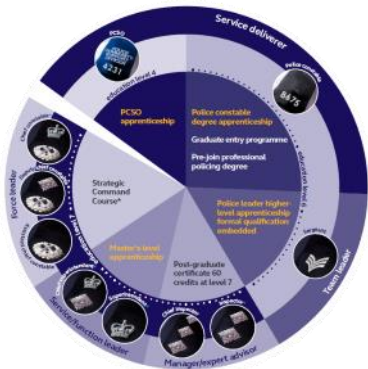


# Guidance for Forces

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

October 2017 – Version 2.0



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

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# Support your staff to achieve an academic qualification

## What is RPL?

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

They can use these credits to help them achieve an academic qualification, which can benefit them and your force.

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 is this going to benefit our force?](#)

[What are academic credits and levels?](#)

[How much does it cost?](#)

[What should we encourage our officers and staff to consider?](#)

[Considerations for HR and L&D Managers](#)

[Considerations for Line Managers](#)

[How do officers and staff apply?](#)

[Case Studies](#)

## Context

**The RPL process is a way of recognising the learning an individual has gained through 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 or professional qualifications.**

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## How is this going to benefit your force?

Gaining academic qualifications can be hugely beneficial for both individuals and the force they belong to.

- Qualifications may be aimed at filling specific knowledge gaps which exist within your force or may offer a broader understanding of the increasingly complex nature of policing:
  - Crime – terrorism, violence, vulnerability, cyber etc
  - Non Crime – mental health, missing persons etc
  - Organisational Challenges – technology, estate, fleet etc.
- It will help accelerate the professionalisation of the workforce in line with the policing vision of 2025
- It recognises, values and motivates the existing workforce by providing the mechanism to complete externally recognised qualifications that have meaning, credibility and transferability within and beyond policing
- It will help to embed the use of evidence based policing in day to day work
- It begins to address the leadership gap
- It promotes the use of autonomous decision making based on informed, intelligent analysis of the evidence

## 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 Institution of choice

The College has created an online tool which 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 and the minimum credit level and value identified.

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 they are able to claim will be dependent on appropriately evidencing their learning, and the relevance to the specific course they chose to apply for.

**Credit Estimator**  
**Directory**

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

## How much does it cost?

The cost of study will vary from course to course as each provider is able to set their own fees.

As an example Universities are able to charge up to £9,250 per year (based on a full time degree) for Undergraduate degrees, but it is important to check the exact cost with the University who will deliver the course. Details of course costs will be available in the College Directory when this goes live.

You may also need to pay a fee to have your prior learning and experience recognised. Again different providers will charge different amounts and it could range from no charge to 50% of the module cost. There may be other associated costs you need to consider, such as:

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

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## 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 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. The levels are used to explain how complex and intellectually demanding the learning involved is – a [diagram illustrating the academic levels](#) of some common qualifications can be found on page 7.

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, eg, portfolios, exams and essays.

## Academic Levels

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

[Glossary](#)

[Credit Matrices](#)

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## What should we encourage our officers and staff to consider?

For many people who haven't undertaken academic study for a number of years the prospect can be daunting and challenging. As well as providing specific support to your officers and staff you may also be able to provide them advice and guidance on some of the things they should consider when deciding whether to start an academic course, which one to choose and where.

For more information see the 'Guidance for Individuals' document

### What course should they study?

Help them to think about what interests them as well as what could benefit their future career and the force as a whole.

### How do they want to study?

Get them to think about how they learn best, will they enjoy lectures or would they prefer a more hands on course. There are a number of online questionnaires they can fill out to help them understand how they learn, you can also [find out more about different methods of teaching](#).

### Where do they want to study?

Courses may be distance learning or may require an attendance in person. Encourage officers and staff to check this out and look at how much time they may be required to spend physically attending, and how this affects where they might want to study.

### Is it the right time for them?

Make sure officers and staff consider the amount of time they will need to commit to studying. Do they realistically have enough time?

