

apprenticeship FRAMEWORK

Court, Tribunal & Prosecution Operations

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills and Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

Latest framework version?

For any previous versions of this framework: www.acwcerts.co.uk/framework_library

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Apprenticeship Certification
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Court, Tribunal & Prosecution Operations

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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: 4	This framework includes:
Framework ID: FR03847	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: 01/03/2017	This framework is for use in: Wales

Short description

This framework, with pathways at level 2 and 3, has been developed with the support of Her Majesty's Courts & Tribunals Service (HMCTS) and the Crown Prosecution Service (CPS) and forms part of the justice system's plan to develop a clear framework of qualifications for the sector. It is designed to provide a work based entry route into specific occupations within Courts & Tribunals and Prosecution services, upskill the existing workforce and replace those who leave or retire.

At level 2 staff will work in an administrative role within the Courts & Tribunals Service or Prosecution Service. The framework will either give a broad understanding of the civil & criminal justice system or a more detailed understanding of criminal prosecution depending on the pathway chosen. At level 3 staff will work in an operational role that supports the day to day running of the court or tribunal, and may have some management responsibilities.

Contact information

Proposer of this framework

This framework is published by Skills for Justice on a non-statutory basis prior to the designation of Issuing Authorities for Wales.

This framework was proposed by the Ministry of Justice (MoJ), CPS and HMCTS. This Foundation Apprenticeship & Apprenticeship has been developed to meet the skills needs of the sector and to professionalise the service.

Developer of this framework

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Revising a framework

Why this framework is being revised

Qualifications originally available within this framework have now expired and are no longer available. The expiry of the qualifications removes the Prosecution pathway from the framework

Summary of changes made to this framework

Qualifications offered by CILEx are due to expire at the end of April 2016 and will not be extended or replaced and therefore no longer available to learners. This will result in the Prosecution Pathway at level 2 being longer available.

Qualifications removed

600/0004/1 CILEx Level 2 Certificate In Criminal Prosecution Administration (QCF)

Qualifications added

N/A

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 other essential 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. 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.

Court Tribunal & Prosecution Operations

In light of the unprecedented budget cuts over the past years, the vision for the justice sector is to have a flexible, adaptable, and highly skilled workforce that effectively delivers public services and protects the public. Doing more for less without compromising the safety of the public will be crucial to how the justice sector operates in the future. To support this vision, employers want qualifications and frameworks that increase skills levels, release potential and increase aspiration, and improve retention through providing career progression opportunities and transferability across geographical, organisational and sector boundaries. Apprenticeships can add value across the sector in an economic climate of reduced training budgets and where cost effective solutions have become essential to service delivery.

There are currently more than 20,600 staff that work in the support and administration of the Courts and Tribunals Service across the UK (1,090 of these in Wales). The CPS as the principal prosecuting authority in England and Wales employs around 7,650 staff (440 of these in Wales).

Administration and associated operations play a crucial part in the day to day running of the judicial system. Staff work under a variety of different job titles within the Courts & Tribunals Service or Prosecution Service. These services are part of the wider justice system which in total employs up to half a million people in policing and law enforcement, community justice, custodial care and forensic science.

The justice system in general faces a number of challenges to attract more people from black & minority ethnic (BME) groups into the sector and to upskill the existing workforce. However within the Courts & Tribunals and Prosecution Services the proportion of BME workers is higher than the UK economy as a whole. Nevertheless there are a number of workforce challenges:

- The justice system overall needs to recruit around 109,000 entrants to the sector by 2014 to replace those who retire or leave

- 8,000 of these posts will be at management and senior official level to drive change and improve performance and currently around a third of the workforce are qualified above level 3
- 20% of the workforce is qualified below level 2 or does not have any qualifications and amongst this group there is a need to develop literacy and numeracy skills
- ICT skills are a priority for the sector to cope with the demand for sharing secure information due to the significant increase in communication via email, use of organisation intranets and a general move towards ICT business communication which has affected all sectors over the last two decades
- A significant number of employers report a decreased number of applicants to justice sector jobs. Perceptions, by some, of the sector may be limiting the number of applicants
- People wishing to enter the sector 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
- In particular, there is an issue with the sector not reflecting the community it is serving in terms of a more diverse ethnic make-up. Currently, 95% of people working within the justice sector are white and just over half of the workforce is male.

