

# Guidance for HEIs and Recognised Qualification Providers

## Academic Qualification Opportunities: Recognition of Prior Experience and Learning (RPL)

August 2017 – Version 1.0



### Content relevant to:

All forces

English forces only

Welsh forces only



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# An opportunity to work more closely with policing and expand research opportunities

## What is the College proposing for RPL?

The Recognition of Prior Experience and Learning (RPL) is a process that gives police officers and staff academic credits for their experience and the courses they may have completed during their service. The College is taking the broadest approach to RPL to include certificated learning as well as experiential learning.

The College has created an indicative framework of credits to standardise the process, and an online tool to assist officers and staff in finding courses they might want to study.

Use the links below to help you find out more about what you need to know.

Throughout this document the term HEI is used to include Higher Education Institutes and those Recognised Qualification Providers who offer professional qualifications.'

## How to use this document

This guidance document isn't designed to be read cover to cover, instead we want you to use it as a flexible resource to find out what you need to know.

Pick out the sections with particular relevance to you and what you need to know.

How will officers and staff gain credits for their previous learning and experience?

How do we get included in the directory of the online tool?

Information about the College of Policing

Considerations for supporting officers and staff completing academic studies

How it could work

How will this impact our existing RPL process?

What does the online tool do?

How will this benefit us as an HEI?

How will officers and staff apply?

## Context

**'The RPL process is a way of recognising an individual's skills and experience and helping them to access academic qualifications. It recognises the learning they have achieved throughout their career. The process could be utilised by both forces and individuals.**

### Individually Driven qualifications

An individual may decide they want to have their existing skills recognised, develop new ones and gain a qualification. They could use the RPL process to help them access a course and approach their force to see what, if any, support they are able to provide.

### Force Led Development

Forces may be able to take advantage of the RPL process to help identify and ultimately aim to fill a knowledge gap that exists. They may want to support a group of individual's to complete a specific course which they feel helps with the overall strategic aims of the organisation.

**Guidance documents have been created for individuals, forces and Higher Education Institutes (HEIs) to help them to better understand their part in the process and how they can support and encourage individuals to achieve academic or professional qualifications**

### How will officers and staff gain credits for their previous learning and experience?

A large number of Higher Education Institutes (HEIs) already recognise that individuals without formal academic qualifications may have gained significant learning through their experience, and the skills and knowledge they have developed.

The way in which this is recognised can vary between institutions. In conjunction with a number of HEIs, the College of Policing (CoP) has developed a standard framework for the accreditation of certain National Policing Curriculum (NPC) courses, and the learning officers and staff may have developed through their experience.

The development of this framework aims to provide a nationally agreed minimum number of credits to be applied to learning and experience within policing. Making the assessment of RPL more straightforward for HEIs and the completion of application forms simpler and more consistent for applicants. This has been developed with reference to the QAA quality code.

An online tool will allow officers and staff to enter their learning and experience into a Credit Estimator to see how many academic credits they might be able to claim. The online tool will also provide them with a list of courses they might want to study.

It is accepted that the number of credits an individual is awarded could vary based on their specific evidence. And how their experience or learning compares to the modules of the course they are applying for.

[Advanced Standing Matrix](#)

[NPC Credit Matrix](#)

### How do officers and staff apply?

Enter details into the online credit estimator and save the summary



Continue to see which programmes of study they could apply for \*



Complete the standard RPL application form and attach the credit estimator summary



Send the application with the attached summary to their provider of choice

Officers and staff will use the new online tool to find out all they need to about the College RPL process, which learning providers have agreed to the process and how many academic credits they **might** be able to claim for their prior learning.

The online tool contains Information and Guidance, a Credit Estimator tool and a Directory of courses and providers who have agreed to the College of Policing RPL process.

The directory contains information on tuition fees, RPL fees, teaching methods and location of the course

\*If the applicant intends to apply for support from their force they should explore local policies at this stage to find out what they need to do.

[Credit Estimator](#)

[Directory](#)

[Application Form](#)

## How it could work

The example below is for a typical Bachelor's degree and is for illustrative purposes only.

**Student A has not applied for RPL and below shows a typical pattern for studying a part time Bachelor's degree – it shows the number of academic credits an individual must gain, and at what level, during each year of study**

Student A	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Academic Level 4	Academic Level 4	Academic Level 5	Academic Level 5	Academic Level 6	Academic Level 6
	60 Credits	60 Credits	60 Credits	60 Credits	60 Credits	60 Credits

**Student B has applied for RPL and is awarded 120 credits at Level 4 and 60 credits at Level 5 – this example shows the student will not have to complete years 1 – 3 as their prior learning has been taken into consideration and mapped against the course modules of the programme being applied for. They will begin their study at Year 4 and will have to complete the modules for years 4 – 6.**

Student B	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Academic Level 4	Academic Level 4	Academic Level 5	Academic Level 5	Academic Level 6	Academic Level 6
	60 Credits	60 Credits	60 Credits	60 Credits	60 Credits	60 Credits

**Student B is expected to complete a bridging module aimed at developing study skills to enable the student to work at the higher levels effectively without having completed years 1 – 3.**

The College has created 2 matrices, one for National Police Curriculum (NPC) courses and one for experiential learning gained through the skills and experience acquired during a policing career. These 2 matrices form a framework for HEIs to indicate the minimum number of academic credits NPC courses and learning gained from skills and experiences should attract. The exact number of academic credits an individual is able to claim for their learning will be dependent on how the learning they demonstrate maps to the modules of the programme being applied for, this is for the HEI to determine.