### How long will it take to complete?

Make sure they think about the length of time it will take to complete any course of study. They may have time now but how do they expect their lives and commitments to change?

### How much will it cost?

Costs will vary, and may be for the RPL process itself, the course and associated materials.

### Can they get financial support?

If your force has its own funding opportunities available, make sure you are aware so you signpost officers and staff to them. There are other options for gaining financial support for study, for a comprehensive list signpost them to the College of Policing funding directory. [Find out more about funding options](#).

### Where will they study at home?

Do they have a space at home to allow them to concentrate on their studies with as few distraction as possible?

### What equipment will they need?

Are they going to need access to a computer, the internet or other specific equipment? Will they be able to get access to these things for the duration of their study?

### What is a University going to expect from them?

Universities will support officers and staff who are working, but they will expect commitment to the course, the deadlines and a professional approach to study.

### What is the force going to expect from them?

Where support is provided by a force conditions may apply, make sure you know what these are so you can advise officers and staff appropriately. A high level of personal motivation and desire is needed and should be demonstrated by anyone requesting force support.

### How is a degree going to help them?

An academic qualification may help to provide someone with formal, transferable qualifications or assist them in the development of their career and specialist skills and understanding. Encourage officers and staff to consider how a qualification may help them and how this could influence their choice of course.

### How do they apply?

By visiting the online tool they will find guidance and support on how to apply.

### How their force might be able to support them

Research force policy to make sure you can advise them appropriately.

### How can the College of Policing help?

The college has a variety of support available from the initial point of interest through to when someone is studying.



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**Considerations for HR and L&D Managers**

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**What support can we offer as a force?**

**What authorisation do we require for individuals to apply for support?**

**Benefits of setting up projects/groups for staff undertaking study**

**What do we need to consider when offering support?**

**How will we ensure fairness in any application process?**

**Are there any knowledge gaps in force this opportunity could help fill?**

**What criteria do we need to place on support?**

**How will we deal with appeals?**

**What will a qualification provider expect from us as a force?**

**What conditions do we need to put in place when offering support?**

**What administrative functions need to be in place?**

**Who do we need to communicate this to?**

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## What support can we offer as a force?

### Does your force provide support or funding for study already? Can this process be adapted or extended to include officers and staff choosing the RPL route?

With demanding jobs and private lives it is important that where possible you as a force provide support to help individuals who choose to take up this opportunity. There are a number of things you could consider in terms of support for individuals who are studying, if you don't already:

- Help with completing the RPL Initial Application Form
- Funding and financial assistance (Force and departmental)
- Time for attending lectures, viewing on line study tools or reading
- Setting up working groups of individuals who are all studying
- Providing mentors / peer support
- Giving access to experts in the Learning Development department to provide support
- Allowing individuals to undertake work based projects
- Access to computers
- Consider what reasonable adjustments or specific support groups you could set up, for example for officers and staff with dyslexia
- Supporting individuals to consider what they should study
- Supporting individuals to identify their preferred learning style

To find out more [click here](#)

[Case Studies](#)

## How will we ensure fairness in any application process?

It is important that any support given to individuals is seen to be fairly distributed. To ensure the process is fair consider:

- Implementing an application process for support
- Clearly outlining the criteria for an individual to receive support
- Explaining the process by which applications will be reviewed, eg, by a board or by an individual
- Implementing an appeals process for those who are not successful in their application to receive support
- Monitoring who is applying, who is successful, how the learning has benefited them and the organisation to inform how the opportunity is being taken up
- Clearly explaining when and how to apply for support

## What do we need to consider when offering support?

When deciding what types of support you can offer your officers and staff you may want to consider the impact of that support:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Are there any available funds that can be applied for?</li> <li>• How many people might we be able to offer funding to?</li> <li>• How will we determine who receives funding? Is an application process required?</li> </ul> | <ul style="list-style-type: none"> <li>• Who will administer any application process?</li> <li>• How many staff can we as a force allow to be abstracted for study?</li> <li>• What value is an individual's study bringing to the force?</li> </ul> |
|--|--|

[Glossary](#)

[Considerations for HR and  
L&D Managers](#)

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## What conditions do we need to put in place when offering support?