Specifically within the Courts & Tribunals and Prosecution Services demographics show that:

- females dominate the workforces (HMCTS 70% and CPS 67%) but the highest positions in both organisations are predominately male (HMCTS 66% and CPS 57%)
- the workforces are predominately white (HMCTS 86% and CPS 73%) with significant BME under-representation (HMCTS 14% and CPS 15%)
- the workforces are aging with significant numbers over the age of 50 (HMCTS 37% and CPS 27%).

The vision for the justice sector is to have a framework of flexible qualifications for all staff which meets the skills priorities for the sector, and which adds value and offers opportunities for career progression and transfer to other roles across the sector. These Apprenticeships have therefore been developed with the help of employers to include mandatory qualifications for all those working in Courts & Tribunals and Prosecution Services in order to meet their skills needs and professionalise the service.

This framework is of enormous strategic benefit as it will give staff within HMCTS and CPS, key agencies within the criminal justice system (CJS), access to the same vocational qualification across both England and Wales. This promotes the transferability of skills across these organisations. The framework will also recognise the subtle differences between legislation that governs these agencies which perform similar functions within the CJS. This is an unprecedented opportunity for professionalising and joining up the delivery of justice to the public.

The level 2 pathway within this framework is aimed at apprentices who work in an administration role within the Courts & Tribunals and Prosecution Services. Apprentices, who can be both new or existing members of staff, are expected to undertake a variety of duties including extracting files, filing, data-input onto computers, drafting routine letters,

photocopying documents and using fax machines. Dealing with members of the public is a key aspect of the role of administrators as well as working as part of a team. Whilst job titles may vary across the different organisations the roles involve similar working practices and responsibilities.

There is one pathway within this framework at level 2: Court & Tribunal Administration pathway

- The Court & Tribunal Administration pathway can be used by anyone who is working in an administrative role within a Courts & Tribunals or Prosecution Service and focuses more generally on the civil/criminal justice system

The framework at level 3 is aimed at apprentices with some prior knowledge and experience of court & tribunal operations. The types of role that an apprentice will carry out vary greatly depending on the organisation so job titles may vary from those listed. For example someone working within a smaller court may perform a broader range of tasks than someone working in a large court. At this level apprentices may also have some management responsibilities so the mandatory qualifications will enable the development and assessment of these skills.

The level 3 Apprenticeship is for Team Leaders, Clerks of Court and Executive Officers working within courts and tribunals. It will develop the skills needed to perform competently in these roles and the knowledge and understanding of the procedures of the civil/criminal justice system.

This framework will also contribute to meeting the skills priorities for Wales by:

- providing flexible access to a high quality level 2/3 skills programme, as a real alternative to academic qualifications, for those who prefer this style of learning and achievement
- incorporating skills to improve the levels of general literacy, numeracy and ICT in Wales
- using technical and competence qualifications, valued by employers, to help their businesses grow
- developing apprentice's employability skills, making them more attractive to all employers whichever career they choose
- providing a career pathway into jobs and training at entry and higher levels, to provide the skills which the economy needs to grow
- building on the existing quality learning provision for the justice sector in Wales.

Aims and objectives of this framework (Wales)

Aim:

The aim of this framework is to upskill the existing workforce to replace those who leave or retire and to provide a progression route into occupations in Courts & Tribunals and Prosecution Services. The framework will improve the flexibility of staff so that they are more adaptable, helping them to move into different roles within these services. The framework helps to ensure parity of opportunity across the Welsh and English borders.

