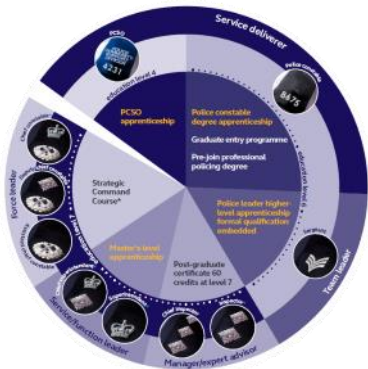


Guidance for Individuals

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

September – Version 2.0



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

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Use your experience and previous learning in Policing to help you achieve an academic qualification

What is RPL?

The Recognition of Prior Experience and Learning (RPL) is a process that helps police officers and staff gain [academic credits](#) for the learning they have gained through their experience and the courses they may have completed during their service.

You can use these credits to help you achieve an academic qualification, which can benefit both you and your force. [Context](#)

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

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 by clicking on the links highlighted in blue.

How can my Policing experience help me get a qualification?

How is a qualification going to help me?

How do I find out how many academic credits I might be entitled to?

How do I apply?

How can the College help me?

What are academic credits and levels?

Checklist of things to consider when applying for RPL

What personal qualities do I need to complete a qualification?

Can I get a qualification just from my prior learning?

Case Studies

Context

The RPL process is a way of recognising the learning an individual has gained through their skills and experience, and helping them to access academic qualifications. The process could be utilised by both forces and individuals.

Individually Driven qualifications

An individual may decide they want to develop their skills 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 individuals 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 qualifications

How can my Policing experience help me get a qualification?

The RPL process recognises that the learning gained from skills and knowledge you have developed during your career in policing are very similar to those gained through academic study.

This learning has been assessed against academic standards to work out how many academic credits it could be given.

A Credit Estimator has been designed so you can work out how many credits you **might** be able to claim. These credits may then be 'cashed in' against some academic courses.

This could allow you to start an academic course part way through, and you may not have to complete certain modules.

[Case Studies](#)

[What are academic credits?](#)

How do I find out how many academic credits I might be entitled to?

A credit estimator has been developed to work out how many academic credits you might be entitled to.

To find how many credits you might be able to get:

- Open the Credit Estimator, select:
 - Your current role
 - The point at which you joined the service
 - The courses you have completed
 - transferable skills and experience

You will see details of the courses you might be able to choose, this information is also available in the Directory.

The credit estimator has been developed to provide an indication of credits. The actual number of credits will be determined by the HEI when you apply, on the basis of your evidence and the required criteria.

[Case Studies](#)

[What are academic credits?](#)

[Credit Estimator](#)

[How do I apply?](#)

Can I get a qualification from just my prior learning?

You won't be able to gain an academic or professional qualification without doing any additional work. It may be that using the Credit Estimator the value showing is greater than the number of credits required for a qualification. This is because the Credit Estimator provides a cumulative score for all the credits you might be able to claim – regardless of how relevant the skill or experience is to the course being applied for.

It is important when completing your Initial Application form for RPL that you show the relevance of the credit being claimed to the course you are applying for. See the guidance on completing the Initial Application form.

It is also important to be aware that most HEIs will have a limit on the number of credits you are able to claim towards a qualification i.e. usually 240 credits of a 360 credit degree, or approximately two thirds.

If you have significantly more credits than this and feel this is unfair it may be worth considering applying for direct entry to a Post Graduate course it may be worth speaking with the HEI or qualification provider first to see whether they will allow this.

[Glossary](#)

[Credit Matrices](#)

[Back to the beginning](#)

How it could work

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. 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 also 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.

What are academic credits and levels?

A system of levels is used to measure the education and qualification standards in England, Wales and Northern Ireland ([Academic levels illustration](#)). The levels are used to explain how complex and intellectually demanding the learning involved is.

To achieve a qualification you must gain enough credits at that academic level to pass.

For example to gain an undergraduate (Bachelor's) degree you would need to successfully complete 120 credits at level 4, 120 credits at level 5 and 120 credits at Level 6.

Credits roughly represent the number of hours of learning that have been or need to be undertaken; 1 credit roughly equals 10 hours.

Each level will be made up of a number of modules, each with their own credit value. At the end of a module students understanding will be assessed, this could be in a variety of ways, e.g. portfolios, exams and essays. Credits are gained by successfully completing the assessment for the module.