Although the example here demonstrates a Bachelor's degree, it is recognised that other qualifications at Level 4, 5, 6, 7 and 8 can utilise this framework to allow entry at various points throughout a programme, or it may allow direct entry where an individual has no prior formal qualifications.

It is advised that bridging modules are provided to equip students with the academic skills that they need to successfully complete the programme they enter.

[NPC Credit Matrix](#)

[Advanced Standing Matrix](#)

[Glossary](#)

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## How will this impact on our existing RPL process?

It is expected that HEIs would agree to the minimum number of credits as set out in the matrices subject to suitable evidence being provided.

It is expected that the final number of credits awarded to an individual would be at the discretion of the University (in line with the matrices). That the number of credits awarded would be dependent on the evidence provided by an individual, as per the HEIs existing RPL process, e.g., portfolio submission, interview. And that the number of credits awarded would be dependent on the specific programme they apply for and the relevance of any learning that has been documented.

To standardise the process for officers and staff we are asking that HEIs accept a standardised initial application form and credit estimator summary to begin the RPL process, and act as a gateway to existing RPL processes. This should be integrated into internal RPL processes as simply as possible.

[Credit Matrix](#)

[RPL Application Form](#)

## How will this benefit us as an HEI?

A standardised national RPL process and the online tool offer HEIs a number of opportunities:

- To support the police service to embed one of the most significant educational changes of recent times
- To expand the audience your degree programmes are available to
- To increase the number of people aware of your programme
- To increase the number of students
- Provides a simpler process to allow officers and staff to access HE programmes
- Allows you to work directly with operational police officers and staff
- Experience research being used on a practical level
- To influence the thinking and practise of British policing
- Allows increased research potential though post graduate level study
- Opportunities to deliver courses relevant to officers and staff in collaboration with local forces

[Glossary](#)

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## What does the online tool do?

The College of Policing have been working to create an online tool to support officers and staff, police forces and HEIs with the implementation of the Police Education Qualifications Framework, and specifically RPL. This will be available from October.

It will contain information, guidance and support to help guide both individuals and forces through the process of applying for RPL and supporting their officers and staff. It will also provide guidance for HEIs on how they can become involved and what they need to do.

The online tool will include a Credit Estimator that allows officers and staff to answer a series of questions about their career history and training undertaken to give them an idea of how many academic credits they might be able to claim. It will be made clear that credit scores are indicative only and will be subject to appropriate evidencing and mapping against the course being applied for, in order to manage expectations.

An individual will also be able to look in the directory to see which courses they could apply for, along with key information relating to the course and the HEI. The maintenance of the contents of the directory will be the responsibility of the HEI and will include information about:

- The course
- Method of study and assessment
- Course cost band
- RPL costs
- Location of university



## How do we get included in the directory of the online tool?

HEI completes application form

- Application packs are available on the College website on the [College RPL pages](#)
- You can request an Application pack by emailing [policineqf@college.pnn.police.uk](mailto:policineqf@college.pnn.police.uk)

HEI agrees to the inclusion criteria

- Inclusion criteria sets out details of what courses can be listed in the Directory
- Inclusion criteria include, HEIs must:
  - agree to award the minimum number of credits set out in the Advanced Standing Matrix (subject to appropriate evidence) in relation to experience
  - agree to award the minimum number of credits set out in the NPC Credit Matrix in relation to NPC courses
  - agree to the standard application form
  - agree to maintain the contents of the Directory

**Full inclusion criteria are listed in the Terms of Inclusion**

HEI submits application to CoP

- Once the application form is completed and the inclusion criteria have been agreed, the completed form can be submitted to CoP at [policingeqf@college.pnn.police.uk](mailto:policingeqf@college.pnn.police.uk)

CoP evaluates application

- CoP will assess the application and decide whether a course can be added to the Directory based on the inclusion criteria set out in the application pack
- Applicants will be notified of the decision to include or not to include, the inclusion criteria is not exhaustive and the decision to list courses in the Directory will be at the sole discretion of the College

HEI sent log in details for online tool

- If CoP accept the application the HEI will be sent log in details to allow them to enter and maintain their information in the Directory
- It will be the HEIs responsibility to ensure the contents of the Directory relating to them is correct and up to date

**In the first instance CoP will populate the details of the Directory to facilitate the Directory going live**

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## Information about the College of Policing (CoP)

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**What is the College of Policing?**

**Why is the College of Policing doing this?**

**Why are academic qualifications being promoted in policing?**

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## What is the College of Policing?