Objectives:

- To attract more applicants into Courts & Tribunals or Prosecution Services at levels 2 and 3 including those from under-represented groups
- To contribute to increasing the number of existing staff qualified to levels 2 and 3
- To address skill gaps
- To support longer term aims around succession and talent pipeline planning given the ageing workforce
- To provide a standardised programme of learning and development, incorporating transferable skills which apply across Courts & Tribunals and Prosecution Services and the wider justice sector
- To develop problem solving, communication, team working and literacy and numeracy skills, which are a priority for the sector
- To improve efficiency for the benefit of end consumers of MoJ services
- To provide opportunities for career progression into management in Courts & Tribunals or Prosecution Services or the wider justice sector.

Entry conditions for this framework

Apprentices should have attention to detail and should be willing to work in a team environment whilst also using their own initiative. Apprentices should be keen to work in a legal/justice setting and have an interest in providing excellent customer service.

Where initial assessment is used this should be to identify support and learning needs for apprentices. Initial assessment should not create a barrier to entry.

It should also be noted that, for the majority of roles, successful applicants will be subject to disclosure checks via the relevant national service. In addition some designated posts may also be subject to a Counter Terrorism Check, depending upon the role and/or location.

Relaxations and proxies:

Processes exist to make sure that applicants with prior knowledge, qualifications and experience are not disadvantaged by having to repeat learning. Training providers and awarding organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience. Please refer to the on and off the job training section for guidance about prior attainment and achievement. The following is a short summary:

There are no relaxations or proxies for any qualifications specified in a framework in the Specification of Apprenticeship Standards for Wales (SASW), however, providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace.

Essential Skills Wales:

- If applicants already have GCSEs in English and Maths they still have to complete the Essential Skills Wales (ESW) at the relevant level as these are new qualifications and proxies do not exist
- If applicants already have achieved Key Skills at the relevant level, they will not have to complete the relevant Essential Skills Wales. However, apprentices can be encouraged to complete ESW at a higher level if appropriate.

Knowledge qualifications:

If applicants have already achieved the knowledge qualification before starting their Apprenticeship, (see knowledge qualifications page in this framework) they can count this and do not have to repeat the qualification, providing that they have achieved this qualification within five years of applying for the Apprenticeship certificate. For example, they may have already achieved the knowledge element as part of the Welsh Baccaalaureate. The hours they spent gaining this qualification will also count towards the minimum hours required for this framework.

Competence qualifications:

- If applicants have already achieved the competence qualification for the Apprenticeship they do not have to repeat this qualification, however, this qualification must have been achieved within five years of applying for the Apprenticeship certificate and they will still have to demonstrate competence in the workplace.

Prior experience:

- Applicants already working in the sector will be able to have their prior experience recognised by the awarding organisation and this can count towards the competence and the knowledge qualifications in this framework.

Initial Assessment:

- Training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs, recognising prior qualifications and experience.

Level 2

Title for this framework at level 2

Foundation Apprenticeship in Court, Tribunal and Prosecution Administration

Pathways for the framework at level 2:

Pathway 1: Court and Tribunal Administration

Level 2, Pathway 1: Court and Tribunal Administration

Description of this pathway

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is **72**. This is achieved through the completion of the following qualifications:

- Competence (41 credits)
- Knowledge (13 credits)
- Essential Skills Wales (18 credits)

For this pathway the total amount of on and off the job training is **417 hours** (minimum).

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

There are no additional entry requirements for this pathway. General entry requirements are specified in the general entry conditions section.