If as a force you are able to provide support, financial or otherwise, it is important that you clearly set out the expectations and conditions upon which any support is given. You may want to consider:

- Would funding need to be repaid if the student failed to complete their study or left the force within a specified time of completing their study?
- How many people can you allow to be abstracted at any one time?
- Does someone need to match any study time they are given by the force with annual leave?
- Can student work groups meet in work time? What amount of time are individuals allowed to dedicate to this?

## What criteria do we need to place on support?

In order to determine who receives support and what support is received you may wish to apply a criteria, this should be clearly set out alongside any application form.

Criteria you may want to consider:

- Does the topic to be studied support organisational priorities?
- Does the topic to be studied link with the individual's current or future role and responsibilities?
- Does the topic to be studied fill a current knowledge gap within force?
- Does the topic to be studied link to the individuals continued professional development?
- Do they need to have a specific PDR rating to receive support?

## What authorisation do we require for individuals to apply for support?

When setting out the conditions and criteria needed for an individual to apply for support it is also important to set out what, if any, authorisation an individual needs to have to apply for support.

It may be that you decide that to submit an application for support an individual will need approval from their Line Manager or departmental senior leadership team.

Consider who needs to authorise applications to make sure that the operational needs of the department and force are being met, and what their capacity is to do to review applications.

Individuals who do not receive force support will still be entitled to apply to study an academic qualification through the RPL process. However this would be self-funded and undertaken in their own time.

## How will we deal with appeals?

If you are able to provide some support it is likely you won't be able to give it to everyone who asks for it. In these circumstances it is important that you consider having an appeals process for people who are unsuccessful in gaining support.

It may be that your force already has an established appeals process that you can use, or you may need to set one up.

In setting up a new appeals process it is important you make it as simple, accessible and well publicised as possible to ensure that it is seen as being fair and impartial.

## What administrative functions need to be in place?

Any application process that is put in place will need to be managed effectively and efficiently. It may be that your force already has a similar process in place that can be extended to include RPL applications for support. Or you may need to set up a process for the receipt, review and decision making surrounding applications.

Things to consider:

- How will the applications be received?
- How will they be reviewed?
- How will the decision be made about who to support/ what support to give?
- How will the individuals be notified about the success (or not) of their application?
- How will any appeals/ complaints process be managed?
- How frequently would any applications for support be considered? On an ad hoc basis? Once a year, twice a year?
- Will there be a specific time individuals can apply for support? Eg, by January 1<sup>st</sup> or between January 1<sup>st</sup> and February 1<sup>st</sup>?

## Who do we need to communicate this to?

- L&D team – need to know what it is and what might be expected of them in supporting the process
- HR team – need to know what RPL is, how your force is supporting it and what will be expected of them in relation to this
- Officers and staff – need to know what RPL is, how your force is supporting it or not, how to access force support and how to apply for the RPL process (see also Guidance for Individuals)
- Line Managers – need to know what will be expected of them and to consider how it might impact their team (see also consideration for Line Managers)
- Administrative teams – Any team who is expected to administer the process will need to know what is expected of them and when
- Existing funding groups – if funding opportunities are already available within your force you may wish to speak with them about what can be offered to individuals in relation to RPL
- Finance departments – If there is any opportunity to bring in a salary sacrifice scheme to assist officers and staff you may need to discuss this with your finance department

## What will a qualification provider expect from us as a force?

Qualification providers who offer the opportunity to have prior learning and experience recognised may require the officer/ staff members originating force to confirm the evidence they have put forward in their initial RPL application form. It may be worth considering as part of the process your force puts in place how this should be managed.

To gain an academic or professional qualification, officers and staff will need to complete a set amount of learning and assessments, eg, essays, lectures, readings. To support officers and staff in this forces may need to support their staff – being flexible with shifts and leave.

