

# apprenticeship **FRAMEWORK**

## Policing (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](https://acecerts.co.uk/framework_library)

Issue date: 22 February 2016

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

Apprenticeship Certificates  
England

[https://acecerts.co.uk/framework\\_library](https://acecerts.co.uk/framework_library)

Document Status:

**Issued**



# Policing

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# 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: 5	This framework includes:
Framework ID:  FR03780	Level 2 <input type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 12/01/2017	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

## Why this framework is being revised

This framework is being revised to remove expired qualifications and add replacement qualifications

## Summary of changes made to this framework

The Diploma in Policing qualifications have been updated and these are now being included in the framework and removing the old versions

### Qualifications removed

The following qualifications have been removed:

- 500/8023/4 City & Guilds Level 3 Diploma in Policing
- 500/8021/0 OCR Level 3 Diploma in Policing
- 500/8022/2 Pearson Level 3 Diploma in Policing
- 600/5516/9 ProQual Level 3 Diploma in Policing
- 600/5980/1 SfJ Awards Level 3 Diploma in Policing

### Qualifications added

The following qualifications have been added:

- 601/8246/5 Pearson Level 3 Diploma in Policing
- 601/7912/0 ProQual Level 3 Diploma in Policing
- 601/7457/2 SfJ Awards Level 3 Diploma in 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 the 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 134. This is achieved through completion of the Knowledge, Competence and Transferable Skills qualifications.

The credit values are broken down as follows:

- 84 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 in an intensive defence setting.

## 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.

<b>Job title(s)</b>	<b>Job role(s)</b>
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	601/8246/5	Pearson Education Ltd	84	320	N/A
C1b	601/7457/2	SFJ Awards	84	320	N/A
C1c	601/7912/0	ProQual	84	320	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

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## **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-c)

# 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 above 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 above 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 above 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

## 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

## 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](http://acecerts.co.uk/web)

For a copy of the Skills for Justice Workbook for Apprentices, please see the following link:  
[www.sjuk.com/sectors/policing-law-enforcement/developing-talent/apprenticeships](http://www.sjuk.com/sectors/policing-law-enforcement/developing-talent/apprenticeships)

### 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 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

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](http://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 766 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 (58% 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](http://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 320 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:

- 320 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](http://acecerts.co.uk/web)

## 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

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](http://acecerts.co.uk/web)

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

[www.sfcjuk.com/sectors/policing-law-enforcement/developing-talent/apprenticeships](http://www.sfcjuk.com/sectors/policing-law-enforcement/developing-talent/apprenticeships)

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

## 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-  
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