Job title(s)	Job role(s)
Admin Assistant (MoJ)	Work as part of a team, with a focus on meeting the requirements of customers. To undertake a variety of duties including extracting files, filing, data input onto computers, drafting routine letters, photocopying documents and using fax machines.
Admin Officer (MoJ)	Work as part of a team to ensure that the court or office meets its aims and objectives, by completing all processes to the required standard and within the required time, placing high importance on customer service. Undertake a wide range of administrative duties.
Clerk (MoJ)	Carry out a variety of administrative duties to progress cases through the tribunal system. Work within a framework of well-established systems and processes. Role holders will have regular contact with tribunal users, including members of the judiciary and the legal profession.
Admin Officer (CPS)	Provide general administrative assistance to the wider casework team. Act as the first point of contact for the team, dealing professionally and courteously with general enquiries and forwarding these to the relevant person or department as and when necessary.
Casework Assistant (CPS)	Provide basic casework and general administrative assistance within the casework team, acting as the first point of contact for the team; deal professionally with general enquiries and pass these to the relevant person or department as and when necessary to provide a customer focussed service.
Casework Support Officer (CPS)	Provide casework and general administrative assistance to prosecution team members, acting as a point of contact for the casework team and dealing with enquiries and correspondence in a professional and courteous manner. Prepare cases for court, ensuring that all case files are accounted for.
Paralegal Officer (CPS)	Deal effectively with all case preparation, case progression and administrative tasks throughout the life cycle of a case. Provide assistance to prosecutors as part of the overall prosecution team, working both independently and in partnership with other justice partners.

Qualifications

Competence qualifications available to this pathway

C1 – Level 2 NVQ Diploma in Court/Tribunal Administration

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0041/7	SQA	41	145	X

Knowledge qualifications available to this pathway

K1 – Level 2 Certificate in Knowledge of Court/Tribunal Administration

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0009/0	SQA	13	75	X

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The Level 2 Certificate in Knowledge of Court/Tribunal Administration provides the underpinning knowledge and understanding for the Level 2 NVQ Diploma in Court/Tribunal Administration

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** **NO**

Digital Literacy (ICT)

Please note that there are currently no acceptable proxy qualifications for Digital Literacy (ICT).

For the current **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Digital Literacy (ICT) achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for **Digital Literacy (ICT)** and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Progression routes into and from this pathway

Progression into this level 2 pathway

Entry into this pathway may be:

- via direct entry from a school or college
- from a Welsh Baccalaureate, including the Principal Learning Qualifications for Business Administration and Finance and Public Services
- from a work-based programme such as Pathways to Apprenticeships
- via direct entry from another occupation e.g. Administration, Customer Service
- via direct entry for existing staff working within the Courts & Tribunals or Prosecution Services.

Progression from this level 2 pathway

Jobs:

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-
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within Courts & Tribunals or Prosecution organisations (e.g. Court/Tribunal Clerk, Casework Assistant, Witness Care Officer, Paralegal Officer). With significant further experience it may be possible to progress to management level roles such as Court Manager

More senior roles Specialised roles within the Courts & Tribunals or Prosecution Services such as Witness Care, Court Usher, Team Leading or Bailiff

Other roles within the justice sector, e.g. Administrator, Customer Service Adviser.

Further training and qualifications include:

- Level 3 NVQs relating to the sector e.g. Court/Tribunal Operations, Witness Care, Legal Advice, Debt Management
- Level 3 NVQs in more general areas e.g. Business Administration, Customer Service,

Team Leading

- Level 3 Apprenticeship in Court & Tribunal Operations
- Other Level 3 Apprenticeships e.g. Customer Service, Business Administration, Witness Care
- Knowledge based qualifications such as BTEC in Public Services
- Internal employee training courses.

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UCAS points for this pathway:

|N/A|

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** **NO**

Delivery and assessment

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 apprentice must complete the Skills for Justice Workbook for Apprentices as part of the Apprenticeship framework. The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager.

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. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and health & safety legislation, 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 skill, trade or occupation, 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 of conduct and codes of practice
- recognises and can form a view on issues of public concern that affect their organisation

and industry.

How to meet the requirements for ERR

ERR is a mandatory unit in the knowledge based element (Certificate in Knowledge of Court/Tribunal Administration) of the Apprenticeship framework. Skills for Justice has developed the Workbook for Apprentices which must be used to gather evidence for the unit. However, the assessment of the qualification will be determined by the awarding organisations.

Evidence of achievement of ERR

Time spent on ERR will contribute towards off the job training for the Certificate in Knowledge of Court/Tribunal Administration.

