

# apprenticeship FRAMEWORK

## Security Systems (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: 02 September 2011

**Issued By:**  
Skills for Security

Apprenticeship Certificates  
England

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# Security Systems

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# Framework information

## Information on the Issuing Authority for this framework:

### Skills for Security

The Apprenticeship sector for occupations in security.

Issue number: 4	This framework includes:
Framework ID: FR00779	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 30/06/2013	This framework is for use in: England

## Short description

This Apprenticeship is designed to provide apprentices with the skills to work in the Security Systems sector, designing, installing, commissioning and maintaining electronic security systems such as Intruder Alarms, CCTV, Access Control, and Fire Detection and Alarm Systems.

The framework includes the Intermediate Level Apprenticeship in Security Systems at Level 2 and the Advanced Level Apprenticeship in Security Systems at Level 3.

The Intermediate Level Apprenticeship can be completed within 24 months and job opportunities include security systems installation engineers, security systems maintenance engineers, and security systems and maintenance engineers.

The Advanced Level Apprenticeship can be completed within 24 months and job opportunities include security systems installation and maintenance engineers, and security systems surveyors.

Apprentices will usually complete the Intermediate Level Apprenticeship and subsequently progress to the Advanced Level Apprenticeship although it is possible for candidates with relevant experience to start their apprenticeship programme at advanced level in agreement

with their employer and apprenticeship programme provider.

# Contact information

## Proposer of this framework

[Click here to enter text.](#)

### Developer of this framework

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# Revising a framework

## Why this framework is being revised

Minor amends required to wording in description and purpose of framework following comments.

Revision of overall GLH figures required for the Intermediate Apprenticeship to 636 (from 610) and for the Advanced Apprenticeship to 769 (from 737) due to the change to GLH for ERR which wasn't previously reflected.

This also changes the off-the-job figures to 438 (from 412) and 441 (from 409). Changes made and reissued for 1st September.

## Summary of changes made to this framework

Minor amends made to wording in description and purpose of framework.

Revision of overall GLH figures for the Intermediate Apprenticeship to 636 (from 610) and for the Advanced Apprenticeship to 769 (from 737) due to the change to GLH for ERR which wasn't previously reflected.

This also changes the off-the-job figures to 438 (from 412) and 441 (from 409).

## Qualifications removed

N/A

## Qualifications added

N/A

## Qualifications that have been extended

N/A

# Purpose of this framework

## Summary of the purpose of the framework

The Security Systems sector designs, installs, commissions and maintains electronic security systems such as Intruder Alarms, CCTV, Access Control and Fire Detection and Alarm Systems, designed to assist in the protection of people, premises and property. The sector provides an important component in the fight against crime, antisocial behaviour and terrorism, reflecting and responding to technological advancements.

The occupational area covered by the Security Systems framework is defined as those training to become security systems installation and maintenance engineers.

The structure of the Security Systems sector, whilst it does have some large national companies, is mainly made up of small to medium size companies operating regionally or locally and employing between 5 – 100 employees.

A key growth area is the use of CCTV for public surveillance. There are over 400 town and city centre systems covering over 1,000 UK cities with an estimated 1.5 million cameras in towns, cities, universities, shopping malls, hospitals, ports, airports, train and bus stations etc. All of these systems have to be installed and maintained by Security Systems engineers.

Major national and international events e.g. the 2012 Olympics/Paralympics and the 2014 Commonwealth Games will place a huge demand on the sector to ensure that venues are adequately protected and there will be a requirement for technicians to design, install and maintain security systems including CCTV, access control to sites and premises and search equipment e.g. in airports and entrance to large events and venues.

In addition, large commercial organisations, hospital trusts, educational establishments, including an increasing number of schools, are installing surveillance equipment to address and reduce crime and anti-social behaviour.

Due to the current security climate and the heightened threat from terrorism, coupled with the impact of major international events such as the 2012 Olympics/Paralympics, it is likely that the increasing demand for skilled Security Systems engineers will continue, even during the current economic downturn.

The apprenticeship programme is an ideal way to lead into, or enhance a career as a Security Systems engineer. It is designed by employers, to deliver the technical skills and knowledge needed for the role, and also to develop the general skills and knowledge that are increasingly important in the world of work.

The primary potential roles for apprentice Security Systems engineers would be as a trainee;

- Security Systems installation engineer
- Security Systems maintenance engineer
- Security Systems installation and maintenance engineer

### **Aims and objectives of this framework (England)**

The aim of this framework is to develop the skills, knowledge and understanding to work in the electronic security systems sector.

