coverage of PCDA subject area (Year 1) – Roads Policing
- Coverage of 8 learning outcomes relating to Information and Intelligence (Year 1)

## **PIP Level 2**

- Full coverage of PCDA subject area (Year 2) – Valuing Diversity and Inclusion
- Full coverage of PCDA subject area (Year 2) – Maintaining Professional Standards
- Full coverage of PCDA subject area (Year 2) – Evidence-based Policing
- Full coverage of PCDA subject area (Year 2) – Problem Solving
- Full coverage of PCDA subject area (Year 2) – Research Methods and Skills
- Full coverage of PCDA subject area (Year 2) – Decision-making and Discretion
- Full coverage of PCDA subject area (Year 2) – Communication Skills
- Coverage of 3 learning outcomes relating to Wellbeing and Resilience (Year 2)

- Full coverage of PCDA subject area (Year 2) – Leadership and Team working
- Full coverage of PCDA subject area (Year 2) – Vulnerability and Risk
- Coverage of 5 learning outcomes relating to Public Protection (Year 2)
- Full coverage of PCDA subject area (Year 2) – Countering Terrorism
- Full coverage of PCDA subject area (Year 2) – Policing Communities
- Full coverage of PCDA subject area (Year 2) – Roads Policing
- Coverage of 9 learning outcomes relating to Information and Intelligence (Year 2)

## IPP non-managerial roles (PEQF) programme mapped to year 1 and 2 PCDA

### Curriculum mapping mapped to Year 1 and 2 PCDA as of May 22

| National Policing Curriculum (NPC) subject area:   |  |
|--|--|
| PCDA Year 1  | PCDA Year 2  |
| <ul style="list-style-type: none"> <li>23 NPC content areas</li> <li>3 subject areas have &gt;70% learning outcome/minimum content match (= 13% overall)</li> <li>9 subject areas have &lt;70% learning outcome/minimum content match (= 39% overall)</li> <li>11 subject areas have no match (= 48% overall)</li> </ul> | <ul style="list-style-type: none"> <li>18 NPC content areas</li> <li>2 subject areas have &gt;70% learning outcome/minimum content match (= 12% overall)</li> <li>5 subject areas have &lt;70% learning outcome/minimum content match (= 44% overall)</li> <li>11 subject areas have no match (= 44% overall)</li> </ul> |
| Learning outcomes (LOs) Year 1 and 2 PCDA combined:  |  |
| Intelligence Foundation Certificate (Core A IPP curriculum)  |  |
| <ul style="list-style-type: none"> <li>Total LOs = 232</li> <li>Total matches = 40 = 17%</li> <li>Partial matches = 19 = 8%</li> <li>No matches = 173 = 75%</li> </ul>   |  |
| Intelligence Foundation Certificate and Intelligence Support Officer (ISO):  |  |
| <ul style="list-style-type: none"> <li>Total LOs = 232</li> <li>Total matches = 44 = 19%</li> <li>Partial matches = 18 = 8%</li> <li>No matches = 170 = 73%</li> </ul>   |  |



|  |
|--|
| <b>Intelligence Foundation Certificate and Intelligence Researcher (IR):</b>   |
| <ul style="list-style-type: none"> <li>▪ Total LOs = 232</li> <li>▪ Total matches = 41 = 18%</li> <li>▪ Partial matches = 18 = 8%</li> <li>▪ No matches = 173 = 74%</li> </ul> |
| <b>Intelligence Foundation Certificate and Intelligence Officer (IO):</b>  |
| <ul style="list-style-type: none"> <li>▪ Total LOs = 232</li> <li>▪ Total matches = 41 = 18%</li> <li>▪ Partial matches = 20 = 9%</li> <li>▪ No matches = 171 = 73%</li> </ul> |
| <b>Intelligence Foundation Certificate + Intelligence Analyst (IA):</b>  |
| <ul style="list-style-type: none"> <li>▪ Total LOs = 232</li> <li>▪ Total matches = 41 = 18%</li> <li>▪ Partial matches = 19 = 8%</li> <li>▪ No matches = 172 = 74%</li> </ul> |
| <b>Minimum content:</b>  |
| 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.     |

**NOTE: The above mapping applies to both Year 1 and 2 of the PCDA combined due to RPL data in year 2 aligning to a higher RPL value.**

## Competence-based criteria mapping

- 1 of 10 PCDA competence-based areas partially matches the IPP OCP (10%)
- The remaining 9 OCP criteria have no matches

### Remaining 9 areas of coverage to be completed to fully cover IPS are:

- Following appropriate processes for the management of information and intelligence
- Providing an initial response to policing incidents
- Managing conflict in a professional policing context
- Providing support to vulnerable people, victims and witnesses
- Using police powers to deal with suspects
- Conducting police searches
- Conducting police searches of individuals
- Conducting priority and volume investigations
- Interviewing victims, witnesses and suspects