Academic Levels

Level 1	GCSE (2017 -) Grade 1 - 3	GCSE Grade D - G	O Level * Grade D - E	CSE * Grade 1	L1 Diploma (Foundation)
Level 2	GCSE (2017 -) Grade 4 - 9	GCSE Grade A* - C	O Level * Grade A - C	CSE * Grade 2 - 5	L2 Diploma (1 st Diploma)
Level 3		A - Level	AS A2		L3 Extended Diploma (National Diploma) L3 Diploma (National Certificate)
Level 4		University Degree BA, BSc	Foundation Degree FdA, FdSc	HNC	
Level 5				HND	
Level 6					
Level 7		Master's Degree MA, MSc, MPhil			
Level 8		Doctorate PhD			

* This table demonstrates the approximate academic Levels of O Level and CSE qualifications

For more details on credits and academic levels have a look at the below website:

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

How is a qualification going to help me?

There are a number of benefits to gaining an academic qualification and the RPL process can help you in achieving this.

- It would give you formal recognition for the skills and experience you have.
- Provide externally recognised qualifications that have meaning, credibility and transferability within and beyond policing.
- It could offer opportunities for career progression internally and externally.
- Help you develop new ways of thinking, by providing differing perspectives and gaining new skills and knowledge.
- Formalise and develop your skills in problem solving and critical thinking.
- Allow you the opportunity to learn more about a specialism or area of particular interest to you. This could reinforce and develop your existing skills in challenging and complex roles.
- It could help address a particular capability gap within your force
- For some people it can provide them with increased confidence in what they already do and new skills to support this.
- It can help you understand the benefits of evidence based practise and how to make best use of this in your work.

Case Studies

What personal qualities do I need to complete a qualification?

To complete an academic qualification you don't need to have an academic background or a drawer full of qualifications and commendations.

As police officers and staff you work in complex and challenging roles on a daily basis, and so have often already developed many of the required skills and much of the knowledge that would be expected in academic study.

All you really need is a determination, self-drive and motivation to succeed and the desire to take control of your own future and development.

How can the College help me?

Before starting a course

The College has created an online tool which puts everything you need in one place.

It contains a Credit Estimator – which gives you an idea of the credits you **might** be able to claim for your past learning and experience.

It contains a Directory of the courses that you could be interested in applying for.

It holds the application forms and guidance for the RPL process, tools for identifying study options and ideas about funding and support.

After starting a course

The College has a number tools available to support officers and staff.

- **Online guidance documents(RPL)**
- [College Membership](#)
- [The Academic Support Network on POLKA](#)
- [National Police Library](#)
- [What works centre/ support](#)
- [Evidence Based Policing Champions Network \(POLKA\)](#)
- [Policing and Crime Reduction Research Map](#)
- [Oscar Kilo wellbeing site](#)

How do I apply?

Enter details into the online Credit Estimator and save the summary



Continue to see which programmes of study you could apply for*



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



Send the application with the attached summary to your Institution of choice

* If you intend to apply for support from your force explore local policies at this stage to find out what you need to do.

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

It is important to note that the exact number of credits you are able to claim will be dependent on appropriately evidencing your learning, and the relevance to the specific course you chose to apply for.

**Credit Estimator
Initial RPL Application Form**

Stage 1 Research & Understand Commitment

- Log on to the online Credit Estimator
- Input brief details about when you joined/ current role/ training/experience
- Find out the typical number of academic credits someone with your work history might be able to claim
- Have a look at the College Directory of courses and institutions you could apply to.
- Directory will include:
 - The name of the institution and the courses available
 - The Qualification type
 - Tuition fees
 - Brief synopsis of the course
 - A link to the course or providers website for more information

Stage 2 Application

- Complete the College of Policing RPL application form
- Attach a copy of the summary from the credit estimator to show the estimated number of credits, course history, experience and skills
- Complete a statement giving examples of what you have learned through your experience in policing and providing supporting evidence (link to examples)
- Look at the 'what this looks like' section for examples of how you might demonstrate your experience
- Send the application form and credit estimator summary to the Institution of your choice

Stage 3 Confirmation of credits

- Completed application form is received by the academic institution
- You may be asked to complete further work in relation to your RPL claim- see the RPL policy of the provider you are applying to for more information
- You will receive confirmation of the credits available to you
- You can then consider whether you want to put your credits towards a qualification
- You may have to provide evidence from your employer confirming your experience

Checklist of things to consider when applying for RPL

<input type="checkbox"/> What course should I study?	<input type="checkbox"/> How much will it cost?	<input type="checkbox"/> What equipment will I need?
<input type="checkbox"/> How do I want to study?	<input type="checkbox"/> Can I get any financial support?	<input type="checkbox"/> What is an HEI or qualification provider going to expect from me?
<input type="checkbox"/> Where do I want to study?	<input type="checkbox"/> How might my force support me?	<input type="checkbox"/> What is my force going to expect from me?
<input type="checkbox"/> Is it the right time for me?	<input type="checkbox"/> Where will I study at home?	<input type="checkbox"/> What has worked well for others?
<input type="checkbox"/> How long will study take to complete?		