Some academic programmes may have an element of work based learning. If this is the case qualification providers may expect forces to support this, either by providing individuals an opportunity to apply their learning or by confirming the evidence provided by individuals.

**Benefits of setting up projects / groups for officers and staff undertaking study**

Forces may want to consider setting up, or facilitating students to set up project groups and peer support groups. These could be beneficial to the force and individuals:

- Help support officers and staff who have limited contact time with other learners and tutors
- Help develop and disseminate theories and evidence based practise within your force
- Help share the learning gained by officers and staff more widely throughout the organisation
- Help support courses that have a work based learning element to them

**Are there any knowledge gaps in force this opportunity could help fill?**

It may be that the funding you can provide to support individuals is limited, so it may be worth considering whether there is a specific knowledge gap within your force that you wish to fill.

Funding individuals to study specific topics or areas may be a way of directing funding and helping address organisational priorities.

If there is a knowledge gap it may be worth approaching a University directly to discuss what options and opportunities they can deliver on a wider scale to help address the gap.

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**Considerations for Line Managers**

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**What do I need to do?**

**Are there any projects that could support your team members study?**

**How can I support someone?**

**Who do I think could benefit from this opportunity?**

**How could this benefit my team?**

**What is my team member entitled to?**

**How might someone taking up this opportunity affect my team?**

**How will they learn? /Will they have to attend lectures?**

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### What do I need to do?

As a line manager of someone applying for RPL the main role you will play is one of support. It is important that you are aware of local policies and procedures so you can signpost individuals and make sure they are properly applied.

Supporting the individual in their initial RPL application you may be asked to confirm that an individual has the experience that they have documented.

If someone within your team is undertaking academic study you will also need to provide support for them and your team, making sure everyone is treated fairly and with respect.

You might also want to consider the opportunity yourself, RPL isn't restricted and anyone can apply!!

### How might someone taking up this opportunity affect my team?

Pressures and demands on policing are high and it is important that someone taking up this opportunity is treated fairly and that there is no negative impact on them or their team.

Abstractions from duty could lead to negative comments and thoughts towards the individual studying. It is important to ensure that this does not happen by promoting a positive view of the process.

If managed effectively there could be a positive impact on the team by sharing the knowledge, ideas and learning of the individual.

### How can I support someone?

While it is an individual's personal responsibility to manage their learning, line managers have a responsibility to help create the right environment, they should:

- Assist individuals to apply their learning in the work environment (with projects or specific tasks)
- Help them have time to study or attend lectures by being flexible with leave requests/ shift patterns (in line with any support the force has agreed to provide)
- Where possible allow time for 'reading' in down time
- Manage the team to reduce the impact of any abstractions (impact on numbers and morale)
- Have professional discussions with learners to help them get the most out of their learning and how it applies to the work place.

### How could this benefit my team?

Anyone who is undertaking an academic qualification will be exposed to new ideas and ways of thinking. This could benefit the whole of the team.

Encourage anyone undertaking study to share their learning with the team, there may be a variety of opportunities:

- Team briefings
- Setting up specific projects and groups
- Asking individuals who are studying to share their opinion on situations

## What is my team member entitled to?

Any police officer or member of police staff is entitled to apply to have their prior learning and experience recognised to help them gain an academic qualification.

What support they receive from the force will be dependent on the different types of support your force has made available and the conditions and criteria for receiving such support.

Therefore it is important that you check your own force policies and procedure, but the types of support they may be able to receive could include:

- Financial assistance/ funding (Force and departmental)
- Time for attending lectures, viewing on line study tools or reading
- Setting up working groups of individuals who are all studying
- Mentors / peer support
- Access to experts in the Learning and Development department to provide support
- Access to work based projects
- Access to computers

Your member of staff may also be able to apply for external funding to help them with the costs of their study. To find out more visit the College of Policing funding directory.