The College of Policing (CoP) is the national professional body overseeing the consistency and standardisation of police training and education.

The College have developed the Police Education Qualification Framework (PEQF) to help standardise this and assure the public of the quality of policing skills across all forces.

## Why are academic qualifications being promoted within policing?

The Policing Vision 2025 looks to develop the profession to help it deal with the changing and complex nature of policing today. It is recognised that standardised national qualifications will help to achieve this.

Academic study will also help promote an evidence based approach to policing, as well as helping to fill more specific knowledge gaps around emerging threats such as cybercrime. It will help individuals develop a variety of skills such as; research skills, critical thinking, analysis and evaluation. As well as reinforcing the value of seeing things from a different perspective.

## Why is the College of Policing doing this?

As the national professional body CoP has developed the PEQF which will set the educational standards of police officers and staff throughout England and Wales.

The RPL initiative is part of the PEQF project and aims to support the development of individual officers and staff already working within the profession. It provides a way of recognising the skills and experience of the existing workforce, as well as providing an opportunity to develop further knowledge and fill existing knowledge gaps. The RPL process developed by CoP provides a framework for HEIs to use in accrediting previous learning and experience.

Introducing an agreed framework and a standard application form will help to bring national consistency. It also encourages officers and staff to access higher level diverse learning environments through the higher education sector.

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## Considerations for supporting officers and staff completing academic studies

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**What do we need to consider when providing education to operational officers and staff?**

**What will officers and staff expect from us?**

**What might a force expect of us?**

**What support can we offer?**

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### What might a force expect of us?

Demands on forces are high and abstractions can have a significant impact on operational capability. Forces will therefore expect HEIs to be flexible in their approach to delivery. This will allow officers and staff the best opportunity to succeed. This might be through online tools such as Moodle and Blackboard, distance learning or experiential learning as well as more traditional teaching methods.

Forces may wish to fill a specific knowledge gap within force and this could mean a force wishes to work with an HEI to design bespoke programmes of study. This would require a collaborative approach.

### What will officers and staff expect from us?

Many officers and staff may not have been in a learning environment for some time. This can be overwhelming and daunting.

Officers and staff will expect a clear idea of what is expected of them. What work they will need to submit or undertake and when. Providing them as much information as possible will allow them to plan study around personal and work commitments.

Clear easy lines of communication should be promoted, along with clearly publicised information about support that is available.

### What do we need to consider when providing education to operational officers and staff?

Working students will have significant demands on their time from work and from their personal lives. Making sure that programmes are clearly structured and timetabled is important in helping them plan their time, giving individuals the best possible environment to succeed.

There may be times when operational commitments of officers and staff mean they are unable to attend planned events. Make sure a process is in place to allow notification of tutors where officers and staff are not able to attend, and where possible provisions are put in place to help officers and staff who may have missed lectures or tutorials. [What to consider about different teaching methods.](#)

## What support can we offer? [Find out more.](#)

HEIs offer a variety of support to all students, this is particularly important for officers and staff who are working and have not studied for some time.

### Application Stage

- Be clear with timetables/ study time expectations
- Set out what peer and pastoral support might be available
- Set out the learning methods for the course
- Provide examples in marketing material of what would make good evidence in an application form
- Be clear about what evidence you might require from a force to support an application form for RPL
- Signpost and provide bridging modules to help support officers and staff to have the academic skills to complete study at a higher level.
- Ensure all information in the College online tool is current and up to date
- Clearly explain the next steps after an individual has applied for RPL

### During study

- Be clear with timetables and deadlines
- Provide clear, easy lines of communication
- Study skills sessions around referencing and academic writing
- Library sessions – how to access University library online, conduct a search and where else to go for library resources
- Sessions on how to do a literature review
- Sessions giving examples of Evidence Based Policing in practise
- Sessions on the challenges of using research and theory in policing
- Understanding critical operational demands
- Technology skills sessions

[Considerations for supporting officers and staff completing academic studies](#)

[Glossary](#)