When claiming Apprenticeship certificates providers must tick the appropriate box on ACW to confirm that the requirements for ERR have been met. Evidence of completion should be kept in case of audit.

For a copy of the Skills for Justice Workbook for Apprentices, please see the following link:
<https://www.sfjuk.com/products/membership> |

Level 3

Title for this framework at level 3

Apprenticeship in Court and Tribunal Operations

Pathways for the framework at level 3:

Pathway 1: Court and Tribunal Operations

Level 3, Pathway 1: Court and Tribunal Operations

Description of this pathway

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is **57**. This is achieved through the completion of the following qualifications:

- Combined competence / knowledge (39 credits - a minimum 16 of these credits will be knowledge)
- Essential Skills Wales (18 credits)

For this pathway the total amount of on and off the job training is **335 hours** (minimum).

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

Entry requirements are as described in the general entry requirements sections.

Whilst there are no formal entry requirements employers may require apprentices to have significant experience of working in a court or tribunal or to have completed the Foundation Apprenticeship in Court, Tribunal & Prosecution Administration.

Job title(s)	Job role(s)
Clerk of Court	Maintain records within a court, responsible for administering oaths to witnesses and jurors. This role works within a framework of well-established systems and procedures.
Team Leader	Manage and lead a team of administrative staff working within a framework of systems and processes. Role holders will have line management responsibilities for staff including performance improvement & management, people development and be responsible for managing the work of a team.
Executive Officer	Provide junior management support and carry out fairly complex administrative duties following set procedures, using independent judgement when carrying out instructions. Have responsibility for drafting & checking correspondence, compiling & verifying data, reporting and liaising with stakeholders.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 – Level 3 NVQ Diploma in Court/Tribunal Operations

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/9044/3	SQA	39	155	N/A

Relationship between competence and knowledge qualifications

B1 must be completed. To ensure a robust assessment process knowledge and competence must be separately assessed. Whilst completing B1 apprentices will achieve a minimum of 16 credits towards knowledge depending on the optional units chosen. Within each of the units in qualification B1 knowledge and competence are combined. As a general rule Learning outcomes that begin 'Know how to...' or 'Understand...' are concerned with knowledge. Learning outcomes that begin 'Be able to...' are concerned with competence. To aid separate assessment a breakdown of credits for knowledge and competence is included below for each of the QCF units:

Mandatory units:

- Develop working relationships with colleagues - competence 2 knowledge 1
- Manage own professional development within an organisation - competence 3 knowledge

1

- Equality and Diversity - competence 0 knowledge 6.

Optional Group A - candidates must choose 4 or 5 units, 2 of which must be at level 3 or above:

- Manage jurors and protect their integrity at court - competence 4 knowledge 2
- Address requirement for special arrangements at courts/tribunals - competence 2 knowledge 3
- Process the outcomes of court/tribunal hearings - competence 3 knowledge 3
- Maintain court/tribunal records - competence 5 knowledge 1
- Address pre-hearing matters relating to court/tribunal cases - competence 4 knowledge 2
- Provide support to those about to attend courts/tribunals - competence 3 knowledge 3
- Support proceedings in courts/tribunals - competence 5 knowledge 3
- Monitor the progress of court/tribunal cases and review case - competence 4 knowledge 2
- Progress requests for the rescheduling/adjournment of court/tribunal cases – competence 4 knowledge 2
- Maintain public order and protocols at courts/tribunals - competence 6 knowledge 2
- Allocate, list and arrange resources for court/tribunal cases - competence 3 knowledge 2.

Optional Group B - candidates may choose 1 unit:

- Develop, sustain and evaluate joint work between agencies - competence 3 knowledge 1
- Promote continuous improvement - competence 5 knowledge 2
- Maintain personal security and safety, and be alert to the security of others - competence 5 knowledge 2
- Develop your own and others' customer service skills - competence 5 knowledge 3
- Set objectives and provide support for team members - competence 4 knowledge 1
- Plan, allocate and monitor work of a team - competence 4 knowledge 1.

Assessment of knowledge and competence

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.

