

apprenticeship FRAMEWORK

Policing (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 6 APRIL 2015

Modifications to SASE came into effect on 6th April 2015. These changes **ONLY** relate to the Transferable Skills requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 6th April 2015. Apprenticeships starts before this date must continue to meet the 2013 SASE requirements for Transferable Skills. For more details of the changes and how they will affect new Apprenticeship starts, please read the following preface page to the framework document.

NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR02708

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Skills for Justice (Justice,
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CHANGES TO TRANSFERABLE SKILLS REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 6TH APRIL 2015

Modifications to SASE came into effect on 6th April 2015. The changes ONLY relate to the Transferable Skills requirements of a framework and they ONLY apply to new Apprenticeship starts on, or after, 6th April 2015. Apprenticeships started before this date must continue to meet the 2013 SASE requirements for Transferable Skills.

The modifications removed the “5 year rule”, meaning that acceptable qualifications, achieved before September 2012, are now in scope. This includes iGCSEs, A and AS Levels, O Levels and Key Skills. However, there are still minimum grade/level requirements that need to be achieved, depending on the level of Apprenticeship being undertaken. There have also been some changes to the minimum grade/level requirements which, in summary are:

Intermediate Apprenticeship:	GCSE/iGCSE/A and AS Levels - minimum acceptable grade is now E, irrespective of achievement date (for ALL acceptable GCSEs/iGCSEs/A/AS Levels)
	Key Skills - minimum acceptable is Level 1, irrespective of achievement date
	O Levels – minimum acceptable grade is C, irrespective of achievement date
Advanced Apprenticeship:	GCSE/iGCSE - minimum acceptable grade is now C, irrespective of achievement date (for ALL acceptable GCSEs/iGCSEs)
	A/AS Level - minimum acceptable is grade E, irrespective of achievement date
	Key Skills - minimum acceptable is Level 2, irrespective of achievement date
	O Levels - minimum acceptable grade is C, irrespective of achievement date
Higher Apprenticeship:	There remains no mandatory requirement for Transferable Skills qualifications to be achieved.

Please note that some frameworks may have grade/level requirements that are above the SASE minimum requirements. Please check the framework to ascertain where this is the case and/or check directly with the specific Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here: <http://afo.sscalliance.org/SASE>

PLEASE NOTE THAT THE NEW REQUIREMENTS FOR TRANSFERABLE SKILLS, AS DETAILED ABOVE, OVERRIDE THE NOTES AND GRADES/LEVELS ASSOCIATED WITH THE TRANSFERABLE SKILLS TABLES, WITHIN THIS DOCUMENT. Until the Transferable Skills tables can be updated, any references to “**achieved before Sept 2012 and within 5 years of starting Apprenticeship**” or “**achieved before September 2012, otherwise at any time prior to starting Apprenticeship**” can now be ignored.

Over the next few months, the Transferable Skills section within AFO will be amended to reflect the SASE modifications and all current frameworks will be updated and reissued to incorporate these changes. In the meantime, if you are in any doubt as to the requirements of any framework then please contact the relevant Issuing Authority.

Policing (England)

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Framework summary

Policing

Advanced Level Apprenticeship in Policing

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Defence Policing

Competence qualifications available to this pathway:

C1 - Level 3 Diploma in Policing

Knowledge qualifications available to this pathway:

K1 - Level 3 Diploma in Knowledge of Defence Policing

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Skills for Justice (Justice, Community Safety and Legal Services)

The Apprenticeship sector for occupations in fire and rescue services, policing and law enforcement, custodial care, courts service, prosecution service, forensic science (also includes Legal Services, Youth Justice, Probation/Offender Management, Community Justice).

Issue number: 3	This framework includes:
Framework ID: FR02708	Level 3
Date this framework is to be reviewed by: 12/01/2015	This framework is for use in: England

Short description

This revised framework at level 3 has been developed with the support of the Royal Military Police, with involvement from other Defence Police Forces, and forms part of the Justice system's plans to develop a clear framework of qualifications for Policing and Law Enforcement across the UK. It is designed to attract new people into the policing services, to upskill the workforce to replace those who leave or retire and to provide progression routes in Police and Law Enforcement or the wider Justice sector. As part of the Defence Policing pathway advanced apprentices work as Non Commissioned Officers carrying out investigations into criminal and traffic offences.