The main objectives are;

- to contribute to the recruitment and retention of systems installation and maintenance engineers across the sector
- to have a positive impact on the fight against crime, antisocial behaviour and terrorism
- to reflect and respond to the technological advancements in electronic security system design, development and installation.

## **Entry conditions for this framework**

Security Systems Apprentices must be aged 16 or over for insurance purposes. There is also a requirement to undergo police vetting to work in the security industry, as per Inspectorate Body (NSI or SSAIB) regulations.

Candidates should have a practical aptitude and the ability to work at heights and in enclosed spaces. They should also have good colour vision to recognise colour coded wires. Willingness to work in a team is important and an ability to interact well with colleagues and customers - Apprentices may be required to work in a range of locations and environments.

Apprentices will usually complete the Intermediate Level Apprenticeship and subsequently progress to the Advanced Level Apprenticeship although it is possible for candidates with relevant experience to start their apprenticeship programme at advanced level (at the employers discretion in consultation with the apprenticeship provider).

There are no formal qualification requirements for this framework. However, employers and providers will need to assure themselves that the potential apprentice has the capacity and capability to achieve the appropriate apprenticeship level.

Legal Requirement;

The Specification of Apprenticeship Standards for England (SASE) requires apprentices to achieve (or have achieved) at least one of the English, Maths and (where relevant to the sector) ICT, qualification options listed within the 'Transferable Skills' section of this document.

# Level 2

Title for this framework at level 2

## Security Systems

Pathways for the framework at level 2:

Pathway 1: Security Systems

# Level 2, Pathway 1: Security Systems

## Description of this pathway

Intermediate Level Apprenticeship in Security Systems

Legal Requirement:

The Specification of Apprenticeship Standards in England (SASE) states that an apprentice must attain a minimum of 37 credits on the Qualifications and Credit Framework (QCF). The Intermediate Level Apprenticeship in Security Systems comprises 69 credits and exceeds this requirement.

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

See framework entry requirements

<b>Job title(s)</b>	<b>Job role(s)</b>
Security systems installation engineer	Security systems installation including security alarms and CCTV surveillance systems
Security systems maintenance engineer	Security systems maintenance including security alarm systems and CCTV surveillance systems
Security systems installation and maintenance engineer	Security systems installation and maintenance including security alarm systems and CCTV surveillance systems

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 Certificate in Providing Electronic Security and Emergency Systems (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	501/0032/4	City & Guilds	21	198	N/A

## Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Knowledge of Electronic Security and Emergency Systems (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/6209/8	City & Guilds	33	258-268	N/A

## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1

Legal Requirement:

The Specification of Apprenticeship Standards in England (SASE) states that an apprentice must attain a minimum of 37 credits on the Qualifications and Credit Framework (QCF) and that the separate competence and knowledge qualifications must carry at least 10 credits each on the QCF. The Intermediate Level Apprenticeship in Security Systems meets this requirement.

# 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](http://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:

Functional Skills qualification in English – 2  
GCSE qualification in English (with enhanced functional content) - C

## 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](http://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](http://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 opportunities INTO the Security Systems Apprenticeship include:

- progression from secondary school education - including relevant work experience, achievement of GCSEs and/or key/ functional skills. NB. If key/functional skills have already been achieved and accredited, they can be carried forward under 'recognition of prior learning' (RPL) and will not need to be repeated within the Apprenticeship (subject to specified criteria - see 'Transferable Skills' section).

Progression opportunities FROM the Security Systems Apprenticeship include:

- progression to the Advanced Level Apprenticeship in Security Systems
- employment as an electrical installation and/or maintenance engineer
- employment as a network engineer (design, installation and maintenance of computer systems)
- diversification into planning, systems design or sales
- diversification into electrical engineering, either through an apprenticeship or employment route
- additional training courses – e.g. Electrical and Electronics, Access Control, Intruder and Fire Alarm courses.

## Employee rights and responsibilities

Employee Rights and Responsibilities must be covered and assessed as part of the Security Systems apprenticeship. It is expected that the national outcomes/standards for Employee Rights and Responsibilities will be covered through employer and/or training provider inductions. Apprentices are required to complete Skills for Security's ERR workbook (available from the Skills for Security website at [www.skillsforsecurity.org.uk/index.php/training/2/g27](http://www.skillsforsecurity.org.uk/index.php/training/2/g27) or by contacting Customer Relations on 08450 750111 or [info@skillsforsecurity.org.uk](mailto:info@skillsforsecurity.org.uk)) and training providers will be expected to verify that all the outcomes have been covered and assessed. Submission of the completed sign off sheet in the workbook as evidence of achievement must be provided before Skills for Security will issue a completion certificate.

