






# Competencies, Knowledge and PLA





**PLA** is based on a tested process and set of mechanisms for the recognition of learning acquired from life experience, job training, workshops, seminars or other learning experiences.







## ***Competencies:***

Organizational competencies or as others would suggest behavioral competencies

Functional (tactical) competencies specific to job related tasks


It is also understood that the competencies required for a preceding junior rank are foundational to the requirements of the following senior rank.





If training is a major factor in producing greater 'professionalism' within policing, then standards and competencies are the measures by which attainment levels are articulated, and provide proof that a measure of excellence has been reached (HM Inspectorate of Constabulary 1999:18)

National qualifications/competencies for all officers will help show that they are not low-skilled, manual workers. (Supt. Mike Mc Andrew, Chair U.K. Superintendents' Association 2004:13).





The wisdom Solomon, The courage of David,  
The strength of Samson, The patience of Job,  
The leadership of Moses,  
The kindness of the Good Samaritan,  
The strategical training of Alexander,  
The faith of David, The diplomacy of Lincoln,  
The tolerance of the Carpenter of Nazareth  
And an intimate knowledge of every branch of the natural,  
biological and social sciences (August Volmer, 1939)



# The Evolution of Policing

	Reform Era	Professional Era	Community Strategies Era	Integrated Systems Era
Drivers	 <p><b>Political Reform</b></p> <p>1850-1920</p>	 <p><b>Technology</b> <b>Scientific Management</b></p> <p>1930-1970</p>	 <p><b>Workload</b> <b>Social Change</b> <b>Academic Theory</b></p> <p>1980-2000</p>	 <p><b>Information Technology</b> <b>Accountability</b> <b>Liability</b> <b>Workload Complexity</b> <b>Economic Rationalism</b></p> <p>2000+</p>


# *Knowledge Creation/ Sharing/ Integration*



**Explicit knowledge** is knowledge that can easily be archived or retrieved in some form, and can be transferred from one person to the next.


Written procedures, directives, the data contained in computer data bases, narrative descriptions of an event or circumstance are all examples of explicit knowledge.






**Tacit knowledge** is everything that explicit knowledge is not; it can be illusive, abstract, difficult to access and explain, even for the possessor of this knowledge form.

It has also been known as, instinct, gut feel, intuition, experiential learning, street sense etc.





**Tacit knowledge development** occurs best by becoming a practitioner alongside more experienced practitioners, inside a trust building and respectful community that shares a repertoire of communal resources (routines, sensibilities, artifacts, vocabulary and styles) that the members develop over time.




39 credits	Constable First Class	5 years service/patrol experience Successful completion of provincial or federal recruit program
42 credits	Constable First Class Alternate classification: Coach Officer, Community Response, Traffic Officer, Alternate Response Officer, Crime Analyst, Detective / Constable, etc.	5 years service/patrol experience Successful completion of provincial or federal recruit program Ongoing training to achieve skill set and knowledge required to satisfy competencies for these classifications (Indication of training must accompany applicant's registration file.)

60 credits *May receive up to 72 credits	Staff Sergeant (Training Unit or Section Head)	Constable requirements as above 2 years in current rank designation (Requirements similar to the above category)
63 credits * May receive up to 72 credits	Inspector or higher	1 year in current rank



**PLAR does not** award credit for

- the number of years you have spent in a job.
  - the number of workshops attended.
  - the level of your position.
- 



# Implications

Need to articulate competencies

Clarity of function

Recognize and support the range/environment  
of learning