Contact information

Proposer of this framework

The Royal Military Police proposed this framework to increase the transferability of staff and formalise learning and development. Employer input was collected through a series of working groups which gathered the views of representatives from organisations including the Royal Military Police, Royal Navy Police, Royal Air Force Police and the Army Directorate of Education and Training Services. The results of all the consultation informed the content and structure of this framework. The competence and knowledge qualifications in this framework are underpinned by National Occupational Standards (NOS).

Developer of this framework

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Revising a framework

Contact details

Who is making this revision: Andrew Costello
Your organisation: Skills for Justice
Your email address: apprenticeships@sfjuk.com

Why this framework is being revised

This framework is being revised to add qualifications to the Defence Policing pathway.

Summary of changes made to this framework

To add an additional knowledge qualification to the Defence Policing pathway.

Qualifications removed

N/A

Qualifications added

The following qualifications have been added to the Defence Policing pathway:

- Pearson BTEC Level 3 Diploma in Knowledge of Defence Policing

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

"Definition of Apprenticeships"

1. An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.
2. All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.
3. On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

This framework at level 3 has been developed with the support of the Royal Military Police, with involvement from other Defence Police Forces, and forms part of the Justice system's plans to develop a clear framework of qualifications for Policing and Law Enforcement across the UK. It is designed to attract new people into the Policing services, to upskill the workforce replacing those who leave or retire and to provide progression routes to careers in Policing and Law Enforcement.

The Defence Policing pathway is part of the wider Justice system which includes agencies responsible for the maintenance of law and order, prevention and detection of crime, and reassurance and support for communities. In total, the Justice system employs up to half a million people in Policing and Law Enforcement, Custodial Care, Community Justice, Courts Services, Prosecution Services and Forensic Science. Half of these are employed in Policing and Law Enforcement.

The Justice system faces a number of challenges to attract new recruits into the sector and upskill the existing workforce. For example, between 2015-2020 the following figures are forecast for the public security/law and order sector:

- around 42,000 entrants need to be recruited to replace those who retire or leave
- there are expected to be 25,000 new job openings
- around 30,000 new police officers will need to be recruited
- there are 1500 new roles expected to be filled for inspector level and above

(Source: IER estimates based on Working Futures (using LEFM methodology and CE RMDM July 2009 forecast))

The vision for the Justice sector is to have a framework of flexible qualifications for all staff that meets the skills priorities for the sector, adds value and offers opportunities for career progression and transfer to other roles across the sector. This new Advanced Level Apprenticeship has therefore been developed with the help of employers in Defence Policing to include the new qualifications for all those working in the sector in order to meet their skills needs, professionalise the service and aid skills transfer.

Projected take up of the framework initially will be through the Royal Military Police (RMP) who will deliver the framework to around 190 Advanced Apprentices annually. Other defence police forces such as the Royal Navy Police (RNP) and the Royal Air Force Police (RAFP) will monitor implementation of the framework and consider implementing it with their own personnel.

Through the Defence Policing pathway Advanced Apprentices will work as Non Commissioned Officers investigating criminal offences such as thefts, assaults and traffic accidents. The job also involves some administration, completing forms, writing reports and liaising with colleagues.

This Advanced Level Apprenticeship will also contribute to meeting the skills priorities for England by:

- providing flexible access to a high quality Level 3 skills programme, which provides a real alternative to GCSEs and A levels for those who prefer this style of learning and achievement
- incorporating skills to improve the general literacy and numeracy in England
- using technical and competence qualifications, valued by employers, to increase productivity and efficiency
- developing apprentices' Personal Learning and Thinking Skills, to build their confidence and creativity, improving their social and working lives
- developing apprentices' employability skills, making them more attractive to all employers whichever career they choose
- providing a career pathway into jobs and training at technician level and higher, to provide the skills which the economy needs to grow
- building on the existing quality provision for the Justice sector in England

Aims and objectives of this framework (England)

Aim:

The aim of this framework is to attract new people into Policing Services, particularly those from under-represented groups, to upskill the workforce to replace those who leave or retire,

and to provide progression routes into careers in Police and Law Enforcement or into the wider Justice sector.

