apprenticeship FRAMEWORK

Higher Apprenticeship in Intelligence Operations (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?
For any previous versions of this framework: https://acecerts.co.uk/framework_library

Issue date: 18 August 2016

Issued By:
Skills for Justice (Justice, Community Safety and Legal Services)

Apprenticeship Certificates England

https://acecerts.co.uk/framework_library

Document Status:
Issued

Apprenticeships

Higher Apprenticeship in Intelligence Operations

Contents

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: 4	This framework includes:
Framework ID: FR03919	Level 2 ☐ Level 3 ☐ Level 4-7 ☒
Date this framework is to be reviewed by: 30/06/2017	This framework is for use in: England

Short description

Intelligence operations is a key area in maintaining the defence and security of the nation. Individuals are recruited into intelligence operations to perform a vital role in the collection, classification, interpretation and dissemination of information which is critical to the safe and successful delivery of defence and security actions. An intelligence operator is also responsible for making recommendations to senior personnel based upon their assessment of the intelligence gathered. Defence and security actions range from intelligence related to domestic threats of disorder and terrorism handled by the police and law enforcement agencies, to active theatres of conflict around the world in which HM Forces and other Government departments may be involved.

Contact information

Proposer of this framework

This framework was originally proposed at level 3 by the Royal Air Force (RAF). Employer input was collected through employer engagement meetings and activities which were conducted in conjuction with the RAF and had representation from the Army and the Defence Intelligence and Security Centre (DISC). The results of the combined consultation informed the content and structure of this framework, and the Army's Intelligence Corps subsequently proposed a level 4 framework. The higher level framework reflects the broader responsibilities in the Intelligence Corps to provide intelligence support to operational decision making. Interest has also been shown by policing and law enforcement agencies within the UK.
The qualifications in this framework are underpinned by National Occupational Standards (NOS).

Developer of this framework	
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Revising a framework

Why this framework is being revised

A new qualifications offered by a new awarding organisation has been added to those listed in the knowledge qualification section.

Summary of changes made to this framework

A new qualification offered by ProQual has been added as a knowledge qualification to the framework.

Qualifications removed

N/A

Qualifications added

603/0264/1 ProQual Level 4 Certificate in Knowledge of Intelligence Operations

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

Definition of an Apprenticeship

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.

Intelligence Operations

This framework provides a nationally agreed Apprenticeship framework for a work based learning route into employment in intelligence operations in HM Forces and related defence and law enforcement agencies. The framework includes qualifications that offer both skills and knowledge.

This framework provides a route into a highly skilled role within HM Forces and develops skills and knowledge which are relevant to the role of the intelligence operator supporting the tactical decision making of those managing assets in the field. It reflects the broader responsibilities in the intelligence and security environment required to provide operational support to decision making.

The effective use of intelligence is becoming increasingly important, not just within the military, but to a wide range of organisations involved in defence, security, immigration & border control, and also the prevention of transnational crime and cybercrime. This is an autonomous role which involves comprehensively collecting and collating data from a wide range of sources, both human and electronic, in order to provide detailed assessments. The soldier provides written and verbal briefings, including accurate and timely intelligence recommendations, to senior level commanders involved in strategic and tactical decision making. This Apprenticeship will aid development of the strong analytical and presentation skills required of the role.

Aims and objectives of this framework (England)

Aim:

The aim of this framework is to attract people into a rewarding technical career which provides vital support to national defence and security.

Objectives:

1. To provide a structured learning programme that meets the needs of the employer and employees
2. To provide learners with the skills and knowledge needed to deliver competent technical assessments of and recommendations based upon operational intelligence related to defence and security issues
3. To further expand opportunities to work in the growing area of intelligence operations
4. To provide learners with a valuable range of skills and knowledge that lead to continual professional development
5. To provide career progression and whole life development with their own employer
6. To provide potential post-service career opportunities within the wider intelligence field.

Entry conditions for this framework

There are no specific entry requirements to this framework. However employers will expect learners to demonstrate some measure of:

- ability to work independently and as part of a team
- ability to focus on finding solutions to problems
- attention to detail and the ability to deliver what is required, when it is required, whilst under pressure
- ability to respond to change and focus on the requirements emerging from new situations.

For learners in HM Forces there are additional in-service requirements to be met:

- Learners must have successfully completed the recruitment process for the relevant branch of HM Forces
- Learners may need to have undertaken initial training and selection for the specific role
- Learners may need to satisfy criteria relating to age, nationality, residency, medical and physical fitness.

Learners should check current HM Forces requirements online:

- www.army.mod.uk/join
- www.raf.mod.uk/careers
- www.royalnavy.mod.uk/careers

Other employers in related security and defence sectors such as police, prison service and borders agencies will have their own recruitment criteria and require background /security checks for all employees.