☐ What course should I study?

There's no right or wrong answer but you should choose something that interests you and will contribute to your professional development. The Directory has a list of all the courses and qualification providers who have signed up to the College RPL process. Some of the things you may want to consider when choosing a degree course are:

- What interests me, work wise?
- What might benefit me at work?
- What would I like to do in the future?
- What would benefit my force?
- How is the course taught?
- How long is the course?
- How much does the course cost?
- Speak to your force about whether they have any existing collaborations with providers

There are a number of places you can look to help you decide, here are a couple of places to start:

[Choosing a course](#)

[Choosing a course - Which.co.uk](#)

[Visit the Directory](#)

☐ How do I want to study?

You also need to think about how you want to learn. Some people are happy reading a book or on line material while others prefer to engage more with other students.

Universities and other qualification providers teach in a number of different ways and it's important you check how your chosen course will be taught.

Different teaching methods could include:

- Lecture style learning
- Learning via technology and distance learning
- Group work
- Experiential learning and work based learning
- Block release residential

If you want to find out more about what teaching method might best suit you try completing this short questionnaire (approx. 15 mins) about your learning style:

[Vark questionnaire](#)

For more information on learning styles have a look here:

[Learning styles overview](#)

[Learning styles which is you?](#)

[Find out more about the different teaching methods](#)

☐ Where do I want to study?

As well as thinking about what you want to study, and how you want to study it, you also need to think about where you want to study.

This may be influenced by whether or not you choose to undertake a distance learning course.

If you don't it's important to know whether or not you will be expected to attend lectures, tutorials or other events and how often. You will need to commit to attend these events and this may affect your decision as to where you want to study.

Even if you do choose a distance learning course you may still be expected to attend some residential events.

☐ How much will it cost?

The cost of study will vary from course to course. This is because each University and qualification provider sets their own fees. Universities are allowed to charge up to £9,250 per year (2017/18) for a full time Undergraduate course and £6,935 for a part time Undergraduate degree, but it is important you check the exact cost with the University you are wishing to attend.

It may be worth speaking to your force to see if they have a collaboration with an HEI as this may reduce the cost.

Fee structure for part time courses can be complex and therefore it is important to check details carefully. Some HEIs and qualification providers will charge a set amount per year while others will calculate theirs on the credit value of the module being taken e.g. a 30 credit module costs £1,340. Therefore the number of modules and the value of those modules will influence the amount it costs. To be deemed a part time student there are limitations on the number of credits that can be studied within a year.

You may also need to pay a fee to claim RPL. Again different Universities and qualification providers will charge different amounts and it could range from no charge to 50% of module costs being claimed for.

There may be other associated costs you need to consider, such as:

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Travel expenses ▪ Residential events | <ul style="list-style-type: none"> ▪ Course materials ▪ Equipment, e.g. laptop/printer |
|---|--|

[Visit the Directory](#)

☐ Can I get any financial support?

Studying isn't cheap and with tight budgets forces aren't in a position to provide funding for everyone.

Some forces may have funding opportunities you can apply for and it's important you research these to find out more.

There are also a number of other funding options open to working students.

Some examples include:

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Government loans ▪ Career Development Loan | <ul style="list-style-type: none"> ▪ Police Mutual Loans ▪ Grants, bursaries and scholarships |
|---|---|

The government is currently working to identify alternative funding options which would be sharia compliant. However, until this time individuals may wish to speak with their local force Staff Associations to identify whether they can provide any guidance in relation to sharia loans.

☐ How might my force support me?

There are a number of ways your force may be able to support you. However, this is not standardised across all forces so it is important you check what is available. It is also important to remember that funding is tight and for many forces financial assistance is unlikely to be an option.

Some of the ways your force may be able to support you are:

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Support to complete the RPL Initial Application form ▪ Funding and financial assistance ▪ Time for attending lectures, viewing on line study tools or reading ▪ Helping you work with other students in your force by setting up study groups | <ul style="list-style-type: none"> ▪ Providing mentors / peer support ▪ Giving access to experts in the Learning Development department to support you ▪ Helping you to undertake work based projects ▪ Access to computers, printers, quiet areas to work, libraries etc. |
|--|--|

Check your local force policies to find out what your force offers.