Objectives:

- to provide a standardised programme of learning and development, incorporating transferable skills which apply across Policing and the wider Justice sector
- to contribute to increasing the number of existing staff qualified to Level 3 leading to a higher level of performance
- provide opportunities for career progression into management in Policing and Law Enforcement or the wider Justice sector
- to attract more applicants into Policing at Level 3 including those from under-represented groups
- to develop problem solving, communication, team working and literacy and numeracy skills

Entry conditions for this framework

Applicants into the framework must have a mature, determined and self-confident attitude. Investigating and detecting crime demands an inquisitive but open mind, as well as a genuine interest in police work. You should have the ability to work unsupervised, as well as to think and act independently. An honest nature is vital as police officers have a high level of responsibility, therefore applicants should not have any civil convictions.

Entry conditions will vary depending on the employer, therefore it is advisable to check current entry conditions at the time of application.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Policing

Pathways for this framework at level 3

Pathway 1: Defence Policing

Level 3, Pathway 1: Defence Policing

Description of this pathway

Policing (Defence Policing) Non Home Offices Forces.

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is **88**. This is achieved through completion of the Knowledge, Competence and Transferable Skills qualifications.

The credit values are broken down as follows:

- 38 credits for the competence qualification
- 40 credits for the knowledge qualification
- 10 credits for Functional Skills

Minimum duration for this pathway

Expected minimum duration for someone new to the occupation: 14 months.

Entry requirements for this pathway in addition to the framework entry requirements

For applicants to the Royal Military Police, entry into this framework is through completion of the Army's Phase 1 Basic Training including the ability to join the Army and be selected for the RMP. The training is designed to give entrants the basic military skills to undertake duties required of a soldier and to fully prepare them for further stages of training. They must also be prepared to be posted anywhere within the UK or overseas.

Entry into this framework for other Defence Police services may be through similar routes.

Job title(s)	Job role(s)
Non-Commissioned Officer	Work in collaboration with the communities they serve, maintain law and order. Provide an initial response to incidents, carry out searches, arrests, interviews and manage conflict. Conduct priority and volume investigations and provide initial support to victims and witnesses.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Diploma in Policing					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/8023/4	City & Guilds	38	190	N/A
C1b	500/8022/2	Pearson Education Ltd	38	190	N/A
C1c	500/8021/0	OCR	38	190	N/A
C1d	600/5980/1	SFJ Awards	38	190	N/A
C1e	600/5516/9	ProQual	38	190	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Diploma in Knowledge of Defence Policing					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	501/1724/5	City & Guilds	40	321	N/A
K1b	601/1027/2	SFJ Awards	40	321	N/A
K1c	601/2471/4	Pearson Education Ltd	40	321	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The Level 3 Diploma in Knowledge of Defence Policing (K1a-c) provides the underpinning knowledge and understanding for the Level 3 Diploma in Policing (C1a-e)

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

ICT is not included as a mandatory part of this framework as employers do not see it as relevant to effective performance in the occupational area.

Progression routes into and from this pathway

Progression into this pathway

Progression into this pathway can be from a variety of routes, which can lead to enrolment in the Armed Forces, including:

- direct entry from a school or college
- 14-19 Diploma in Public Services
- direct entry from another occupation
- direct entry for existing staff working in Police and Law Enforcement
- work experience
- training and qualifications such as the Level 3 Certificate in Policing (Police Community Support Officer) and BTEC Level 3 Certificate/Diploma in Public Services

For entry into the Royal Military Police, progression is through completion of the Army's Phase 1 Basic Training, including the ability to join the Army and be selected for the RMP.

Progression from this pathway

Progression from this Advanced Level Apprenticeship can be to a number of different courses, qualifications and job roles.

Courses and Qualifications

The Advanced Level Apprenticeship will be the foundation for further opportunities within the Defence Police Forces. Upon completion of the Apprenticeship, Defence Police personnel will be able to gain further knowledge and competence via a series of mandatory and optional military career courses, through the Command Leadership Management (CLM) programme and through specific Defence Police career courses and external training opportunities.