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## Glossary

<b>Academic Credits</b>	Represent the successful completion of specified learning outcomes. Credits give a rough indication to the number of learning hours completed 1 credit = approx. 10 hours	<b>Modules</b>	A module is a self-contained course with a defined structure, learning outcomes and assessments
<b>Academic Levels</b>	Represent the level of complexity and depth of knowledge involved at that level of education	<b>National Policing Curriculum</b>	A number of courses developed and maintained by the College of Policing
<b>Bachelor's Degree</b>	Or Undergraduate degree is a course of academic study up to Level 6. Length of study varies dependent on the course and University	<b>Online Communication platforms</b>	Online applications that allow individuals and groups to work together through instant message, talk and video call, also allows the sharing of documents (e.g. Google Hangout, Skype, Slack Chat, Whats-App)
<b>Bursaries</b>	Financial help provided to individuals or groups of individuals to assist with the cost of studying. They do not need to be repaid	<b>PEQF</b> Police Education Qualifications Framework	A programme of work to design a PEQF intended to support the development of policing as a profession through the provision of a coherent national approach to recognising and raising educational standards in policing
<b>Experiential Learning</b>	The process of learning through experience and reflecting on the experience	<b>Recognised Qualification Provider</b>	A provider who is capable of awarding a recognised academic or professional qualification
<b>Grants</b>	A sum of money awarded to an individual by government or organisations for a particular purpose, in this case education. Grants do not have to be repaid	<b>Reflective Practice</b>	Reflecting on your actions and critically analysing them in order to learn from what you have done
<b>Higher Education Institutes</b>	An institution that delivers formal learning (commonly referred to as higher education) after the completion of secondary education,	<b>RPL</b> Recognition of Prior Experience and Learning	Recognition of Prior Experience and Learning – a specific initiative launched by the College of Policing to assist officers and staff to gain credits towards academic qualifications
<b>Master's Degree</b>	A postgraduate degree usually completed following completion of an undergraduate degree. It is a course of academic study focussed on a specific area of a topic. Level 7 qualification	<b>Virtual Learning Environment</b>	On line learning management systems designed to help create interactive course content. They allow sharing of content with other users and collaboration ( e.g. Blackboard and Moodle)

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## Appendix

### 1. NPC Credit Matrix

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



## 2. Advanced standing Matrix recognising experiential learning

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

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

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**Principles underlying the Matrix:**

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

The following pages contain more detailed examples of the skills demonstrated by each role and what they might look like in a day to day work environment. However, to gain academic credit an individual needs to demonstrate the learning they have gained from such situations, it is not enough to have just experienced something. The learning gained from these experiences, and how they may have subsequently applied this learning to their work, must be clearly demonstrated in their application to gain the credit level and value indicated. The examples currently available are for PCSOs and certain ranks of Police Officer, this will be extended to include police staff and ranks above Inspector in future work. Select the relevant role below to find out more detail:

Police Community Support Officer <a href="#">PCSO</a>	Police Constable/ Special Constable <a href="#">PC/SC</a>
Sergeant <a href="#">Sgt</a>	Inspector <a href="#">Insp</a>

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## PCSO

## Typically Academic Level 4:

**‘Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information, using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs’**

**Expectation that PCSOs would be performing at Level 4 in the below skills which might be seen in these activities:**

	<b>Examples</b>	<b>This could look like.....</b>
<b>People Management</b>	<b>Conflict Resolution</b> <b>Team Working</b> <b>Leadership Qualities</b> <b>Development of others</b>	Assisting less experienced colleagues by allowing them to deal with situations under your supervision, dealing with disagreements between parties, taking control in a potential public disorder situation, directing people to their civil remedies, volunteer for unpleasant tasks
<b>Relationships</b>	<b>Customer Focus</b> <b>Partnership Working</b> <b>Cross Departmental Working</b> <b>Team Working</b>	Have a visible and accessible presence to the public, assist colleagues with tasks, seek opportunities to work with others, take time to engage with local people and local businesses, participate in local initiatives for community groups
<b>Personal Effectiveness</b>	<b>Continued Professional Development</b> <b>Self-Development Initiative</b> <b>Personal Responsibility Planning</b> <b>Professional Standards</b> <b>Decision Making</b>	Understanding and gathering evidence for assigned CPD tasks, ensuring on time for work and appointments, correctly dressed and presented, look for appropriate work related tasks, don't wait to be directed in all aspects, set time aside to develop knowledge and keep up to date with matters affecting the local community, demonstrate integrity and report inappropriate behaviour, prioritise tasks in accordance with local policies
<b>Decision Making (National Decision Model)</b>	<b>Problem Solving</b> <b>Critical Decision Making</b> <b>Critical Analysis</b>	Addressing local issues, applying relevant methods of disposal for minor issues, identify underlying trends in local issues, compare issues with neighbouring areas to establish trends, explore techniques to address local issues
<b>Communication:</b>	<b>Information Management</b> <b>Written, Verbal and None verbal</b> <b>Appropriate Communication</b> <b>Appropriate challenges</b> <b>Active Listening</b> <b>Sharing Ideas and Practice</b> <b>Negotiating and</b>	Self-briefing, adapt language and delivery to audience, maintain professional detachment, complete paperwork to Court standards, participate in meetings, show awareness of how posture and mood can influence others, display knowledge of policy and procedures even in the face of criticism, use appropriate language and body movements to diffuse potentially violent situations, show understanding by asking appropriate questions

**influencing**

**Knowledge and Understanding**

- IT Skills**
- Cyber Skills**
- Digital Skills**
- Developing technologies**
- Policing knowledge**

Able to use current software for completing reports and online forms, input and extract information from digital intelligence systems, use online learning tools appropriately, be aware of the impact of social media on policing, use personal social media appropriately, use investigative technologies appropriately, be aware of the evidential issues surrounding digital platforms

[Credit Matrix](#)

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**SC / PC**

**Typically Academic Level 5:**

**‘Generate ideas through the analysis of concepts at an abstract level with a command of specialised skills and the formulation of responses to well-defined abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal or group outcomes’**