To find out more about different kinds of support [click here](#)

☐ How long will study take me to complete?

As an example, a part time degree typically takes 6 years to complete. However the RPL process allows you to use your past learning from experience and courses to reduce this.

The credits you are awarded through the RPL process may mean you do not have to complete certain credit bearing modules, if you can show that you have achieved the learning outcomes practically. This could mean you can start a course part way through.

[How it could work](#)

[Visit the Directory
Credit Estimator](#)

☐ What is my force going to expect of me?

If your force is providing you with any form of support it is likely there may be conditions attached, to find out exactly what they are you will need to check with your force.

Your force might expect:

- Your studies to be linked to organisational priorities
- Your studies to add to your continuing professional development
- You to repay part or all of any funding support you may have received if you leave the course or the service
- You to match any time off given for study
- You to undertake projects that help meet organisational needs
- You to share your learning, knowledge and research

Don't forget the [Code of Ethics](#) still applies to you as a student.

[Glossary](#)

[Checklist of things to consider when applying](#)

[Back to the beginning](#)

☐ What is an HEI or qualification provider going to expect of me?

Universities will expect commitment to your course and submission of work on time. However, they do understand that as a mature student working full time you will have both personal and professional commitments.

It is important when you choose your course that you check how the course will be taught, eg, distance learning, classroom based teaching, to make sure it suits you and your personal and professional situation.

The way a course is taught will affect what is expected of you. You may be expected to attend a minimum number of contact hours (lectures, tutorials, group work etc) and these may be during the day, on evenings or at weekends so it's important to consider what you can commit to before signing up.

It's also worth checking whether your force can support you by providing you time off for study, this will be dependent on individual force policy.

It is likely Universities will also have a Code of Conduct that they expect students to abide by, they will usually provide you with this when you start.

[More about force support](#)

[Visit the Directory](#)

☐ Where will I study at home?

A lot of your study is likely to take place in your own home, whether it's research, writing up assignments or accessing additional learning.

It's important that you have a place where you can concentrate on your studies with as few distractions as possible.

You can find lots of tips on studying at home on the internet.

If your home isn't suitable it may be worth speaking to your Line Manager about whether there is somewhere in force you could study.

[Home learning study tips](#)

[Stonebridge distance learning tips](#)

☐ What equipment will I need?

Exactly what you need will depend on the course you are studying but generally these are some of the things you may need to study:

- A computer - if you don't have your own it may be worth checking with your force to see whether you are able to get access to one through them (make sure it can access the necessary sites).
- An internet connection - you may be required to submit work electronically there are also numerous resources available on line to help you with your study so internet access will help.
- A computer program such as Microsoft Word to complete work - it is worth checking with your course leader to see whether any other programs would be useful.
- Course materials – these can will from course to course, there may be text books or material might be available to download online

If you want to update your computer skills [BBC Webwise](#) provides a number of helpful tutorials.

[Glossary](#)

[Checklist of things to consider
when applying for RPL](#)

[Back to the beginning](#)

☐ Is it the right time for me?

With complex and challenging roles and life outside work it is important that you consider whether now is the right time to take on this challenge.

Completing study is worth the time and effort but it does require commitment and motivation on your part. You will need to study in your own time and Universities and qualification providers will expect you to commit to the course, attending where necessary and submitting work on time.

Talk to family and friends about how study might impact on you and them.

Consider studying a standalone module or bridging module first to give you an idea of what it's like to study while working before committing to a full programme of study.

[How might my force support me?](#)

[Oscar Kilo site](#)

[Academic Support Network \(POLKA\)](#)

☐ What has worked well for others?

Being able to talk to other individuals in similar situations with similar constraints can really help. Online group chats can really help with this, Slack chats, Whats App, Skype, Google hangout are all forms of group communication.

It can provide support and reassurance from peers as well as discussions around the topics being taught.

Being able to access Virtual Learning Environments such as Moodle Blackboard offered by many universities can be really helpful.

Additional free tutorials can often be found on You Tube to help you and most Universities have on line access to journal publications.

The College of Policing also hosts the free [National Police Library](#).

[Case Studies](#)

Case Studies

Kerry had been a PCSO for nearly 4 years when she applied for the BSc (in service programme) in Policing.

Previous qualifications and prior experience

Kerry had 4 AS levels and 5 GCSEs. Her role as a PCSO involved working with the community, gathering intelligence and conducting school visits on her designated ward.