Command and Leadership Management offers accreditation across a number of institutes, such as the Chartered Management Institute (CMI) and the Institute of Leadership Management (ILM), dependent on seniority. Mandatory police training courses further develop an individual's policing skills and provide the following opportunities:

- Volume Crime Investigation Course (VCIC)
- Serious & Complex Crime Investigation Course (SCIC)
- Crime Scene Investigators Course (CSI). This is a Home Office accredited course and, as such, successful candidates are registered as Home Office approved CSIs. This qualification is completely transferrable into any Home Office Police Force
- Higher Education including Criminology, Criminal Justice, Criminal Law, Police Studies, Forensic Science, Community Justice and Youth Justice

- Foundation Degrees in Criminology, Police Studies/Policing, Forensic Science, Community Justice, and Youth Justice

Job Roles and Occupations

Completion of the Defence Policing pathway can lead to further job roles within RMP, such as:

- Special Investigations Branch Non-Commissioned Officer
- Commissioned Officer

For more information on careers, see the Skills for Justice website at:

www.sfjuk.com/sectors/policing-law-enforcement/working-in-policing-and-law-enforcement/careers/

UCAS points for this pathway: N/A

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR. The Skills for Justice Workbook for Apprentices must be completed as part of the Apprenticeship framework. The apprentice must gather evidence and complete the workbook under the supervision and guidance of the assessor/manager.

The course of training in ERR must align to the nine national outcomes which are set out in the Specification of Apprenticeship Standards for England (SASE).

How to meet the requirements for ERR

The Skills for Justice *Workbook for Apprentices* must be completed. A declaration must be signed and dated by the apprentice, learning provider and employer to confirm that the apprentice has covered the target areas and criteria.

Evidence of achievement of ERR

Apprentices must complete and sign the Apprentice Declaration & Authorisation Form to declare ERR completion when applying for apprenticeship certificates. This form can be found on the Apprenticeships Certificate England website: [acecerts.co.uk/web](https://www.acecerts.co.uk/web)

For a copy of the Skills for Justice Workbook for Apprentices, please see the following link: [www.sfj.uk.com/sectors/policing-law-enforcement/developing-talent/apprentice ships](https://www.sfj.uk.com/sectors/policing-law-enforcement/developing-talent/apprentice-ships)

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

Equality and Diversity - Defence Policing Pathway:

The Armed Forces is predominantly white and male with ethnic minority recruitment achievement in 2013 around 7% across the Royal Navy, Army and RAF. The representation of women in the UK's Armed Forces remains fairly static at just under 10%.

(Source: Ministry of Defence, UK Armed Forces Quarterly Personnel Report, 1 October 2013)

Likely reasons which have contributed to this imbalance include:

- balancing caring responsibilities with a career in the Services presents an obstacle to advancement for many women
- stereotypical views of the Armed Services as being a male dominated workforce
- the job requires a good standard of literacy and numeracy which can be a barrier to entry or progression
- people wishing to enter Defence Policing are often unaware of the breadth of opportunity and different roles that the Justice sector offers, as well as the scope of career pathways from these roles, in particular the ways in which they could enter one area of the Justice sector by transferring skills gained in another area of Justice
- the previous lack of an Apprenticeship route which offers a high quality standardised programme of training and development within Defence Policing and across the wider Justice sector.

The Armed Services continues to look at ways of improving recruitment and retention with a focus on increasingly moving to positive equality outcomes. Reporting mechanisms have been established to ensure that these are reviewed annually by senior management and adverse effects are acted upon.

The Services continue to commit significant effort and resources to engage and raise awareness among all of the UK's minority groups and encourage members of those groups to consider a career in the Armed Forces.

Equality and Diversity - framework

The Functional Skills element of the Apprenticeship framework will help to remove any literacy and numeracy barriers within this occupation and will therefore contribute to future career progression for apprentices.

In order to address these issues, awareness of careers in Policing and the Justice sector generally as a profession is being raised through:

- producing careers information, advice and guidance including career progression pathways and case studies
- development of Apprenticeships to create progression routes into and from occupations within Policing

Visit the careers website for the Justice sector at

www.sfjuk.com/sectors/policing-law-enforcement/working-in-policing-and-law-enforcement/careers

Apprenticeships are seen as a vital route to encourage a more diverse range of individuals to enter the industry, therefore entry conditions to this framework are extremely flexible and mentoring has been included to offer additional support and increase the chances of apprentices staying.

Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within the industry, using the 9 protected characteristics of:

1. age
2. disability
3. gender
4. gender reassignment
5. marriage and civil partnerships
6. pregnancy and maternity
7. race
8. religion and belief
9. sexual orientation

More information about the Equality Act can be found here: www.gov.uk/equality-act-2010-guidance

Skills for Justice will monitor take up and achievement of all Apprenticeships in the Justice sector as part of its Apprenticeship Strategy and take steps to address any barriers to take up and achievement.

On and off the job guided learning (England)

Total GLH for each pathway

For this framework the total amount of Guided Learning Hours (GLH) which includes both on and off the job guided learning is 636 GLH.

A flexible approach to learning is encouraged for learners who have prior learning or experience. Therefore the minimum duration and GLH may be reduced, but only where a learner can demonstrate previous relevant learning or experience. However the following minimums apply:

1. To comply with Skills Funding Agency requirements, learners aged 16-18 must spend a minimum of 12 months on this Apprenticeship programme. Learners aged 19+ must also spend a minimum of 12 months on this Apprenticeship programme, unless they have documented evidence of accredited or recognised prior learning. Where documented evidence of accredited or recognised prior learning is provided, learners aged 19+ must still spend a minimum of six months on this apprenticeship.
2. Please note, to comply with the Apprenticeship, Skills, Children and Learning Act 2010, a minimum of 280 Guided Learning Hours within the first year of the Apprenticeship and at least 280 Guided Learning Hours (pro rata) in each subsequent year must be completed.

Minimum off-the-job guided learning hours

For this Apprenticeship and pathway, an apprentice will need to complete a minimum of 446 GLH off the job (70% of the total GLH), over approximately 14 months for this framework.

How this requirement will be met

The requirement for off the job guided learning is calculated as follows:

- 321GLH Level 3 Diploma in Knowledge of Defence Policing
- 45GLH Level 2 Functional Skill in Maths (or alternative - see transferable skills section)
- 45GLH Level 2 Functional Skill in English (or alternative - see transferable skills section)
- 5GLH – Appraisals related to this Apprenticeship programme
- 10GLH for ERR and Induction (to reflect the % of time for induction and ERR delivered/completed off the job)
- 20GLH minimum for mentoring (or at least one hour a week for the duration of the

programme)

GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers and guided study
- be recorded e.g. in a log book or diary

Evidence of off the job GLH

- Level 3 Diploma in Knowledge of Defence Policing
- Level 2 Functional Skills Certificates for Maths and English
- completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook)
- coaching and mentoring record, log or diary - not required at certification

Providers will be responsible for ensuring that the minimum off the job GLH has been met when applying for Apprenticeship certificates. For more information on certification see the following link: acecerts.co.uk/web

Minimum on-the-job guided learning hours

For this Apprenticeship and pathway, an apprentice will need to complete a minimum of 190 GLH on the job over approximately 14 months.

How this requirement will be met

The requirement for on the job guided learning is calculated as follows:

- 190 GLH Level 3 Diploma in Policing

On the job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers

Evidence for on the job GLH will include:

- Level 3 Diploma in Policing
- completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook). This workbook will be used to evidence PLTS, ERR and GLH
- coaching and mentoring record, log or diary - not required at certification

Providers will be responsible for ensuring that the minimum on the job GLH has been met when applying for Apprenticeship certificates. For more information on certification see the following link: acecerts.co.uk/web

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

There are six Personal Learning and Thinking Skills (PLTS) that provide a framework for describing the qualities and skills needed for success in learning and life.

Personal Learning and Thinking Skills (PLTS) have been mapped to the competence based qualification for this framework. This mapping gives an indication as to the most likely places where each of the PLTS can be demonstrated. However the PLTS can be demonstrated throughout the whole Apprenticeship. Apprentices must be introduced to PLTS during induction so that they learn to recognise when they are achieving the skills for themselves. Apprentices, line managers and providers must provide examples and evidence in the *Workbook for Apprentices* of where each of these skills have been demonstrated.