## Who do I think could benefit from this opportunity?

Is there anyone in the team who would benefit from this opportunity?

Would this fit into someone's career aspirations and continuing professional development?

Would this opportunity suit you? And could you use your support of this initiative as an example of your own professional development?

## Are there any projects that could support your team members study?

To help the team and the individual you may be able to set up a project to help support their learning and share it with the team.

There may be a specific objective or priority in your local area that they could focus on?

## How will they learn?

This can vary widely depending on which course or qualification provider an officer or staff member applies for.

There may be a requirement to attend lectures and group seminars, or the course may be more distance learning, requiring little face to face interaction.

With distance learning students may be required to use on line facilities and Virtual Learning Platforms, like Blackboard and Moodle to access content on line.

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



## Case Studies

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### **Devon and Cornwall offers an opportunity to apply for financial support for study through a Sponsored Learning Panel.**

#### **What is this?**

The Sponsored Learning Panel is set up to award full or part funding to officers and staff for study that leads to improved individual contribution and organisational performance. Officers and staff are able to request financial support where they have completed their probationary period and been confirmed in post.

#### **How do they apply?**

Officers and staff must submit an application, with the support of their line manager to the panel for their consideration.

#### **Who is on the panel?**

The panel is made up of a Chairperson (L&D Manager), an operational officer, Federation Rep, Trade Union representatives and HR representatives. Decisions on whether to provide funding or not are based on the business case presented in the application form and must be unanimous across the panel.

#### **What administration is in place?**

The panel is administered by the Learning and Development centre. They receive applications and chair the panel. Once a decision is made they inform the applicants of the decision whether they will be funded or not funded and to what extent. Students who are funded are required to complete a sponsored learning contract to confirm their commitment to the course. This is returned to the L&D centre. Enrolment into the necessary course is then undertaken by the student and invoices for course fees forwarded to the administration team.

#### **How is this monitored?**

The student and their line manager are expected to keep the Sponsored Learning administrator informed of their progress. On completion of the course the student submits a short report to the Sponsored Learning administrator outlining the benefits of the course, how the learning has been applied in the workplace and any career development opportunities that have arisen as a result of the learning.

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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, she completed 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.

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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.

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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.

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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.

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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>National Policing Curriculum</b>                           | A number of courses developed and maintained by the College of Policing   |
| <b>Academic Levels</b>             | Represent the level of complexity and depth of knowledge involved at that level of education  | <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 (eg Google Hangout, Skype, Slack Chat, Whats App)             |
| <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>PEQF</b><br>Police Education<br>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>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>Recognised Qualification Provider</b>                      | A provider who is capable of awarding a recognised academic or professional qualification   |
| <b>Experiential Learning</b>       | The process of learning through experience and reflecting on the experience   | <b>Reflective Practice</b>                                    | Reflecting on your actions and critically analysing them in order to learn from what you have done  |
| <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>RPL</b><br>Recognition of Prior<br>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   |
| <b>Higher Education Institutes</b> | An institution that delivers formal learning (commonly referred to as higher education) after the completion of secondary education,  | <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 ( eg Blackboard and Moodle)                                    |
| <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>Modules</b>                     | A module is a self-contained course with a defined structure, learning outcomes and assessments   |   |   |