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** **NO**

Digital Literacy (ICT)

Please note that there are currently no acceptable proxy qualifications for Digital Literacy (ICT).

For the current **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Digital Literacy (ICT) achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for **Digital Literacy (ICT)** and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Progression routes into and from this pathway

Progression into this level 3 pathway

Entry into this pathway may be:

- via direct entry from a school or college
- from a Welsh Baccaulaureate, including the Principal Learning Qualifications for Business Administration and Finance and Public Services
- from a work-based programme such as Pathways to Apprenticeships
- via direct entry from another occupation e.g. Administration, Customer Service
- via direct entry for existing staff working within the Courts & Tribunals or Prosecution Services
- via progression from the level 2 Foundation Apprenticeship in Court, Tribunal & Prosecution Administration.

Progression from this level 3 pathway

Jobs:

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Senior roles within the Courts & Tribunals Service. With significant further experience it may be possible to progress to management level roles such as Court Manager
Specialised roles within the Courts & Tribunals Service such as project management
Other roles within the justice and wider sectors.

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Further training and qualifications include:

- Management development training
- Higher Level Apprenticeships in areas such as management
- Project management training and qualifications

- Higher qualifications depending on future role and criteria.

... Court, Tribunal & Prosecution Operations - Non Statutory (Wales)
..... level 3
..... Pathway 1

UCAS points for this pathway:

N/A

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** **NO**

Delivery and assessment

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 apprentice must complete the Skills for Justice Workbook for Apprentices as part of the Apprenticeship framework. The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager.

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. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and health & safety legislation, 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 skill, trade or occupation, 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 of conduct and codes of practice
- recognises and can form a view on issues of public concern that affect their organisation and industry.

How to meet the requirements for ERR

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

When claiming Apprenticeship certificates providers must tick the appropriate box on ACW to confirm that the requirements for ERR have been met. Evidence of completion should be kept in case of audit.

For a copy of the Skills for Justice Workbook for Apprentices, please see the following link:

<http://www.sfjuk.com/sectors/courts-tribunals-prosecution/developing-talent/apprenticeships/>

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

How equality and diversity will be met

A key concern of the sector is that it does not reflect the community it serves.

- Around 31% of those working in Courts & Tribunals and Prosecution Services are male. The justice sector workforce has an almost 50/50 balance of males and females. This reflects that of the UK workforce as a whole
- Almost 34% of the two Services' workforces are aged over 50 and close to 10% are aged over 60
- BME staff across the Courts and Tribunals Service account for 14% of the workforce and 15% for the Prosecution Service. This is higher than the UK workforce which is around 9%. It is also significantly higher than the justice sector average of 5%.

Likely reasons which have contributed to this imbalance include:

- a perception of the sector as poorly paid and a perceived lack of career opportunities may be limiting the number of applicants
- people wishing to enter the sector 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
- lack of an Apprenticeship route in the past, which offers a high quality standardised programme of training and development within Courts & Tribunals and Prosecution Services and progression opportunities into the wider justice sector.

In order to address these issues, awareness of Courts & Tribunals and Prosecution Services 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 and promotion of Apprenticeships to create progression routes into and from occupations within Court & Tribunal and Prosecution Services.

Apprenticeships are seen as a vital route to encourage a more diverse range of individuals into the industry, therefore entry conditions to

this framework are extremely flexible. Mentoring has been included to offer additional support and increase the chances of apprentices completing the programme, and there is a mandatory unit for equality and diversity.

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 nine 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.

Skills for Justice will monitor take up and achievement of all Apprenticeships as part of their Apprenticeship strategy and take steps to address any barriers to take up and achievement as part of their Sector Qualifications Strategy.

Skills for Justice and partner agencies from the Ministry of Justice also recognise the principle that in the conduct of public business and the administration of justice in Wales, the Welsh and English languages should be treated on a basis of equality. Training providers and employers are actively encouraged to cater for both languages where needed and required when delivering this Apprenticeship.

