

apprenticeship FRAMEWORK

Policing

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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Skills for Justice (Justice, Community
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Apprenticeship Certification
Wales

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Policing (Wales)

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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: 1	This framework includes:
Framework ID: FR01820	Level 2 <input type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/03/2016	This framework is for use in: Wales

Short description

This new apprenticeship framework at level 3 has been developed with the support of the four Welsh police forces, and forms part of the justice system's plans to develop a clear framework of qualifications for policing and law enforcement across the UK.

It is designed to provide a standardised pan-Wales approach to the training of recruit constables, to attract new people into policing, and to provide progression routes in police and law enforcement or the wider justice sector.

As part of the Home Office Policing pathway apprentices work as 'recruit constables', and will learn to:

- support law enforcement objectives
- provide an initial response to incidents
- arrest, detain or report individuals
- manage conflict
- provide initial support to victims & witnesses
- conduct investigations
- interview victims, witnesses & suspects.

There is one Home Office Policing pathway at level 3:

- Constable.

Contact information

Proposer of this framework

This apprenticeship framework was proposed by and has the full support of the Association of Chief Police Officers (ACPO) Cymru and it has been further endorsed by the Central Authority For Police Entrant Training and the ACPO Workforce Development Strategy Board.

The Welsh Police Forces Learning and Development Joint Advisory Group (JAG) acted as the framework's external steering group. HR representatives from the four forces were also involved in the development via JAG.

The development and initial piloting of this framework was funded via Welsh Government's Sector Priorities Fund Pilot programme.

Developer of this framework

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Your organisation |Skills for Justice|

Your email address: |issuing.authority@sfjuk.com|

Revising a framework

Why this framework is being revised

|Framework Developer to complete with relevant info|

Summary of changes made to this framework

|Framework Developer to complete with relevant info|

Qualifications removed

|Framework Developer to complete with relevant info|

Qualifications added

|Framework Developer to complete with relevant info|

Qualifications that have been extended

|Framework Developer to complete with relevant info|

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.

Policing

The Police Service in Wales forms part of the wider UK Police Service. There are four forces in Wales, covering the following geographical areas South Wales, North Wales, Gwent and Dyfed Powys. The Association of Chief Police Officers (ACPO) also covers Wales as part of its remit of developing policing policies. In total 12,300 people are employed within policing in Wales (Home Office, March 2012). The split of police officers across the four forces is (all figures from the Home Office, March 2012):

- Dyfed Powys 1,131
- Gwent 1,446
- North Wales 1,454
- South Wales 2,907.

There is a Police Service wide desire to establish policing as a recognised and fully accredited profession. This includes the attainment by officers of formal qualifications in recognition of their professional competence. At the same time a national infrastructure to support such moves is being put in place such as the establishment of a professional body for policing (the College of Policing).

Other developments are also being advocated such as minimum entry qualifications and required professional accreditation from 2012's Winsor Review and its recommendations. These have been accepted by the Home Office, and are being progressed by the College of Policing.

Whilst the Police Service has established defined requirements in respect of the training and qualification of constables, including Service-wide concerns about the level and standard of

essential skills, there is a level of variance in the delivery of initial training. Similarly there is an inconsistency in the awarding of a recognised formal qualification to confirm the attainment of professional competence in the role of constable. This is reflected in the type of qualification achieved by new entrants. Although some will obtain the defined Level 3 Diploma in Policing or a foundation degree equivalent, a number will be undertaking non-accredited training and their skills are currently unrecognised. A consistent national training programme and qualification (the Initial Police Learning and Development Programme IPLDP / Level 3 Diploma in Policing) exists across England and Wales, although it has been delivered with local variation. This apprenticeship framework seeks to establish a consistent approach across the Welsh forces.

A lack of essential skills can act either as a barrier to entry or impacts ultimately on a recruit's competence and potential progression as a constable. This apprenticeship framework tackles issues around these skills which will also address historical problems around efficiency and effectiveness, particularly in the preparation of prosecution files. Poorly prepared prosecution files can lead to work having to be redone and cases being dropped because essential facts are not properly gathered or correctly documented. This is an emerging issue that is affecting all Police Services in the UK. Poor essential skills can also be a significant problem for potential recruits who are under represented in current service profiles and/or from a minority group.