The course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their organisation and industry;
- has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities;
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice;
- recognises and can form a view on issues of public concern that affect their organisation and industry.

- Time spent on ERR will contribute towards meeting the minimum 280 GLH per year

requirement (England). (Please see section on Guided Learning Hours on-the-job/off-the-job).

### **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.

# Level 3

Title for this framework at level 3

## Security Systems

Pathways for the framework at level 3:

Pathway 1: Security Systems

# Level 3, Pathway 1: Security Systems

## Description of this pathway

Advanced Level Apprenticeship in Security Systems

Legal Requirement:

The Specification of Apprenticeship Standards in England (SASE) states that an apprentice must attain a minimum of 37 credits on the Qualifications and Credit Framework (QCF). The Advanced Level Apprenticeship in Security Systems comprises 100 credits and exceeds this requirement.

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

See framework entry requirements

Job title(s)	Job role(s)
Security Systems Surveyor	Surveying, preparing quotations, planning jobs, sales negotiation
Security systems installation and maintenance engineer	Security systems installation and maintenance, fault finding, auditing and commissioning (including security alarms and CCTV surveillance systems)

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 3 Diploma in Providing Electronic Security and Emergency Systems (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	501/0837/2	City & Guilds	47	328	

## Knowledge qualifications available to this pathway

K1 - Level 3 Diploma in Electronic Security and Emergency Systems (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/9798/2	City & Guilds	38	261-269	

## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

Legal Requirement:

The Specification of Apprenticeship Standards in England (SASE) states that an apprentice must attain a minimum of 37 credits on the Qualifications and Credit Framework (QCF) and that the separate competence and knowledge qualifications must carry at least 10 credits each on the QCF. The Advanced Level Apprenticeship in Security Systems meets this requirement.

# 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](http://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](http://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](http://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 routes INTO the Advanced Level Apprenticeship include;

- Direct entry from job role as a Security Systems engineer (subject to sufficient experience)
- Progression from the Security Systems Intermediate Level Apprenticeship
- Progression from Electrotechnical apprenticeship or employment routes

Progression routes FROM the Advanced Level Apprenticeship include;

- Maintain full time employment as Security Systems installation and/or maintenance engineers
- Undertake further training to enhance their security systems competence in other related technologies e.g. ICT software design
- Study for supervisory and management qualifications that will enable them to take up more senior positions within the sector such as team leaders, installation managers or systems surveyors
- Progress to higher level courses of study such as degrees in electronic engineering
- Diversify into planning, design or sales
- Progress to higher level courses of study e.g.
  - BSc or B Eng in electronics or electrical engineering
  - subsequent progression to a higher level degree such as an MSc
  - Post graduate courses in Security Sector management. Whilst these usually require a first degree, an appropriate period of time working in the industry may be viewed as an appropriate alternative entry requirement. This qualification provides students with training and development in management within the context of security systems.

These could in turn lead to career opportunities in the engineering, design and construction industries.

## Employee rights and responsibilities

Employee Rights and Responsibilities must be covered and assessed as part of the Security Systems apprenticeship.

It is expected that the national outcomes/standards for Employee Rights and Responsibilities (ERR) will be covered through employer and/or training provider inductions, either when commencing the (Level 2) Intermediate Apprenticeship, or (if direct entry to Level 3) the Advanced Level Apprenticeship, or if an apprentice changes employer during their apprenticeship.

Apprentices are required to complete Skills for Security's ERR workbook (available from the Skills for Security website at [www.skillsforsecurity.org.uk/index.php/training/2/g27](http://www.skillsforsecurity.org.uk/index.php/training/2/g27) or by contacting Customer Relations on 08450 750111 or [info@skillsforsecurity.org.uk](mailto:info@skillsforsecurity.org.uk)) and training providers will be expected to verify that all the outcomes have been covered and assessed. Submission of the completed sign off sheet in the workbook as evidence of achievement must be provided before Skills for Security will issue a completion certificate.

The course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their organisation and industry;
- has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities;
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice;

- recognises and can form a view on issues of public concern that affect their organisation and industry.

Time spent on ERR will contribute towards meeting the minimum 280 GLH per year requirement (England). (Please see section on Guided Learning Hours on-the-job/off-the-job)

### **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

The Security Systems Intermediate Level Apprenticeship and Advanced Level Apprenticeship are open to all who have the necessary attributes to succeed. Providers and employers must have equal opportunity policies which are operated effectively and comply with current diversity legislation.