On and off the job training

Summary of on- and off-the-job training

Total on and off the job training hours for this framework:

L2 Court and Tribunal pathway - **417 hours** (minimum and likely to be received over at least 12 months)

L2 Prosecution pathway - **430 hours** (minimum and likely to be received over at least 12 months)

L3 Court and Tribunal pathway - **335 hours** (minimum and likely to be received over at least 12 months)

Off the Job Training:

Training hours delivered under an Apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice.

The amount of off the job training required to complete the Apprenticeship under the Apprenticeship agreement may then be reduced accordingly, provided the total number of off the job hours for this framework can be verified for Apprenticeship certification.

Previous attainment:

Where a learner enters an Apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for achievements within the QCF; or through recording of exemptions for certificated learning outside of the QCF, for example Principal Learning qualifications.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years of applying for the Apprenticeship certificate.

Previous experience:

Where a learner enters an Apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised. To count towards Apprenticeship certification, previous experience must be recorded using the appropriate Awarding Organisation's QCF "Recognition of Prior Learning" procedures and the hours recorded may then count towards the off the job hours required to complete the Apprenticeship.

For apprentices with prior un-certificated learning experience, the off the job learning must have been acquired within 5 years of application for the Apprenticeship certificate or have been continuously employed in the relevant job role in the industry for 2 years.

On the job training: On the job training must be received whilst working under an Apprenticeship agreement.

Previous attainment and experience:

On the job training hours may vary depending on previous experience and attainment of the

apprentice. Where a learner enters an Apprenticeship agreement having previously attained or acquired the appropriate competencies or knowledge, this prior learning needs to be recognised and documented using the relevant QCF credit transfer, QCF exemption or Recognition of Prior Learning (RPL) procedures (as off the job above). The amount of on the job training required to complete the Apprenticeship under the Apprenticeship agreement may then be reduced accordingly, provided the total number of on the job hours for this framework can be verified for Apprenticeship certification.

Apprentices who commence training under a new Apprenticeship agreement with a new employer may bring a range of prior experience with them. When an apprentice can claim towards the on the job framework total through prior learning acquired from previous full-time education, employment or other vocational programmes, then the apprentice's learning programme should include "customisation". Training providers are encouraged to identify additional on the job training programmes that customise the learning to the new workplace. Customisation programmes may include selecting appropriate additional unit(s) from QCF qualifications, or relevant units recognised as Quality Assured Lifelong Learning (QALL) through a CQFW recognised body, or Essential Skills at a level higher than that specified in the framework, or by including one or more Wider Key Skills or other competency-based qualifications/units relevant to the workplace.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years from the date of application for the Apprenticeship Certificate or have been continuously employed in the industry for 2 years.

Job roles within Courts & Tribunals and Prosecution Services require a thorough level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience.

Certification

Providers will be responsible for ensuring that the minimum requirement for on the job training has been met when applying for Apprenticeship certificates. For more information on certification email us at: contactus@sfjuk.com

Off-the-job training

Off-the job training is defined as time for learning activities away from normal work duties.

For this framework the amount of off the job training is as follows:

L2 Court and Tribunal pathway – **272 hours** (minimum)

L2 Prosecution pathway – **285 hours** (minimum)

L3 Court and Tribunal pathway – **273 hours** (minimum)

How this requirement will be met

L2 Court & Tribunal pathway:

The requirement for off the job training is calculated as follows:

- 75 hours Level 2 Certificate in Knowledge of Court/Tribunal Administration (includes ERR and induction)
- 60 hours Level 1 Essential Skill in Application of Number
- 60 hours Level 1 Essential Skill in Communication
- 60 hours Level 1 Essential Skill in ICT
- 5 hours minimum for appraisals related to this Apprenticeship programme
- 12 hours minimum for mentoring.