How to meet the requirements for PLTS:

Apprentices must complete and sign the Apprentice Declaration & Authorisation Form to declare PLTS attainment when applying for apprenticeship certificates. This form can be found on the Apprenticeships Certificate England website: [acecerts.co.uk/web](https://www.acecerts.co.uk/web)

The *Workbook for Apprentices* and PLTS mapping document can be downloaded at the following link:

www.sfjuk.com/sectors/policing-law-enforcement/developing-talent/apprenticeships

As part of this framework apprentices must achieve the standards set out below:

Creative thinking

Creative thinking involves:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways
- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change

Creative thinking can be delivered and demonstrated through the following units:

- D/502/5734 Gather and submit information to support law enforcement objectives
- H/502/5735 Provide an initial response to incidents
- J/502/5596 Conduct priority and volume investigations
- Y/502/5599 Interview suspects in relation to priority and volume investigations
- R/502/5598 Interview victims and witnesses in relation to priority volume investigations
- R/502/5603 Searching people in a policing context
- D/502/5605 Search vehicles, premises and open spaces
- L/502/5731 Manage conflict in a policing context

Independent enquiry

Independent enquiry involves:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence

Independent enquiry can be delivered and demonstrated through the following units:

- R/502/5732 Provide initial support to victims and witnesses
- D/502/5734 Gather and submit information to support law enforcement objectives
- H/502/5735 Provide an initial response to incidents
- M/502/5737 Arrest, detain or report individuals
- J/502/5596 Conduct priority and volume investigations
- Y/502/5599 Interview suspects in relation to priority and volume investigations
- R/502/5598 Interview victims and witnesses in relation to priority volume investigations
- R/502/5603 Searching people in a policing context
- D/502/5605 Search vehicles, premises and open spaces
- L/502/5731 Manage conflict in a policing context

Reflective learning

Reflective learning involves:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress

- communicating your learning in relevant ways for different audiences

Reflective learning can be delivered and demonstrated through the following units:

- R/502/5732 Provide initial support to victims and witnesses
- D/502/5734 Gather and submit information to support law enforcement objectives
- H/502/5735 Provide an initial response to incidents
- M/502/5737 Arrest, detain or report individuals
- J/502/5596 Conduct priority and volume investigations
- Y/502/5599 Interview suspects in relation to priority and volume investigations
- R/502/5598 Interview victims and witnesses in relation to priority volume investigations
- R/502/5603 Searching people in a policing context
- D/502/5605 Search vehicles, premises and open spaces
- L/502/5731 Manage conflict in a policing context

Team working

Team working involves:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution providing constructive support and feedback to others

Team working can be delivered and demonstrated through the following units:

- R/502/5732 Provide initial support to victims and witnesses
- D/502/5734 Gather and submit information to support law enforcement objectives
- H/502/5735 Provide an initial response to incidents
- J/502/5596 Conduct priority and volume investigations
- Y/502/5599 Interview suspects in relation to priority and volume investigations
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- L/502/5731 Manage conflict in a policing context

Self management

Self management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities

change

- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships

Self management can be delivered and demonstrated through the following units:

- R/502/5732 Provide initial support to victims and witnesses
- D/502/5734 Gather and submit information to support law enforcement objectives
- H/502/5735 Provide an initial response to incidents
- M/502/5737 Arrest, detain or report individuals
- J/502/5596 Conduct priority and volume investigations
- Y/502/5599 Interview suspects in relation to priority and volume investigations
- R/502/5598 Interview victims and witnesses in relation to priority volume investigations
- R/502/5603 Searching people in a policing context
- D/502/5605 Search vehicles, premises and open spaces
- L/502/5731 Manage conflict in a policing context

Effective participation

Effective participation involves:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well as yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own

Effective participation can be delivered and demonstrated through the following unit:

- R/502/5732 Provide initial support to victims and witnesses
- H/502/5735 Provide an initial response to incidents
- M/502/5737 Arrest, detain or report individuals
- J/502/5596 Conduct priority and volume investigations
- Y/502/5599 Interview suspects in relation to priority and volume investigations
- R/502/5598 Interview victims and witnesses in relation to priority volume investigations
- R/502/5603 Searching people in a policing context
- D/502/5605 Search vehicles, premises and open spaces
- L/502/5731 Manage conflict in a policing context

Additional employer requirements

Some employers require apprentices to obtain a full UK driving licence during the course of their training. They must also be prepared to be posted anywhere within the UK or overseas as the job demands.

Achievement of the additional employer requirements is not required for certification.

apprenticeship
FRAMEWORKS ONLINE

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