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

| Year 1:                                 | All roles                        |
|---|----------------------------------|
| Understanding the Police Constable Role | Coverage of 5 learning outcomes  |
| Valuing Diversity and Inclusion         | Coverage of 1 learning outcome   |
| Maintaining Professional Standards      | Full Coverage                    |
| Evidence-based Policing                 | Coverage of 1 learning outcome   |
| Problem Solving                         | Coverage of some minimum content |
| Research Methods and Skills             | Full Coverage                    |

|                                    |                                  |
|------------------------------------|----------------------------------|
| Communication Skills               | Coverage of 1 learning outcome   |
| Wellbeing and Resilience           | Coverage of some minimum content |
| Managing Conflict                  | Full Coverage                    |
| Preventative Policing              | Full Coverage                    |
| Vulnerability and Risk             | Full Coverage                    |
| Public Protection                  | Full Coverage                    |
| Victims and Witnesses              | Full Coverage                    |
| Criminal Justice                   | Coverage of 8 learning outcomes  |
| Digital Policing                   | Full Coverage                    |
| Countering Terrorism               | Coverage of 5 learning outcomes  |
| Response Policing                  | Full Coverage                    |
| Policing Communities               | Full Coverage                    |
| Roads Policing                     | Full Coverage                    |
| Conducting Investigations          | Coverage of 9 learning outcomes  |
| <b>Year 2</b>                      |                                  |
| Valuing Diversity and Inclusion    | Full Coverage                    |
| Maintaining Professional Standards | Full Coverage                    |
| Research Methods and Skills        | Coverage of 4 learning outcomes  |
| Communication Skills               | Coverage of 3 learning outcomes  |
| Wellbeing and Resilience           | Coverage of 2 learning outcomes  |
| Leadership and Team working        | Coverage of 1 learning outcome   |
| Vulnerability and Risk             | Coverage of 4 learning outcomes  |
| Public Protection                  | Full Coverage                    |
| Criminal Justice                   | Full Coverage                    |
| Digital Policing                   | Coverage of 4 learning outcomes  |
| Countering Terrorism               | Full Coverage                    |
| Response Policing                  | Full Coverage                    |

|                                       |                                 |  |   |                                      |                                      |
|---------------------------------------|---------------------------------|--|---|--------------------------------------|--------------------------------------|
| Policing Communities                  | Full Coverage                   |  |   |                                      |                                      |
| Roads Policing                        | Full Coverage                   |  |   |                                      |                                      |
| Conducting Investigations             | Coverage of 4 learning outcomes |  |   |                                      |                                      |
| <b>Roles</b>                          | <b>Core A</b>                   | <b>Core A + Intelligence Support Officer</b> | <b>Core A + Intelligence Researcher</b> | <b>Core A + Intelligence Officer</b> | <b>Core A + Intelligence Analyst</b> |
| Information and Intelligence (Year 2) | Coverage of 4 learning outcomes | Coverage of 1 learning outcome               | Coverage of 4 learning outcomes         | Coverage of 2 learning outcomes      | Coverage of 3 learning outcomes      |

## 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 Degree in Professional Policing 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 Degree in Professional Policing (the qualification for an aspiring PC) because they have previously undertaken the Diploma in Community Policing Practice (the PCSO qualification).

To assist this process and with the 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

| Programme type   | Mapping for RPL  |
|--|--|
| <b>Existing IPLDP-based non-PC programmes to IPLDP (PC)</b>  | PCSO (IPLDP-Based) mapping to IPLDP (PC)                       |
|  | IPLDP-based I4SLC to IPLDP (PC)                                |
| <b>IPLDP-based programmes mapped to PEQF PC entry routes</b>   | PCSO (IPLDP-Based) mapped to Year 1 PCDA                       |
|  | IPLDP-based Special Constabulary (IL4SC) mapped to Year 1 PCDA |
|  | IPLDP-based CKP to Year 1 PCDA                                 |
|  | Pre-Join Degrees (containing CKP) to DHEP                      |
|  | IPDLDP-based PIP level 1 and 2 to Year 1 PCDA                  |
| <b>PEQF PCSO, SC, Police staff investigators and Intelligence Professionals routes in to PEQF PC entry</b> | PCSO (PEQF) mapped to Year 1 PCDA                              |
|  | SC (PEQF) mapped to Year 1 PCDA                                |
|  | PIP (PEQF) Standalone level 1 and 2 to Year 1 and 2 PCDA       |
|  | IPP (PEQF) Non-Managerial roles to Year 1 and 2 PCDA           |

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## About the College

We're the professional body for the police service in England and Wales.

Working together with everyone in policing, we share the skills and knowledge officers and staff need to prevent crime and keep people safe.

We set the standards in policing to build and preserve public trust and we help those in policing develop the expertise needed to meet the demands of today and prepare for the challenges of the future.

**[college.police.uk](https://college.police.uk)**