**Expectation that SC/PC would be performing at Level 5 in the below skills which might be seen in these activities:**

	<b>Examples</b>	<b>This could look like.....</b>
<b>People Management</b>	<b>Conflict Resolution</b> <b>Team Working</b> <b>Resource Management</b> <b>Appropriate Delegation</b> <b>Leadership Qualities</b> <b>Development of others</b>	Assisting less experienced colleagues by allowing them to deal with situations under your supervision, dealing with disagreements between parties, taking control in a potential public disorder situation, directing people to their civil remedies, volunteer for unpleasant tasks, plan operations on a local level delegating tasks as appropriate, ensure coverage for areas of responsibility, take responsibility for equipment maintenance and fault reporting
<b>Relationships</b>	<b>Customer Focus</b> <b>Partnership Working</b> <b>Cross Departmental Working</b> <b>Team Working</b> <b>Managing Up</b>	Have a visible and accessible presence to the public, assist colleagues with tasks, seek opportunities to work with others, take time to engage with local people and local businesses, participate in local initiatives for community groups, use evidence to influence supervisory decision makers
<b>Personal Effectiveness</b>	<b>Continued Professional Development</b> <b>Self-Development Initiative</b> <b>Personal Responsibility</b> <b>Planning</b> <b>Professional Standards</b> <b>Decision Making</b>	Understanding and gathering evidence for assigned CPD tasks, ensuring on time for work and appointments, correctly dressed and presented, look for appropriate work related tasks, don't wait to be directed in all aspects, set time aside to develop knowledge and keep up to date with matters affecting the local community, demonstrate integrity and report inappropriate behaviour, prioritise tasks in accordance with local policies
<b>Decision Making (National Decision Model)</b>	<b>Problem Solving</b> <b>Critical Decision Making</b> <b>Critical Analysis</b>	Addressing local issues, applying relevant methods of disposal for minor issues, identify underlying trends in local issues, compare issues with neighbouring areas to establish trends, explore techniques to address local issues, seek information from diverse sources to inform action
<b>Communication:</b>	<b>Information Management</b> <b>Written, Verbal and None verbal</b>	Self-briefing, create briefings, adapt language and delivery to audience, maintain professional detachment, complete paperwork to Court standards, ensure paperwork of others is appropriate, arrange and

	<p><b>Appropriate Communication</b></p> <p><b>Appropriate challenges</b></p> <p><b>Active Listening</b></p> <p><b>Sharing Ideas and Practice</b></p> <p><b>Negotiating and influencing</b></p>	<p>participate in meetings, show awareness of how posture and mood can influence others, display knowledge of policy and procedures even in the face of criticism, use appropriate language and body movements to diffuse potentially violent situations, show understanding by asking appropriate questions</p>
<p><b>Knowledge and Understanding</b></p>	<p><b>IT Skills</b></p> <p><b>Cyber Skills</b></p> <p><b>Digital Skills</b></p> <p><b>Developing technologies</b></p> <p><b>Policing knowledge</b></p>	<p>Able to use current software for completing reports and online forms, input and extract information from digital intelligence systems, use online learning tools appropriately, be aware of the impact of social media on policing, use personal social media appropriately, use investigative technologies appropriately, be aware of the evidential issues surrounding digital platforms</p>

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**Sgt****Typically Academic Level 5:**

**‘Generate ideas through the analysis of concepts at an abstract level with a command of specialised skills and the formulation of responses to well-defined abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal or group outcomes’**

**Expectation that Sgt would be performing at Level 5 in the below skills which might be seen in these activities:**

	<b>Examples</b>	<b>This could look like.....</b>
<b>People Management</b>	<b>Conflict Resolution</b> <b>Team Working</b> <b>Change Management</b> <b>Resource Management</b> <b>Appropriate Delegation</b> <b>Leadership Qualities</b> <b>Development of others</b> <b>Performance Management</b>	Supervise junior staff, set CPD targets for self and others, monitor staff development and CPD targets offering support and guidance as required, deal with disagreements between staff and offer support on both professional and personal issues making suitable referrals and seeking help where required, supervise the planning of operations on a local level and seek out opportunities for influencing borough based initiatives, delegate tasks and areas of responsibility, as appropriate, and monitor their success, explain rationale for change and support initiatives but be prepared to challenge as appropriate
<b>Relationships</b>	<b>Customer Focus</b> <b>Partnership Working</b> <b>Cross Departmental Working</b> <b>Team Working</b> <b>Managing Up</b>	Have a visible and accessible presence to the public, supervise colleagues and allocate tasks, seek opportunities to work with others, take time to engage with local people and local businesses, arrange meetings and participate in local initiatives for community groups, taking the lead and allowing participants to contribute, use evidence to influence supervisory decision makers
<b>Personal Effectiveness</b>	<b>Continued Professional Development</b> <b>Self-Development Initiative</b> <b>Personal Responsibility</b> <b>Planning</b> <b>Professional Standards</b> <b>Decision Making</b>	Understanding and gathering evidence for assigned CPD tasks, ensuring on time for work and appointments, correctly dressed and presented, look for appropriate work related tasks, don't wait to be directed in all aspects, set time aside to develop knowledge and keep up to date with matters affecting the local community, demonstrate integrity and report inappropriate behaviour, prioritise tasks in accordance with local policies
<b>Decision Making (National Decision Model)</b>	<b>Problem Solving</b> <b>Critical Decision Making</b> <b>Critical Analysis</b>	Addressing local issues, applying relevant methods of disposal for minor issues, identify disposal methods, for more serious matters, custody and bail identify underlying trends in local issues, compare issues with neighbouring areas to establish trends, explore techniques to address

local issues, seek information from diverse sources to inform action, apply strategies to test hypotheses