Apprenticeship Certificates England

Title for this framework at level 4

Higher Apprenticeship in Intelligence Operations

Pathways for the framework at level 4:

Pathway 1:   Intelligence Operations

Level 4, Pathway 1: Intelligence Operations

Description of this pathway

Intelligence Operations

- Minimum credit value - 95 credits
- Competence - 73 credits
- Minimum Knowledge - 22 credits
- Transferable skills - 0 credits.

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

For those undertaking defence intelligence operations, after successful completion of basic training and recruitment into an Army or Royal Air Force intelligence role, you will be required to complete mandatory trade / specialisation training.

You will be required to undertake Developed Vetting.

Job title(s)	Job role(s)
Operator Military Intelligence (OPMI)	You will work in vital real-time operations, countering threats to national security. Deployed worldwide, you will also collect & analyse intelligence from a range of sources, & provide assessments for senior personnel to aid tactical & strategic decision making in support of Government policy.
RAF Intelligence Analyst	You will work in real-time operations, countering threats to national security. You will also collect & analyse intelligence products from a range of sources, & provide assessments for customers/senior personnel to aid decision making in support of Government policy.
Intelligence Analyst	You will work in real-time operations, countering threats to national security. You will also collect & analyse intelligence products from a range of sources, & provide assessments for customers/senior personnel to aid decision making in support of Government policy.

Qualifications

Competence qualifications available to this pathway

C1 - Level 4 Diploma in Intelligence Operations

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/3611/X	SFJ Awards	73	260	N/A
C1b	601/3502/5	SQA	73	260	N/A
C1c	601/4295/9	ProQual	73	260	N/A

Knowledge qualifications available to this pathway

K1 - Level 4 Certificate in Knowledge of Defence Intelligence Operations

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/3610/8	SFJ Awards	24	92	N/A
K1b	601/3503/7	SQA	24	92	N/A

K2 - Level 4 Certificate in Knowledge of Intelligence Operations

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	603/02641/1	ProQual	22	91	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The Level 4 Certificate in Knowledge of Defence Intelligence Operations/Level 4 Certificate in Knowledge of Intelligence Operations provides the underpinning, contextualised knowledge to the Level 4 Diploma in Intelligence Operations.

K1 or K2 must be achieved alongside C1

Assessment of competence and knowledge

Competence should be assessed mainly through observation. Knowledge should not be inferred whilst assessing competence. It should be delivered and assessed separately via a method such as a test, assignment, professional discussion, questioning etc.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH
For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of SASE on the www.gov.uk website. Additional guidance materials can be found on the Knowledge Base section of the ACE website.

Does this framework require English achievement <u>above</u> the minimum SASE requirement?

YES   ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS
For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of SASE on the www.gov.uk website. Additional guidance materials can be found on the Knowledge Base section of the ACE website.

Does this framework require Maths achievement <u>above</u> the minimum SASE requirement?

YES   ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?   **YES** ☐   **NO** ☒

ICT
For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of SASE on the www.gov.uk website. Additional guidance materials can be found on the Knowledge Base section of the ACE website.

Does this framework require ICT achievement <u>above</u> the minimum SASE requirement

YES   ☐

If YES, please state the grade/level required for ICT:

Click here to enter text.

Progression routes into and from this pathway

Entry into this pathway is likely to be through appropriate recruitment and selection processes with the employer. Learners will have undergone basic introductory training, or gained relevant field experience prior to selection for the intelligence operations role. The RAF operate a L3 Advanced Apprenticeship in Intelligence Analysis.

Progression from this pathway

There are a number of opportunities available on completion of this pathway. Initially the learner will be deployed as an intelligence operator, either in a central intelligence unit or as an operative in the field, directly supporting operations.

Having gained further experience individuals will have opportunities to:

- progress through the rank system within intelligence operations
- progress through the rank system and into other disciplines within the service
- undertake further specialist training in intelligence related disciplines such as Human Intelligence, Imagery Intelligence, Signals Intelligence and security
- undertake other specialist roles such as counter sabotage duties, embassy postings, or surveillance and employment within the Special Forces domain
- progress to training others in intelligence operations - gaining appropriate qualifications in learning & development, and assessment.

Information about career opportunities within HM Forces is available via:

- www.army.mod.uk/join
- www.raf.mod.uk/careers
- www.royalnavy.mod.uk/careers

Further information about intelligence operations in a defence setting is available from the Defence Intelligence and Security Centre (DISC) at www.army.mod.uk/intelligence/32 259.aspx

Opportunities in intelligence operations are also available through other agencies such as the:

- Police
- National Crime Agency (NCA)
- UK Visas and Immigration (formerly the UK Borders Agency)
- HM Prison Service.