Employers, who are ultimately responsible for the recruitment of apprentices, are encouraged to take into account imbalances in the representation of groups within the apprenticeship. The current breakdown of gender and ethnicity for apprentices for this framework (based on registrations) is:

### Level 2

- Males 99%
- Females 1%
- Ethnicity 15%

### Level 3

- Males 100%
- Females 0%
- Ethnicity 50%

There is currently a clear gender imbalance in this sector although unfounded social perceptions about the suitability of technical roles within the industry for women provides the only barrier to entry and progression for this under-represented group. To assist in addressing this issue Skills for Security ensures that all its apprenticeship publicity include images which make it clear to the reader that there are good careers for women in the sector. Additionally, in support of this ethos Skills for Security has been involved with a number of initiatives to encourage widening diversity across the security industry as a whole. These include:

- being involved with the Pathways to Work initiative targeted at Jobcentre Plus priority clients (which include women and people with disabilities) to enable them to get back into work
- working with SEEDA (South East England Development Agency) on the '40-70 Tomorrow's Workforce' initiative to encourage older workers into the security sector
- contributing to training a group of young people from BME groups to encourage them to engage positively with the community by undertaking Community Warden duties through the London Borough of Tower Hamlets
- presenting at the 'Women into Non-Traditional Occupations' seminar aimed at encouraging women to consider security as an occupation
- 'Women into Security' with Jobcentre Plus

Skills for Security will continue to become involved with projects, such as those detailed above, that aim to promote the industry to the groups of the population that do not traditionally see it as a career choice.

# On and off the job guided learning (England)

## Total GLH for each pathway

Legal Requirement:

The Specification of Apprenticeship Standards for England (SASE) states that an apprentice taking either an Intermediate or Advanced Level Apprenticeship must complete a minimum of 280 Guided Learning Hours (GLH) for the first and each subsequent 12 months of the apprenticeship framework. Should an apprentice complete a framework after the first 12 months but part way through a subsequent 12 month period they must receive a proportionate amount of GLH for this period (for example, if an apprentice completes the framework in 18 months they must receive the minimum GLH for the first 12 months and then 50% of the minimum GLH for the remaining 6 month period).

Apprentices must complete a minimum of 100 GLH (or 30% of GLH whichever is the greater) delivered off-the-job within both the Intermediate and Advanced Level Apprenticeship frameworks.

Definition:

- On-the-job = Time spent learning in the workplace
- Off-the-job = Time spent away from the area of work. This could be time spent with a training provider or Further Education College or completing key/functional skills.

## INTERMEDIATE LEVEL APPRENTICESHIP

Using the Level 2 Certificate in Providing Electronic Security and Emergency Systems (198 GLH) and the Level 2 Certificate in Knowledge of Electronic Security and Emergency Systems (258 GLH) the total amount of Guided Learning Hours (GLH), including both on-the-job and off-the-job guided learning, that an apprentice must receive to complete the Intermediate Level Apprenticeship is 636 GLH over 24 months, of which a minimum of 318 GLH must take place in the first 12 months.

## ADVANCED LEVEL APPRENTICESHIP

Using the Level 3 Diploma in Providing Electronic Security and Emergency Systems (328 GLH) and the Level 3 Diploma in Electronic Security and Emergency Systems (261 GLH) the total amount of Guided Learning Hours (GLH), including both on-the job and off-the-job guided learning, that an apprentice must receive to complete the Advanced Level Apprenticeship framework is 769 GLH over

24 months, of which a minimum of 385 GLH must take place in the first 12 months.

## Minimum off-the-job guided learning hours

For the Intermediate Level Apprenticeship, a typical apprentice will need to complete a minimum of 438 GLH off-the-job over 24 months which exceeds the minimum requirement of 30% or 100 GLH off-the-job GLH per year.

For the Advanced Level Apprenticeship, an apprentice will need to complete a minimum of 441 GLH off-the-job over 24 months which exceeds the minimum requirement of 30% or 100 GLH off-the-job GLH per year.

## How this requirement will be met

### INTERMEDIATE LEVEL APPRENTICESHIP

Off-the-job learning will comprise:

- \* A minimum of 258 GLH using the Level 2 Certificate in Knowledge of Electronic Security and Emergency Systems
- \* 45 GLH Level 1 Functional Skills in Maths (alternatively apprentices can complete Level 1 Key Skills in Application of Number until 30 September 2012)\*
- \* 45 GLH Level 2 Functional Skills in English (alternatively apprentices can complete Level 2 Key Skills in Communication until 30 September 2012)\*
- \* 45 GLH Level 1 Functional Skills in ICT (alternatively, apprentices can complete Level 1 Key Skills in ICT until 30 September 2012)\*
- \* 45 GLH for ERR and Induction (to reflect the % of time for induction and ERR delivered/completed off-the-job)
- \* - Please refer to section on 'Transferable Skills' for a list of alternative qualification options. NB Where an individual has achieved one of these options prior to the Apprenticeship, and within the timescale specified in the Specification of Apprenticeship Standards for England (SASE), the GLH relating to this previously achieved qualification may count towards the GLH for the framework.