**Communication:**

- Information Management**
- Written, Verbal and None verbal**
- Appropriate Communication**
- Appropriate challenges**
- Active Listening**
- Sharing Ideas and Practice**
- Negotiating and influencing**

Self-briefing, create briefings, deliver briefings using appropriate national briefing models, adapt language and delivery to audience, maintain professional detachment, complete paperwork to Court standards, ensure paperwork of others is appropriate, arrange, chair and participate in meetings, show awareness of how posture and mood can influence others, display knowledge of policy and procedures even in the face of criticism, use appropriate language and body movements to diffuse potentially violent situations, show understanding by asking appropriate questions

**Knowledge and Understanding**

- IT Skills**
- Cyber Skills**
- Digital Skills**
- Developing technologies**
- Policing knowledge**

Able to use current software for completing reports and online forms, input and extract information from digital intelligence systems, use online learning tools appropriately, be aware of the impact of social media on policing, use personal social media appropriately, use investigative technologies appropriately, be aware of the evidential issues surrounding digital platforms

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**Insp**

**Typically Academic Level 6:**

**‘Critically review, consolidate and extend systematic and coherent body of knowledge, utilising specialised skills across an area of study; critically evaluate concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept accountability for determining and achieving personal and/or group outcomes’**

**Expectation that Insp would be performing at Level 6 in the below skills which might be seen in these activities:**

	<b>Examples</b>	<b>This could look like.....</b>
<b>People Management</b>	<b>Conflict Resolution</b> <b>Team Working</b> <b>Change Management</b> <b>Resource Management</b> <b>Appropriate Delegation</b> <b>Leadership Qualities</b> <b>Development of others</b> <b>Performance Management</b>	Supervise junior staff, set CPD targets for self and others, monitor staff development and CPD targets offering support and guidance as required, deal with disagreements between staff and offer support on both professional and personal issues making suitable referrals, act as an ‘honest broker’ and allow junior supervisors autonomy and support for their decision making, manage the planning of operations on a local level and seek out opportunities for influencing borough based initiatives, delegate tasks and areas of responsibility, as appropriate, and monitor their success, engage in borough and force based development, explain rationale for change and support initiatives but be prepared to challenge as appropriate, show willingness to take on basic tasks, arrange team based training days and encourage open debate whilst managing expectations
<b>Relationships</b>	<b>Customer Focus</b> <b>Stakeholder Working</b> <b>Partnership Working</b> <b>Cross Departmental Working</b> <b>Team Working</b> <b>Managing Up</b>	Be accessible to the public by occasional patrols or by arrangement, supervise colleagues and allocate tasks, seek opportunities to work with others, manage engagement with local people and local businesses, arrange meetings and participate in local initiatives for community groups, taking the lead and allowing participants to contribute, talk to internal and external stakeholders, bring groups together and manage dialogue, use evidence to influence supervisory decision makers
<b>Personal Effectiveness</b>	<b>CPD</b> <b>Self-Development Initiative</b> <b>Personal Responsibility</b> <b>Planning</b> <b>Professional Standards</b> <b>Decision Making</b> <b>Strategic Thinking</b>	Understanding and gathering evidence for assigned CPD tasks, ensuring on time for work and appointments, correctly dressed and presented, look for appropriate work related tasks, don’t wait to be directed in all aspects, set time aside to develop knowledge and keep up to date with matters affecting the local community, demonstrate integrity and report inappropriate behaviour, prioritise tasks in accordance with local policies, apply knowledge of local, borough and force priorities to develop a range of development opportunities
<b>Decision Making (National Decision Model)</b>	<b>Problem Solving</b> <b>Critical Decision Making</b> <b>Critical Analysis</b>	Addressing local, borough and force issues, applying relevant methods of disposal for minor issues, explore and support or refute disposal methods, for more serious matters, custody and bail, identify underlying trends in