Employee rights and responsibilities

N/A   19

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:
- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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

How equality and diversity will be met

Equality and inclusion within and throughout HM Forces is strictly governed by legislation and regulation (The Equality Act 2010) influencing practice in the wider public service and applies to this framework.

Historically there has been a low entry to HM Forces for women and ethnic minorities. This was perhaps due to the perception that the majority of roles were not accessible to these groups. Since 2000 MoD and HM Forces have promoted opportunites to these groups and achieved a steady growth in their recruitment. Defence Analytical Services and Advice (DASA) provides quarterly and annual reports on the demographic of HM Forces personnel and continues to monitor the effectiveness of this effort. The latest annual report was published on 21st May 2014 and lists the following key points:

- There were 159,630 UK Regular Forces personnel, of which 27,850 were officers and 131,770 were other ranks
- The percentage of women in the UK Regular Forces was 9.9% in April 2014
- Black and Minority Ethnic (BME) personnel comprised 7.1% of the UK Regular Forces, continuing a long term gradual increase in the proportion of BME personnel
- 55.9% of Army personnel were aged under 30, compared with 48.4% of the Naval Service and 39.2% of the RAF
- 1.1% of UK Regular Forces were under the age of 18, and 26.6% were under the age of 25.

In the 12 months to 31 March 2014:

- 44.6% of all other ranks intake occurred under the age of 20; compared with only 4% of all officer intake
- 70.5% of all officer intake comprised personnel aged between 20 and 24; compared with only 38.9% of other ranks intake
- The profile of outflow by age is to some extent determined by the nature of contracts under which personnel serve. In the 12 months to 31 March 2013, common exit ages for officers were 40 and over
- Over 60.2% of all Other Ranks outflow occurred between the ages of 20 and 34; however there is also a peak at age 40 which broadly corresponds with personnel completing a full 22-year career.

To ensure MoD employees are thoroughly compliant and aware of the legislative requirements a large number of sources of information, advice and guidance are available. Quality assurance is endorsed by the Cabinet Office through their assessment of the MoD Action Plan formed as a consequence of the MoDs Diversity Strategy below:

Apprenticeship Certificates England

MINISTRY OF DEFENCE UNIFIED DIVERSITY STRATEGY "Diversity for Defence"

1. Introduction

The Ministry of Defence recognises that the people we employ are the most important factor in fulfilling its mission to defend the United Kingdom and its interests. The United Kingdom is a rich and diverse place. It embraces a huge variety of people from stimulating cultures and backgrounds. A diverse workforce enhances our capability to adapt continuously to a rapidly changing global context. We need a shared focus in this area which the unified strategy will provide.

2. Diversity Vision

Our vision is a workforce, uniformed and civilian, that is drawn from the breadth of the society we defend, that gains strength from that society's range of knowledge, experience and talent and that welcomes, respects and values the unique contribution of every individual.

3. Diversity Mission

We will create a culture that encourages people throughout society to join us, and remain with us, to make their distinctive contributions and achieve their full potential, and that does not tolerate any form of intimidation, humiliation, harassment, bullying or abuse and will ensure each individual is treated fairly, with dignity and respect. Our mission is to break down all barriers of discrimination, prejudice, fear or misunderstanding, which can damage operational effectiveness.

4. Objectives

- Provide information and participate in the HR Transformation Programme
- Maintain links and take forward work on diversity focus groups and EDO network
- Keep abreast of legislation, give advice and be involved in the consultation process on Diversity and Work Life Balance issues
- Produce an MoD communications strategy to ensure stakeholder involvement
- Identify gaps in present diversity strategy, identify changes necessary and produce action plans.

HM Forces have had success in increasing the diversity of the workforce in recent years in the areas covered by The Equality Act 2010:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

- Race
- Religion or belief
- Sexual orientation

www.proud2serve.net is an online network supporting gay, lesbian, bisexual and transgender Armed Forces personnel. HM Forces also have links with a number of organisations representing groups affected by equality and diversity issues, e.g. A:Gender, Stonewall, Race for Opportunity, Opportunity Now.
The delivery of this Apprenticeship will align with and contribute to the MoD's strategy.

On and off the job guided learning (England)

Total GLH for each pathway

GLH does not apply to Higher Apprenticeship frameworks.

Minimum off-the-job guided learning hours

N/A

How this requirement will be met

N/A

Minimum on-the-job guided learning hours

N/A

How this requirement will be met
N/A

Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

N/A

Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:
- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.
To demonstrate these skills, behaviours and personal qualities, apprentices should:
- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.
Skills, behaviours and personal qualities for apprentices:
- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.
To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.
To demonstrate these skills, behaviours and personal qualities, apprentices should:
- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.
To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.
To demonstrate these skills, behaviours and personal qualities, apprentices should:
- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

apprenticeship
FRAMEWORK

For more information visit-
www.acecerts.co.uk/framework_library