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## Appendix

### 1. Find out more about the types of support you could offer as a force

| Type of Assistance  | What this means   | Considerations  |
|---|---|---|
| <b>Funding and financial assistance</b>   | <p>You could consider providing full or part funding for:</p> <ul style="list-style-type: none"> <li>• RPL costs (if applicable)</li> <li>• Course fees</li> <li>• Examination fees</li> <li>• Materials such as books</li> <li>• Conference attendance</li> <li>• Travel expenses</li> </ul> | <p>Do you have existing educational funding opportunities in force that could be used?</p> <p>Is there any funding you could apply for to target specific knowledge gaps in force eg Proceeds Of Crime Act (POCA) incentivisation money?</p> <p>Do you need to set up an administrative process to distribute finances fairly?</p> <p>What criteria do you want to put in place to receive any funding available? Does funding need to be repaid if they drop out or leave within a certain time?</p> <p>Could you set up a salary sacrifice scheme to assist with funding?</p> |
| <b>Time for attending lectures, viewing on line study tools or reading / research</b> | <p>You could consider providing protected learning time, this might be:</p> <ul style="list-style-type: none"> <li>• Paid study leave</li> <li>• Unpaid study leave</li> <li>• Flexible hours/ amended shift patterns</li> <li>• Paid or unpaid career breaks</li> </ul>                      | <p>Do you have existing policies in place that allow officers and staff time out to study?</p> <p>What criteria do you want to put in place for any 'time given'? Do officers and staff need to match time given with annual leave?</p> <p>Do you have a fair process for deciding who receives support?</p> <p>Do you have an administrative process in place to deal with applications for such support?</p> <p>What level of abstraction can your force/ department or team support?</p>   |
| <b>Establishing working groups in force/ student support groups</b>                   | <p>You could set up groups for students who are studying to allow them to meet and discuss ideas and theories and share their learning.</p>   | <p>Would this need to be facilitated by L&amp;D or could it be a student led group?</p> <p>Will it need any administration and if so do you have the resources?</p>   |
| <b>Providing mentors / peer support</b>   | <p>You could create a system where individuals starting their studies are put in touch with people who have completed their studies to provide mentoring and support.</p>   | <p>Is there already a force mentoring scheme that could be extended to include this?</p> <p>This may be particularly useful where a course contains elements of work based learning or there is limited contact with learners.</p>  |

## Academic Qualification Opportunities: Recognition of Prior Learning

|   |  |  |
|---|--|--|
| <b>Access to Learning and Development Experts</b> | Experts at your force within your L&D function could offer professional support and guidance to your individuals who are studying. | Do you have the resilience within L&D to put this in place?  |
| <b>Access to computers</b>                        | Do you have a designated computer room in force for research and learning? Could you consider providing one?                       | Do you have the resources to provide this? Computer terminals? Physical space?<br>Access to computers away from personal lives and day to day life can be a huge benefit for students.             |
| <b>Work based projects</b>                        | You could set up an opportunity for students to apply their learning to work based projects.                                       | Do you already have a project scheme or developments scheme?<br>Work based projects could be an excellent way of ensuring the learning gained by individuals benefits the organisation as a whole. |

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## 2. Find out more about alternative funding options

| Type of Funding                           | What is this?   | Considerations   |
|---|---|--|
| <b>Government Loans</b>                   | <p>A number of different loans are offered through the UK government – these can vary in England and Wales.</p> <p>These can help 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 is studied, where it's studied and where an applicant lives.</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.</p> <p>It is important officers and staff find the right one for them. The Education funding directory can help decide which loan is the most suitable.</p> <p>They should check the conditions of the loan and the repayments they will be expected to make and when they will be expected to start making them.</p> |
| <b>Career Development Loan</b>            | <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 the recipient is 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>Officers and staff should make sure they 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>  |
| <b>Police Specific Personal Loans</b>     | <p>This is a personal loan offered specifically to individuals in policing for professional development, eg, Police Mutual personal loan to fund professional training.</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>   |
| <b>Grants, Bursaries and scholarships</b> | <p>A number of organisations including charities and some Universities offer grants and bursaries.</p> <p>These are financial sums to assist which do not have to be repaid.</p> <p>They may help with tuition fees, living costs, travel or 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>  |
| <b>Force Funding Options</b>              | <p>Forces may offer funding initiatives for education.</p> <p>There may be local (departmental) opportunities for funding of study related directly to an 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>Forces should set criteria and conditions for applying for any funding.</p>   |

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### 3. Find out more about the different teaching methods