At an operational level there is a significant and increasing need from the Police Service in Wales to ensure the interoperability, mobility and resilience of constables to work in collaboration and to be deployed and operate on an all-Wales basis. This requires an assurance of the transferability of skills and a need to remove inconsistencies in training standards where common skills are required (for example driving, interviewing and investigative skills).

There is also a need to ensure that the expectations of communities are met in the respect that all constables are capable and competent to deliver a consistent policing response. This is particularly important when meeting the ever-increasing demands from society and the need to respond appropriately to increasingly complex and sophisticated modern crime methods whilst recognising the various diverse areas in Wales.

Prior to the introduction of this apprenticeship framework the single structured training and qualification framework for new constables was not consistently implemented across North and South Wales, Dyfed Powys and Gwent police forces – in house training, outsourcing to local providers or a combination of both were in use. Some constables attain NVQs or equivalents, but a number undertake unrecognised training meaning skills are not formally accredited. Many constables leave the police without any formal recognition of their skills.

The Police Service in Wales has expressed the need for a consistent foundation of professional competence through qualifications and frameworks for new entrant constables. This apprenticeship framework will strengthen recruit training, acting as a 'bridge' between entry and lifelong learning once training is complete.

The Independent Review of Police Officer and Staff Remuneration and Conditions' by Thomas Winsor ('The Winsor Review') published in 2012 outlines a requirement to develop professional

recognition and accreditation for policing. This framework contributes to meeting this requirement, offering tangible outputs and outcomes that will place the Police Service in Wales at the forefront of national priorities.

The Winsor Review expresses concern that:

“The lack of formal educational attainments for entry to the Police Service today is striking, and could well operate as a deterrent to intellectually able people who have the requisite qualities to make good police officers.”

Winsor has also taken the view that some police officers lack some basic essential skills, stating that minimum requirements in literacy and numeracy are not “sufficiently rigorous”. This framework contains a mandatory Essential Skills component that will increase recruit constable skills in Communication, Application of Number and ICT.

The Winsor Review also recommends that individual forces should collaborate:

“...when developing and setting policing qualifications for candidates wishing to become police officers”.

Based on robust employer consultation and taking account of recent strategic reviews of police training, a new apprenticeship framework has been identified as the appropriate solution.

This apprenticeship framework will formally recognise and increase the skills of the Police Service in Wales through the consistent use of the Level 3 Diploma and the introduction of Essential Skills Wales qualifications. It will introduce agreed standards in training where common skills are required (for example interviewing skills and investigative skills) and address increasing demands placed on recruits to respond appropriately to modern crime methods.

This framework takes account of and aims to align with the College of Policing's Professional Entry to Policing (v1.05 February 2013) strategy document.

Aims and objectives of this framework (Wales)

Aims:

The aim of this apprenticeship framework is to provide a standardised pan-Wales approach to recruit constable training, attract new people into the Police Service, particularly those from under-represented groups, and to provide progression routes into careers in police and law enforcement or into the wider justice sector.

Objectives:

The overall objective is to develop and establish an apprenticeship offer that will provide:

- increased uptake of the recognised professional pathway for progression and the formal accreditation of skills and competence
- greater interoperability and consistency of individual and collective operational capability and competence
- improved opportunity for access and progression within the Service
- improved mobility of the workforce and increased opportunities for individuals within the policing and law enforcement sector across Wales
- raised essential skill levels that suit the demands placed on the Police Service in Wales by rapidly changing communities and businesses
- to provide a standardised programme of learning and development, incorporating transferable skills which apply across policing and the wider justice sector
- provide opportunities for career progression into management in policing and law enforcement or the wider justice sector
- to attract more applicants into policing including those from under-represented groups
- to develop problem solving, communication, team working, literacy, numeracy and ICT skills.