In her application Kerry was very clear about her desire to learn. She discussed the London riots and reflected on her reasons for wanting to gain a deeper understanding of her role as a PCSO. There was evidence of learning and reflective practice in her application and clear detail of the knowledge she had around police powers and working with the community. Kerry used a range of different sources to demonstrate her abilities in problem solving and conducting analysis to inform strategy. Kerry's desire to increase her learning via academic study was clear and she discussed specific examples highlighting the need for further research and evidence to inform decisions.

The reflective learning Kerry demonstrated in her portfolio (completed once she began the programme) based on her previous experience allowed Kerry to receive 180 credits for her professional learning. This allowed Kerry to enter what would be a 6-year part time programme at the half waypoint. This allowed Kerry to complete a part-time BSc (Hons) degree in policing in three years. The portfolio involved Kerry documenting an area of police work and discussing where certain academic inputs and theories she had learnt could be used to explore that police practice.

Outcomes

Kerry graduated in 2015. She was awarded the School award for the best dissertation and she is now considering completing an MSc programme on the issues she covered for her dissertation – female involvement in counter terrorism. Kerry has visited two forces to present her findings and has presented within her own force on these issues. Kerry is now a member of police staff in the Metropolitan Police Service.

Nick a Chief Inspector studied an MSc in Leadership. The course was advertised internally and he decided to apply.

What worked well support wise from your force?

The force was supportive in relation to a financial contribution towards the tuition fees, travelling expenses and some time to attend the programme.

What would you recommend to other forces?

I was lucky as my line manager was also on the same course that helped with being released to attend. The onus remains on the student in that we still had to pay a large proportion of the tuition fees and the vast majority of the time spent studying was in our own time. However, the fact that the force was making a contribution in the form of a couple of hours off a week to attend the university as well as paying the travelling expenses made me feel supported in my endeavour. The investment by the force also served to maintain my motivation to complete the course when things got tough as I didn't want to let them down. I would support this approach as being good practice on the part of my force.

Dominic, a Detective Inspector studied an MA in Intelligence, Analytics and Media whilst working at Thames Valley Police (TVP).

Why did you decide to undertake additional study?

Intelligence, Analytics and the Media (big data), is very closely related to the role I do and enjoy. I have become more involved in open source work regionally and nationally so wanted to have some formal qualifications behind this area of work, which is growing and intricately related to cybercrime.

What support were your force able to provide?

50% of the cost of the course and 5 days a year study leave, which I have to match with annual leave.

How easy was the application process?

There was an application process, which went to my line manager and head of department and then the head of HR. It was a simple process, all the people involved in the decision to support, or not, knew my role, my background and me which made things easier.

Have you benefitted from undertaking additional study?

Because of being supported to study for my MA I feel more valued by my organisation and am therefore more committed to TVP and their values as an employer. This is all in addition to me feeling personally, better equipped to do my job.

Ed was a police sergeant when he applied for the BSc programme.

I've always questioned what I do, why I do it and how / if policing can be done differently. My questioning mind has not always fallen in to line with my colleagues. I saw the opportunity to develop myself academically in something I love and believe in. I wanted to become that professionally qualified expert with sound operational and academic qualities. I completed a BSc (Hons) in Policing and am now in the final 8 months of a 2 year MSc Policing Research degree.

What impact has it had on you personally?

I have achieved something academically which I always knew I had the ability to do - I have fulfilled an ambition. I'm more open to discussion and take on board the thoughts of others and alternative views more readily, with a newly acquired ability to translate these thoughts and views into practical policing solutions. I wanted to be recognised as a professional, both in an operational and an academic sense.

How has it improved your work?

I am definitely more structured, considered, and reasoned in my approach to work. I am infinitely more open to reasoned argument and more reflexive in the way I think through problems and their solutions, lead my team and operate as a police officer. I believe that the experience has also enhanced my emotional intelligence.

What would you say to officers or staff considering studying?

As I say to prospective students every year at the university I completed my studies at – 'this is a serious business'. It is demanding, you have to strike a balance between work, rest, play, home life and of course the academic demands of the course. However, if you have strength of mind and are able to stick with it you will absolutely reap the rewards of your hard labour both personally and professionally. I have also presented my work to forces and have had engagement with force leads on cultural change. This has been very rewarding.

Liam was a police sergeant when he applied for the BSc programme. He had nine years' experience ranging from response constable, custody officer and safer neighbourhood sergeant. At the time of his application he was a sergeant on a response team.