L2 Prosecution pathway:

The requirement for off the job training is calculated as follows:

- 78 hours Level 2 Certificate in Criminal Prosecution Administration
- 60 hours Level 1 Essential Skill in Application of Number
- 60 hours Level 1 Essential Skill in Communication
- 60 hours Level 1 Essential Skill in ICT
- 5 hours minimum for appraisals related to this Apprenticeship programme
- 10 hours for ERR and Induction (to reflect the % of time for induction and ERR delivered/completed off the job)
- 12 hours minimum for mentoring.

L3 Court & Tribunal pathway:

The requirement for off the job training is calculated as follows:

- 66 hours Level 3 Diploma in Court/Tribunal Operations
- 60 hours Level 2 Essential Skill in Application of Number
- 60 hours Level 2 Essential Skill in Communication
- 60 hours Level 2 Essential Skill in ICT
- 5 hours minimum for appraisals related to this Apprenticeship programme
- 10 hours for ERR and Induction (to reflect the % of time for induction and ERR delivered/completed off the job)
- 12 hours minimum for mentoring.

Off the job training needs to:

- 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 and induction
- be recorded, for example in a log book or diary.

Evidence of off the job training - L2 Court & Tribunal pathway:

- Level 2 Certificate in Knowledge of Court/Tribunal Administration
- Level 1 (or higher) Essential Skills Certificates for Application of Number, Communication and ICT
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for training 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.

Evidence of off the job training - L2 Prosecution pathway:

- Level 2 Certificate in Criminal Prosecution Administration
- Level 1 (or higher) Essential Skills Certificates for Application of Number, Communication and ICT
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for training 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.

Evidence of off the job training - L3 Court & Tribunal pathway:

- Level 3 NVQ Diploma in Court/Tribunal Operations
- Level 2 (or higher) Essential Skills Certificates for Application of Number, Communication and ICT
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for training 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.

On-the-job training

On the job training is defined as skills, knowledge and competence gained within normal work duties.

For this framework the amount of on the job training is as follows:

L2 Court and Tribunal pathway – **145 hours** (minimum)

L2 Prosecution pathway – **145 hours** (minimum)

L3 Court and Tribunal pathway - **89 hours** (minimum)

How this requirement will be met

L2 Court & Tribunal and Prosecution pathways:

The requirement for on the job training is calculated as follows:

- 145 hours Level 2 NVQ Diploma in Court/Tribunal Administration.

L3 Court & Tribunal pathway:

The requirement for on the job training is calculated as follows:

- 89 hours Level 3 NVQ Diploma in Court/Tribunal Operations.

On the job training needs to:

- 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; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers
- be formally recorded, either in a diary, workbook, portfolio, or be verified by attendance records. This evidence needs to be checked and signed by the assessor and employer.

These records of hours may need to be submitted to the Certifying Authority when applying for an Apprenticeship certificate.

Evidence of on the job training - L2 pathways:

- Level 2 NVQ Diploma in Court/Tribunal Administration
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for training hours have been met (please see the section on ERR for more details about the workbook).

Evidence of on the job training - L3 Court & Tribunal pathway:

- Level 3 NVQ Diploma in Court/Tribunal Operations
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for training hours have been met (please see the section on ERR for more details about the workbook). |

Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

Enter Qualification Names

Improving own learning and performance

Improving own learning and performance is not mandatory. Consultation with employers shows that this Wider Key Skill is sufficiently covered in the competence and knowledge elements of this framework.

However providers and apprentices are encouraged to record where and when this Key Skill is being used so that evidence can be gathered to allow apprentices to claim RPL in the future.

Working with others

Working with others is not mandatory. Consultation with employers shows that this Wider Key Skill is sufficiently covered in the competence and knowledge elements of this framework.

However providers and apprentices are encouraged to record where and when this Key Skill is being used so that evidence can be gathered to allow apprentices to claim RPL in the future.

Problem solving

Problem solving is not mandatory. Consultation with employers shows that this Wider Key Skill is sufficiently covered in the competence and knowledge elements of this framework.

However providers and apprentices are encouraged to record where and when this Key Skill is being used so that evidence can be gathered to allow apprentices to claim RPL in the future.

apprenticeship FRAMEWORK

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