	<b>Strategic Thinking</b>	local issues, compare issues with neighbouring areas to establish trends, explore techniques to address local issues, seek information from diverse sources to inform action, develop strategies and test hypotheses in a real world environment
<b>Communication:</b>	<b>Information Management</b> <b>Written, Verbal and None verbal</b> <b>Appropriate Communication</b> <b>Appropriate challenges</b> <b>Active Listening</b> <b>Sharing Ideas and Practice</b> <b>Negotiating and influencing</b>	Self-briefing, create briefings, manage and deliver briefings using appropriate national briefing models, adapt language and delivery to audience, maintain professional detachment, complete paperwork to Court standards, ensure paperwork of others is appropriate, arrange, chair and participate in meetings, show awareness of how posture and mood can influence others, display knowledge of policy and procedures even in the face of criticism, use appropriate language and body movements to diffuse potentially violent situations, show understanding by asking appropriate questions, deal with sensitive information appropriately, make staff aware of intelligence handling and dissemination
<b>Knowledge and Understanding</b>	<b>IT Skills</b> <b>Cyber Skills</b> <b>Digital Skills</b> <b>Developing technologies</b> <b>Policing knowledge</b>	Able to use current software for completing reports and online forms, input and extract information from digital intelligence systems, use online learning tools appropriately, be aware of the impact of social media on policing, use personal social media appropriately, use investigative technologies appropriately, be aware of the evidential issues surrounding digital platforms

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### 3. How can you support officers and staff requesting support from their force?

What information would be useful when officers are requesting support from their force?	
<b>Potential and current students might be asked to provide information on particular issues in order to access support:</b>	<p>Organisational priorities – how can a university suggest ways of highlighting that study might enhance internal knowledge and understanding of particular issues? For example, small scale research and evaluation / literature reviews</p> <p>Career plans and further development – how might their chosen study programme relate to their role and help them develop professionally?</p>
<b>Financial assistance</b>	Can the HEI provide generic approximate costs for any extras such as examination fees, materials, suggested conferences and/or books? This will help the student develop a more efficient business case when requesting funding
<b>Can their force offer any protected learning time?</b>	<p>Can the HEI provide detail for the force about the expected time some activities may take,</p> <ul style="list-style-type: none"> <li>• Time required to attend / view lectures on line</li> <li>• Suggested reading times</li> <li>• Length of time required for completion of assignments or projects</li> <li>• Independent study time</li> </ul> <p>and the reasons why this is important for the student's motivation to study</p>
<b>Extra information which may help students gain support / make their force aware of the expectations, depending on what learning methods they use:</b>	<ul style="list-style-type: none"> <li>• HEIs could help support an individual to apply their learning in the workplace, to enhance performance and contribute to new projects and initiatives.</li> <li>• Mentoring / coaching or peer support from officers / staff who have completed academic study. This may be particularly useful if a course contains elements of work based learning or there is limited contact with other learners</li> <li>• Highlighting the importance of the student having discussions with local learning and development experts within their force to help them consider options when making decisions on programmes and methods of learning</li> <li>• Could the institution offer some seminars in force or masterclasses to widen the learning and assist those undertaking distance learning options to enable engagement with others</li> <li>• Can the HEI provide the force with any information about local events / seminars on relevant topics to expand learning</li> </ul>

[What support can we offer?](#)

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## 4. Considerations of different teaching methods

Delivery style	Things for HEIs to consider when teaching policing students
<b>Lecture style learning</b>	<ul style="list-style-type: none"> <li>Operational commitment and resilience might be an issue.</li> <li>It is unlikely officers and staff will be able to attend ALL lectures if in operational roles (can recordings of lectures be available to mitigate this?)</li> <li>Provide details of timetables as far in advance as possible. This will allow students to plan in time and liaise with supervisors where necessary</li> <li>Provide lecture material in advance of the lecture with some details of relevant readings</li> <li>Ask students to let their tutor know if they cannot attend lectures</li> <li>Encourage students to think about meeting up or developing on line discussion groups to assist with motivation and commitment</li> <li>Make the lecture content real – help them think about where theories meet practice and how academic literature has influenced operational work</li> <li>Consider practitioner led lectures which makes these connections authentic – officer guests who have been involved in research etc. are likely to be welcomed</li> </ul>
<b>Learning via technology and distance learning</b>	<ul style="list-style-type: none"> <li>This is where students are least likely to have regular contact with others. It might be worth considering an arrangement with local forces about internal mentoring from officers may who have completed academic study to keep them motivated</li> <li>Ensure a university tutor can help with time planning and think about having regular meetings / SKYPE calls to assist with any issues before they escalate. On line study can be and feel isolating, especially where there is little physical interaction.</li> <li>Consider the benefits of using Virtual Learning Environments, discussion boards and on-line pre-recorded lectures for students to access at convenient times</li> </ul>
<b>Group work</b>	<ul style="list-style-type: none"> <li>Students will need time to meet up with their peers – the importance of this will need to be highlighted</li> <li>The benefits of group work need to be articulated, they can help to embed learning and develop further communication skills such as listening, persuasion and negotiation. These are skills to be encouraged within a policing environment</li> <li>If officers and staff are studying together, from one force, they may be able to consider wider, more in depth work related projects than would be possible on an individual basis. This could be beneficial for the force and liaison with the host force might assist with students identifying relevant projects in line with organisational learning and accessing the time they need to complete assignments</li> </ul>

**Experiential Learning and Work Based Learning**

- Students will need help with analysing their work / writing up their reflections in an academic style.
- A force and university tutor would be useful for students involved in work based learning for support. This is where literature and theory can really be considered in a practical way and is fundamental in a policing environment
- A learning provider might be able to develop an agreement with the force about what assignments are involved and why they might be useful for them. Get them to think about:
  - Ongoing issues and priority areas
  - Projects in need of evaluation
  - Areas that might benefit from a thorough literature review
  - Exploring what might work around a particular issue
- Consider exchange roles, such as officers tutoring students at the university. This may bring authenticity to the theoretical work of others. This may be particularly helpful for HEIs that have pre service programmes in place.