Previous qualifications and prior experience

Liam had 8 GCSEs and 3 A Levels from 1998 and his experience involved a wide range of police activity. In his application Liam described his role as a leader and the need to consider the welfare issues of his staff. Liam had lots of evidence of illustrating his experience of engaging and liaising with the community on intelligence crime prevention and problem solving. Liam had been awarded 4 commendations for his work. Liam's application to the University outlined a wealth of experience he had used for his own development. He demonstrated his pursuit of continuous development and provided clear evidence of this in his application form.

He received 180 credits and demonstrated his learning through a portfolio required as part of the programme. This ultimately meant entering a 6 year part time degree half way through the programme and completing the degree in a total of 3 years. Liam was able to evidence an excellent understanding of police issues and the role of the community in policing. He understood the use of information and evidence to think critically about policing problems and described in a very reflective way the need to look after employees.

Outcomes personally

Liam graduated in 2016 and is now enrolled on an MSc in policing (by research) on social media and policing and has been successful in obtaining a bursary to support his studies through the College of Policing.

Outcomes for the organisation

Liam's dissertation examined the effectiveness of youth diversionary schemes in the desistance from crime. The findings have been communicated to the Crime Prevention and Territorial Police Capability who work with youth diversionary schemes such as 'Kickz'. As a consequence of Liam's studies he also applied his academic learning to real world problems in his everyday work. He has also established an operation to tackle street drinking in Greenford. As a result of the operation there were significant reductions in alcohol related ASB and repeat calls from members of the public while local public satisfaction and confidence increased.

Glossary

Academic Credits	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
Academic Levels	Represent the level of complexity and depth of knowledge involved at that level of education
Bachelor's Degree	Or Undergraduate degree is a course of academic study up to Level 6. Length of study varies dependent on the course and University
Bursaries	Financial help provided to individuals or groups of individuals to assist with the cost of studying. They do not need to be repaid
Experiential Learning	The process of learning through experience and reflecting on the experience
Grants	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
Higher Education Institutes	An institution that delivers formal learning (commonly referred to as higher education) after the completion of secondary education,
Master's Degree	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

Modules	A module is a self-contained course with a defined structure, learning outcomes and assessments
National Policing Curriculum	A number of courses developed and maintained by the College of Policing
Online Communication platforms	Online applications that allow individuals and groups to work together through instant message, talk and video call, also allows the sharing of documents (eg Google Hangout, Skype, Slack Chat, Whats App)
PEQF 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
Recognised Qualification Provider	A provider who is capable of awarding a recognised academic or professional qualification
Reflective Practice	Reflecting on your actions and critically analysing them in order to learn from what you have done
RPL 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 academic qualifications
Virtual Learning Environment	On line learning management systems designed to help create interactive course content. They allow sharing of content with other users and collaboration (eg Blackboard and Moodle)

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Appendix

1. Find out more about the different teaching methods

Delivery	What does this involve?	Pros	Cons	Considerations
Lecture style learning	<ul style="list-style-type: none"> Verbal presentations Introduction to topic – further independent research required May be recorded and available on line on Virtual Learning Environments (VLEs) 	<ul style="list-style-type: none"> Contact with other learners Contact with tutors Shared discussion 	<ul style="list-style-type: none"> May be defined study times Readings required prior to lectures May be a minimum number of hours you need to attend 	<ul style="list-style-type: none"> Lectures require prolonged periods of concentration You will need to take notes during lectures There may be evening and weekend attendance The time and associated costs of attending lectures
Distance and technology based learning	<ul style="list-style-type: none"> Online access to a variety of resources: lectures, handbooks, readings etc. Called 'Blended learning' when mixed with traditional teaching methods VLEs allow engagement and discussion with tutors and peers 	<ul style="list-style-type: none"> Flexible - study when you have free time Can allow you to access material missed during lectures (when blended learning is used) 	<ul style="list-style-type: none"> Will need to regularly check VLEs to stay up to date VLE study alone restricts contact with other learners Need to engage with technology being used Need to have regular access to online technology 	<ul style="list-style-type: none"> Independent learning requires self motivation and engagement You will need to be able to access the correct technology e.g. computers
Group Work	<ul style="list-style-type: none"> Working with other learners – sharing and discussing ideas, producing assignments and presentations For more information on group work see www.learnhigher.ac.uk 	<ul style="list-style-type: none"> Can help embed learning Can help develop communication skills – listening, persuasion and negotiation In the workplace can allow you to consider wider, more in depth projects 	<ul style="list-style-type: none"> Some students prefer to work alone Some students lack confidence in groups Can be a feeling of frustration if there is a feeling some members working harder than others 	<ul style="list-style-type: none"> You will need to find time to meet as a group Can be enabled by technology – online chat, What's app etc. If you don't get on with the group how could this affect your study
Experiential and work based learning	<ul style="list-style-type: none"> Learning through reflection of practical experiences Students can build on and utilise knowledge from practical encounters of the subject being studied 	<ul style="list-style-type: none"> Provides an insight into how theory relates to practice Provides a chance to apply learning and critical thinking in the organisation Can improve reflective practice and the learning environment 	<ul style="list-style-type: none"> Some students can struggle to use learning practically May require support from work supervisors when considering and applying relevant area of work 	<ul style="list-style-type: none"> You will need to plan time to reflect on experiences You will need to be able to analyse what went well and what could go better A mentor could be helpful – if available