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

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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<br>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<br>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<br>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 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:**

|  | Examples  | This could look like.....   |
|--|---|---|
| <b>People Management</b>                         | <b>Conflict Resolution<br/>Team Working<br/>Leadership Qualities<br/>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<br/>Partnership Working<br/>Cross Departmental Working<br/>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<br/>Self-Development Initiative<br/>Personal Responsibility Planning<br/>Professional Standards<br/>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<br/>Critical Decision Making<br/>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<br/>Written, Verbal and None verbal<br/>Appropriate Communication<br/>Appropriate challenges<br/>Active Listening<br/>Sharing Ideas 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    |

**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

[Credit Matrix](#)[Back to the beginning](#)



## 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.....  |
|--|---|--|
| <b>People Management</b>                         | <b>Conflict Resolution</b><br><b>Team Working</b><br><b>Resource Management</b><br><b>Appropriate Delegation</b><br><b>Leadership Qualities</b><br><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><br><b>Partnership Working</b><br><b>Cross Departmental Working</b><br><b>Team Working</b><br><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><br><b>Self-Development Initiative</b><br><b>Personal Responsibility</b><br><b>Planning</b><br><b>Professional Standards</b><br><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><br><b>Critical Decision Making</b><br><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><br><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  |



|                                    |   |  |
|------------------------------------|---|--|
|                                    | <b>Appropriate Communication</b><br><b>Appropriate challenges</b><br><b>Active Listening</b><br><b>Sharing Ideas and Practice</b><br><b>Negotiating and influencing</b> | 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  |
| <b>Knowledge and Understanding</b> | <b>IT Skills</b><br><b>Cyber Skills</b><br><b>Digital Skills</b><br><b>Developing technologies</b><br><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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**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><br><b>Team Working</b><br><b>Change Management</b><br><b>Resource Management</b><br><b>Appropriate Delegation</b><br><b>Leadership Qualities</b><br><b>Development of others</b><br><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><br><b>Partnership Working</b><br><b>Cross Departmental Working</b><br><b>Team Working</b><br><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><br><b>Self-Development Initiative</b><br><b>Personal Responsibility</b><br><b>Planning</b><br><b>Professional Standards</b><br><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><br><b>Critical Decision Making</b><br><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  |
| <b>Communication:</b>              | <b>Information Management</b><br><b>Written, Verbal and None verbal</b><br><b>Appropriate Communication</b><br><b>Appropriate challenges</b><br><b>Active Listening</b><br><b>Sharing Ideas and Practice</b><br><b>Negotiating and influencing</b> | 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 |
| <b>Knowledge and Understanding</b> | <b>IT Skills</b><br><b>Cyber Skills</b><br><b>Digital Skills</b><br><b>Developing technologies</b><br><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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## 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.....  |
|--|--|--|
| <b>People Management</b>                         | <b>Conflict Resolution</b><br><b>Team Working</b><br><b>Change Management</b><br><b>Resource Management</b><br><b>Appropriate Delegation</b><br><b>Leadership Qualities</b><br><b>Development of others</b><br><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><br><b>Stakeholder Working</b><br><b>Partnership Working</b><br><b>Cross Departmental Working</b><br><b>Team Working</b><br><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><br><b>Self-Development Initiative</b><br><b>Personal Responsibility</b><br><b>Planning</b><br><b>Professional Standards</b><br><b>Decision Making</b><br><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><br><b>Critical Decision Making</b><br><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><br><b>Written, Verbal and None verbal</b><br><b>Appropriate Communication</b><br><b>Appropriate challenges</b><br><b>Active Listening</b><br><b>Sharing Ideas and Practice</b><br><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><br><b>Cyber Skills</b><br><b>Digital Skills</b><br><b>Developing technologies</b><br><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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## 5. Find out where to get more information about the things discussed in this document

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:

**Please note not all links contained within this document will be working/ available until the new platform goes live on the 2<sup>nd</sup> October.**

### Information on academic credits and levels

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

College of policing academic **Credit Estimator**

College of policing **Directory**

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/>

National Police Library

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

### 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>

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>

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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](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 courses 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. 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 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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