[What do we need to consider when providing education to operational officers and staff?](#)

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## 5. Find out where to get more information about the things discussed here

Throughout this document there are a number of links to useful sources of information, this is not an exhaustive list, however this is a summary of places you might want to start looking:

### Information on academic credits and levels

<http://www.qaa.ac.uk/en/Publications/Documents/Academic-credit-in-higher-education-in-England--an-introduction.pdf>

<http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf>

<http://www.qaa.ac.uk/en/Publications/Documents/Academic-Credit-Framework.pdf>

<https://www.gov.uk/government/publications/qualification-and-component-levels>

<http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>

### Information on the Recognition of Prior Learning

<http://www.qaa.ac.uk/en/Publications/Documents/Accreditation-Prior-Learning-guidelines.pdf>

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a>

### College of Policing Credit Estimator

### College of Policing Directory

### Education Funding Directory

### RPL application form

### National Police Library

<http://www.college.police.uk/What-we-do/Research/Library/Pages/default.aspx>

### Other resources for understanding research in policing

<http://www.sebp.police.uk/>

<http://whatworks.college.police.uk/Pages/default.aspx>

### Information on different learning styles

<http://vark-learn.com/the-vark-questionnaire/>

<https://www.learning-styles-online.com/overview/>

<https://www.learndash.com/7-major-learning-styles-which-one-is-you/>

### Study Tips

<https://www.homelearningcollege.com/how-it-works/study-tips>

<https://www.stonebridge.uk.com/blog/uncategorised/distance-learning-tips-how-to-study-at-home>

<http://www.back2college.com/top10studytips.htm>

<http://www.educationcorner.com/study-skills.html>

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## 6. FAQs

Some of the Frequently Asked Questions and their answers can be found here. If you have a question that isn't covered in the Guidance document or in the FAQ section please email [policingeqf@college.pnn.police.uk](mailto:policingeqf@college.pnn.police.uk)

### Will the College provide a National Framework for the support forces should provide?

The College recognises the vast diversity between forces and the differing local priorities and challenges. This means a 'one size fits all' approach would not be appropriate. Instead the College has produced a guidance document containing a variety of suggestions and considerations which a force should tailor to suit their own needs and situation. This guidance document is viewed as a living document which will evolve as more evidence is gathered to support the best practise in supporting officers and staff to achieve academic and professional qualifications.

### When is this going to start?

The intention is that the online tool, which will include the College of Policing Directory of recognised qualification providers and the Credit Estimator will be live from the beginning of October.

### Have all Universities agreed to these credits?

A Directory of providers that have agreed to the process will be available on the online tool due to go live in October, this will include Universities and other organisations offering professional qualifications. It will contain information about the courses available, how they are taught and assessed, the course cost, RPL cost and location, along with direct links to the course listed. The online tool will also include a Credit Estimator to help individuals see how many credits they might be able to get for their learning.

### When will officers and staff start receiving information about RPL?

It has been decided to phase the release of information to allow forces the time to develop their position in relation to the support they can offer to individuals who want to take advantage of the process. Information for forces has been released and information for individuals will be released towards the end of September to coincide with the online tool going live.

**What about the PTF bid? We need to know the outcome of this to help with local implementation.**

The College recognises that the PTF bid could have a huge impact on what support forces are able to offer. Unfortunately the decision on the success of the bid has been delayed and is out of the control of the College.

**Why doesn't this cover the ranks of Chief Inspector and above?**

The intention is that work will be undertaken to more accurately map the skills and experience of Chief Inspectors and above during the next phase of the project. In the first instance ranks of Inspector and below were looked at in line with the PEQF focus on entry routes. Officers above the rank of Inspector would still be able to apply and their course history taken into account based on the NPC Matrix, however at this stage minimum credit values and levels haven't been identified for learning from skills and experience. However, it is likely that at Chief Inspector and above an applicant would be able to gain at least direct entry to a post graduate qualification.

**Does this apply to police staff as it seems focussed on police officers?**

Yes. This process is aimed at both officers and staff. Not all National Policing Curriculum Course were suitable for awarding credit, however, a number of courses listed will apply to police staff. Learning from experience has also been mapped for police staff. To identify which Level a member of police staff is they are advised to look at their professional profile, also held on the new online tool. The 'what this looks like' examples are currently focussed on the police ranks but the next phase of the work will seek to extend this to cover police staff roles, some of the examples listed under police officers may still be relevant to police staff.

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