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2. Find out more about the type of support you might be able to ask your force for

Type of Assistance	What this means	Considerations
Funding and financial assistance	<p>There may be funding available in your force to assist you with your studies, this may help with:</p> <ul style="list-style-type: none"> • Course fees • Examination fees • Materials such as books • Conference attendance • Travel expenses 	<p>Research your force policies around funding and financial assistance – there may a specific board you need to apply to.</p> <p>There may be a number of different opportunities to gain financial assistance.</p> <p>You may be able to get finance through a salary sacrifice scheme.</p> <p>Check the criteria for support – does funding have to be repaid if you leave or do not finish the study course.</p>
Time for attending lectures, viewing on line study tools or reading / research	<p>There may be opportunities within your force to apply for 'time' to help you with your studies, this might be:</p> <ul style="list-style-type: none"> • Paid study leave • Unpaid study leave • Flexible hours/ amended shift patterns • Paid or unpaid career breaks 	<p>Research your force policies around 'time' and what options might be available to you.</p> <p>Check the application process for such support and consider how your study may help achieve organisational goals.</p> <p>Check the criteria for support – do you need to match time off given with Annual Leave and what happens if you leave or do not complete your study.</p>
Helping you work with other students in your force by setting up study groups	<p>There may be others within your force who are also studying that you may be able to meet with to discuss ideas and theories, to help your learning.</p>	<p>There may be established networks within your force – speak with your learning and development teams, or you may be able to establish a group.</p>
Providing mentors / peer support	<p>There may be an opportunity to speak with others within force who have completed academic study.</p>	<p>This may be particularly useful where a course contains elements of work based learning or there is limited contact with learners.</p> <p>Research your force opportunities and whether a mentoring scheme already exists.</p>
Access to Learning and Development Experts	<p>There may be experts at your force within your L&D function who are able to offer you professional support and guidance with your studies.</p>	<p>Research what your force can offer you.</p> <p>Consider whether professional support or peer support would be more beneficial to you.</p>
Access to computers	<p>There may be a computer room that you can request access to away from your normal day to day work.</p>	<p>With a busy home and personal life access to a computer away from everyday work and life may allow you to concentrate on your studies.</p>
Allowing you to undertake work based projects	<p>There may be an opportunity to apply your learning through work based projects</p>	<p>Work based projects could give you the opportunity to put theories into practice.</p> <p>Check with your force to see whether they have a project scheme or developments scheme you could join to allow you to apply your learning.</p>

3. Find out more about different funding options

Type of Funding	What is this?	Considerations
Government Loans	<p>A number of different loans are offered through the UK government – these can vary in England and Wales.</p> <p>These can help you pay for tuition fees and living costs.</p> <p>There are often a number of criteria for receiving a loan and these are different for the different loans offered through the government.</p> <p>The amount given can be based on what you study, where you study and where you live.</p> <p>Some loans offered through the government also take into account household income.</p> <p>A loan must be repaid.</p>	<p>There are a variety of different loans available through the government each with different criteria. It is important to find the right one for you. The Education funding directory can help you decide which loan is best for you.</p> <p>When taking out a loan check the conditions of the loan and the repayments you will be expected to make and when you will be expected to start making them.</p>
Career Development Loan	<p>This is a loan provided by the Coop bank for people wanting to embark on professional and career development.</p> <p>The skills funding agency pays the interest for the duration of the course after which you are responsible for repayments.</p> <p>Courses must last no longer than two years</p>	<p>This is a commercial loan and it is important to check the terms and conditions first.</p> <p>Make sure you will be able to meet the repayments and know when repayments start.</p> <p>More information and guidance can be found on the Education funding directory.</p>
Police Mutual Loans	<p>This is a personal loan offered by Police Mutual to help fund professional training.</p> <p>Top up loans can be applied for 6 months after the initial loan is drawn down.</p> <p>Loans will be paid directly to Higher Education Institutes</p>	<p>This is a commercial loan and it is important to check the terms and conditions first.</p> <p>More information and guidance can be found on the Education funding directory</p>
Grants, Bursaries and scholarships	<p>A number of organisations including charities and some Universities offer grants and bursaries.</p> <p>These are financial sums to assist your education which do not have to be repaid.</p> <p>They may help with tuition fees, living costs travel, course material amongst other things.</p>	<p>There are a wide range of funding opportunities the Education funding directory can sign post you to a number of places to look for these.</p>
Force Funding Options	<p>Check with your force to find out whether they have any funding initiatives for education.</p> <p>There may be local (departmental) opportunities for funding of study related directly to your area of work, or there may be opportunities at a force level to receive funding.</p>	<p>This will be on an individual force basis.</p> <p>Check the criteria for applying and what conditions are linked to any funding.</p>