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

- providing flexible access to a high quality level 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 organisations grow
- developing apprentices' employability skills, making them more attractive to all employers whichever career they choose
- providing a career pathway into jobs and training at level 3, to provide the skills which the economy needs to grow
building on the existing quality learning provision for the wider justice sector in Wales.

Entry conditions for this framework

Applicants into the framework should have a mature, determined and self-confident attitude.

The prevention, detection and investigation of crime demands an inquisitive but open mind, as well as a genuine interest in police work. You should have the ability to work unsupervised, as well as to think and act independently. An honest nature is vital as all police officers have a high level of responsibility, therefore applicants should not have any convictions.

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

Level 3

Title for this framework at level 3

Home Office Policing

Pathways for the framework at level 3:

Pathway 1: Home Office Policing (Constable)

Level 3, Pathway name

Description of this pathway

Home Office Policing (Constable)

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for this pathway is **56**. This is achieved through the completion of the combined qualification and Essential Skills Wales qualifications.

- Combined qualification (38 credits)
- Essential Skills Wales (18 credits).

For this pathway the total amount of on and off the job training is **784 hours** normally received over 2 years.

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

Entry conditions for applicants are quite comprehensive and very stringent. Applicants should check specific requirements with their chosen force.

- www.dyfed-powys.police.uk
- www.gwent.police.uk
- www.north-wales.police.uk
- www.south-wales.police.uk

Or alternatively via www.homeoffice.gov.uk/police

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

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 Diploma in Policing (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	500/8023/4	City & Guilds	38	190	N/A
B1b	500/8022/2	Pearson Edexcel	38	190	N/A
B1c	500/8021/0	OCR	38	190	N/A
B1d	600/5516/9	ProQual	38	190	N/A
B1e	600/5980/1	SFJ Awards	38	190	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 (knowledge should not be inferred). Whilst completing B1 apprentices will achieve 17 credits towards knowledge. 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:

- Provide initial support to victims and witnesses - competence 2 knowledge 1
- Gather and submit information to support law enforcement objectives - competence 1 knowledge 1
- Provide an initial response to incidents - competence 2 knowledge 2
- Arrest, detain or report individuals - competence 2 knowledge 2
- Manage conflict in a policing context - competence 2 knowledge 1
- Conduct priority and volume investigations - competence 3 knowledge 2
- Interview victims and witnesses in relation to priority and volume investigations - competence 2 knowledge 3

- Interview suspects in relation to priority and volume investigations - competence 3 knowledge 2
- Search vehicles, premises and open spaces - competence 2 knowledge 2
- Searching people in a policing context - competence 2 knowledge 1.

Assessment of competence and knowledge

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

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 pathway

Entry into this pathway (if entry conditions are met) may be:

- via direct entry from a school or college
- from a Welsh Baccalaureate, including the Principal Learning Qualification for Public Services
- from a work-based programme such as Pathways to Apprenticeships
- via direct entry from another occupation
- via direct entry from voluntary work as a Special Constable
- via direct entry for existing staff working within the Police Service, for example a Police Community Support Officer or non-uniformed police staff
- following completion of the Level 3 Certificate in Knowledge of Policing
- following completion of the Level 3 Certificate in Policing (Police Community Support Officer).

Progression from this pathway

Jobs:

-
-
-
-

uniformed roles within the Police Service - a clearly defined rank structure exists and examinations are undertaken to gain promotion to ranks such as Sergeant and Inspector

More Specialised roles such as investigation, firearms, roads policing, etc.

senior Other roles within the wider justice sector

Related roles in other sectors such as anti-fraud in finance.

Further training and qualifications including:

- Bespoke training and qualifications for specialist roles
- Level 4 & 5 police management qualifications
- Police High Potential Development Scheme.

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

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

... Policing (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

Police constables 'hold office' and are not defined legally as employees. 'Employee' Rights and Responsibilities is Specification of Apprenticeship Standards Wales defined language and is used below.

Employee Rights and Responsibilities (ERR) is a mandatory part of this apprenticeship. 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

The declaration, in Appendix A of the Workbook for Apprentices, must be returned to Skills for Justice when applying for an apprenticeship completion certificate.