### ADVANCED LEVEL APPRENTICESHIP

Off-the-job learning will comprise:

- A minimum of 261 GLH using the Level 3 Diploma in Electronic Security and Emergency Systems

- 45 GLH Level 2 Functional Skills in Maths (alternatively apprentices can complete Level 2 Key Skills in Application of Number until 30 September 2012)\*
- 45 GLH Level 2 Functional Skills in English (alternatively apprentices can complete Level 2 Key Skills in Communication until 30 September 2012)\*
- 45 GLH Level 2 Functional Skills in ICT (alternatively, apprentices can complete Level 2 Key Skills in ICT until 30 September 2012)\*
- 45 GLH for ERR and Induction (to reflect the % of time for induction and ERR delivered/completed off-the-job)

\* - Please refer to section on 'Transferable Skills' for a list of alternative qualification options. NB Where an individual has achieved one of these options prior to the Apprenticeship, and within the timescale specified in the Specification of Apprenticeship Standards for England (SASE), the GLH relating to this previously achieved qualification may count towards the GLH for the framework.

Off-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; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study.
- be recorded e.g. in a log book or diary

Evidence of off-the-job GLH:

For the Intermediate Level Apprenticeship:

- City & Guilds Level 2 Certificate in Knowledge of Electronic Security and Emergency Systems
- Level 1 Functional Skills certificates for Maths and IT and Level 2 Functional Skills certificate for English, OR Level 1 Key Skills certificates for Application of Number and ICT and Level 2 Key Skills certificate for Communication
- GLH log within ERR workbook

For the Advanced Level Apprenticeship;

- City & Guilds Level 3 Diploma in Electronic Security and Emergency Systems
- Level 2 Functional Skills certificates for Maths, English and ICT, OR Level 2 Key Skills certificates for Application of Number, Communication and ICT
- GLH log within ERR workbook

## Minimum on-the-job guided learning hours

For the Intermediate Level Apprenticeship an apprentice will need to complete:

- a minimum of 198 GLH on-the-job over 24 months using the City & Guilds Level 2 Certificate in Providing Electronic Security and Emergency Systems (incorporates PLTS)

For the Advanced Level Apprenticeship an apprentice will need to complete:

- a minimum of 328 GLH on-the-job per year using the City & Guilds Level 3 Diploma in Providing Electronic Security and Emergency Systems (incorporates PLTS)

## How this requirement will be met

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, manager or assessor;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor, manager or assessor;
- 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; guided study.
- be recorded e.g. in a log book or diary

Evidence for on-the-job GLH will include:

Intermediate Level Apprenticeship;

- City & Guilds Level 2 Certificate in Providing Electronic Security and Emergency Systems.
- GLH log within ERR workbook

Advanced Level Apprenticeship;

- City & Guilds Level 3 Diploma in Providing Electronic Security and Emergency Systems
- GLH log within ERR workbook

## 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

Personal Learning and Thinking Skills (PLTS) will be delivered, demonstrated and assessed through naturally occurring evidence from the vocational qualifications contained in this framework.

The six PLTS have been mapped to the mandatory units of the vocational qualifications and the mapping document signposts where learning outcomes for the individual PLTS are embedded within the mandatory units.

As the apprentice completes the mandatory units they will need to highlight evidence of how the individual PLTS has been achieved. Evidence may be collated via a logbook, portfolio entries, observations, tasks or knowledge tests. The mapping document allows the apprentice to record/signpost to relevant, supporting evidence that they have used that skill in the workplace.

The assessor will need to check this evidence is correct. A copy of the assessor's assessment documentation will be submitted to the certifying authority as evidence that the PLTS has been achieved.

It is important to note that the apprentice must achieve the standards of attainment for all 6 Personal Learning and Thinking Skills.

The mapping document can be obtained from the Skills for Security website at [www.skillsforsecurity.org.uk/index.php/training/2/g27](http://www.skillsforsecurity.org.uk/index.php/training/2/g27) or by contacting Customer Relations on 8450 750111 or [info@skillsforsecurity.org.uk](mailto:info@skillsforsecurity.org.uk).

## 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](http://www.acecerts.co.uk/framework_library)