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4. Find out more about the academic credits awarded for courses and training

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	

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5. Find out more about the academic credits awarded for experience and skills

[Principles underlying the Matrix](#)

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

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Principles underlying the Matrix:

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

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 [PCSO](#)

Police Constable/ Special Constable [PC/SC](#)

Sergeant [Sgt](#)

Inspector [Insp](#)

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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:

	Examples	This could look like.....
People Management	Conflict Resolution Team Working Leadership Qualities Development of others	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
Relationships	Customer Focus Partnership Working Cross Departmental Working Team Working	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
Personal Effectiveness	Continued Professional Development Self-Development Initiative Personal Responsibility Planning Professional Standards Decision Making	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
Decision Making (National Decision Model)	Problem Solving Critical Decision Making Critical Analysis	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
Communication:	Information Management Written, Verbal and None verbal Appropriate Communication Appropriate challenges Active Listening	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

Sharing Ideas and Practice**Negotiating and 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

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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:

	Examples	This could look like.....
People Management	Conflict Resolution Team Working Resource Management Appropriate Delegation Leadership Qualities Development of others	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
Relationships	Customer Focus Partnership Working Cross Departmental Working Team Working Managing Up	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
Personal Effectiveness	Continued Professional Development Self-Development Initiative Personal Responsibility Planning Professional Standards Decision Making	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
Decision Making (National Decision Model)	Problem Solving Critical Decision Making Critical Analysis	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
Communication:	Information Management Written, Verbal and	Self-briefing, create briefings, adapt language and delivery to audience, maintain professional detachment, complete paperwork to Court standards, ensure

None verbal
Appropriate Communication
Appropriate challenges
Active Listening
Sharing Ideas and Practice
Negotiating and influencing

paperwork of others is appropriate, arrange 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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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:

	Examples	This could look like.....
People Management	Conflict Resolution Team Working Change Management Resource Management Appropriate Delegation Leadership Qualities Development of others Performance Management	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
Relationships	Customer Focus Partnership Working Cross Departmental Working Team Working Managing Up	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
Personal Effectiveness	Continued Professional Development Self-Development Initiative Personal Responsibility Planning Professional Standards Decision Making	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
Decision Making (National Decision Model)	Problem Solving Critical Decision Making Critical Analysis	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:

	Examples	This could look like.....
People Management	Conflict Resolution Team Working Change Management Resource Management Appropriate Delegation Leadership Qualities Development of others Performance Management	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
Relationships	Customer Focus Stakeholder Working Partnership Working Cross Departmental Working Team Working Managing Up	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
Personal Effectiveness	CPD Self-Development Initiative Personal Responsibility Planning Professional Standards Decision Making Strategic Thinking	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
Decision Making (National Decision Model)	Problem Solving Critical Decision Making	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

	Critical Analysis Strategic Thinking	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
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, 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
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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6. Find out where to get more information about the things discussed here

There is a lot of information available on line to help you decide if you want to take up this opportunity and how to make it work for you. 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>

Help on choosing the right course for you

<https://www.thecompleteuniversityguide.co.uk/courses/choosing-a-course/>

<http://university.which.co.uk/advice/choosing-a-course>

Information on different learning styles and which one you are

<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>

National Police Library

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

Help with essay writing

<http://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/effective-essay-top10>

<https://www.thestudentroom.co.uk/content.php?r=22577-your-guide-to-the-ultimate-essay>

Updating your computer skills

<http://www.bbc.co.uk/webwise/0/>

Other resources for understanding research in policing

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

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

College of Policing **Credit Estimator**

College of Policing **Directory**

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5. 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

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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