How equality and diversity will be met

The Skills for Justice 2010 Sector Skills Assessment highlights a number of interesting statistics about the make-up of the policing and law enforcement sector:

- Just over a third of the policing and law enforcement workforce in Wales is female (at a UK justice sector level, the split is 60/40 in favour of males)
- The UK justice sector workforce is less ethnically diverse than that of the whole economy (6% versus 9%) and this becomes more apparent across Wales where ethnic minorities make up only 2% of the workforce. This reduces to 1% if the policing and law enforcement sector is viewed in isolation
- Younger (16-24) and older (55+) members of the workforce are under-represented. This is due to a minimum age of 18 for entry and retirement entitlement normally being based upon 35 years of service.

Official 2012 figures from the Home Office for the four Welsh police forces provide further evidence of the under-representation of females and ethnic minorities (both Home Office Statistical Bulletin, Police Service Strength in England and Wales, March 2012).

The likely reasons for the demographics of this sector are:

- Historically uniformed police officer roles have been male dominated. Although this is changing, there is still a way to go.
- Wales is the least ethnically diverse place across the regions of England and Wales according to the latest Census data. This will inevitably have an impact on the make-up of uniformed ranks.
- All the forces have seen a reduction in young workers since 2009/10. This is due to recruitment freezes resulting from the Government's Comprehensive Spending Review. As previously highlighted, retirement entitlements tend to limit the number of older workers.

Equality impact assessments of police forces' recruitment policies have been undertaken to see if policies have any negative impacts on people on the basis of age, disability, gender, race, religion or belief, or sexual orientation.

In order to address equality and diversity issues in the sector,

awareness of alternative routes into careers in the policing and law enforcement sector is being raised through:

- production of careers information, advice and guidance including, career progression pathways and case studies
- development of apprenticeships to create vocational progression routes into and from occupations within policing. This framework will help to open up new entry routes into the sector which will be more accessible to those from socially disadvantaged backgrounds than traditional entry routes.

Apprenticeships are seen as a vital route to encourage a greater diversity of individuals into the industry. Consequently, the entry conditions to this framework are extremely flexible whilst still meeting police minimum requirements. Mentoring has been included to offer additional support and increase the chances of apprentices staying in a position, and equality and diversity is covered within mandatory units of the competence qualification.

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.

More information about the Equality Act can be found here:

www.homeoffice.gov.uk/equalities/equality-act/

Skills for Justice will monitor take up and achievement of all apprenticeships and take steps to address any barriers to take up and achievement.

Skills for Justice also recognises the principle that 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:

. L3 Home Office Policing - 784 hours normally received over 2 years.

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 hours 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
- Relevant units recognised as Quality Assured Lifelong Learning (QALL) through a CQFW recognised body
- Essential Skills Wales qualifications at a level higher than that specified in the framework the inclusion of 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 completion certificate or have been continuously employed in the industry for 2 years.

Job roles within the police 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.

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

L3 Home Office Policing - 362 hours normally received over 2 years.

How this requirement will be met

L3 Home Office Policing:

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

- 78 hours Level 3 Diploma in Policing
- 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
- 10 hours for ERR and induction
- 4 hours minimum - appraisals related to this apprenticeship programme
- 90 hours for mentoring.

Off 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; distance learning; coaching; mentoring; feedback and assessment;

collaborative/networked learning with peers; guided study and induction.

Evidence of off the job training - L3 Home Office Policing:

- Level 3 Diploma in Policing
- 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:

L3 Home Office Policing – 422 hours normally received over 2 years.

How this requirement will be met

L3 Home Office Policing:

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

- 112 hours Level 3 Diploma in Policing
- 310 hours for mentoring (supervised patrols).

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 completion certificate.

Evidence of on the job training - L3 Home Policing:

- Level 3 Diploma in Policing
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for

Apprentices which confirms that requirements for training hours 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. |

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 element of this framework.

However, providers and apprentices are encouraged to record where and when this wider 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 widerkey skill is sufficiently covered in the competence element of this framework.

However providers and apprentices are encouraged to record where and when this wider 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 element of this framework.

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

apprenticeship FRAMEWORK

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