

apprenticeship FRAMEWORK

Court, Tribunal and Prosecution Administration

Issued by
Skills for Justice (fire and rescue
services etc)

apprenticeship
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Document status:
Issued



Court, Tribunal and Prosecution Administration

Information on the Issuing Authority for this framework:

Skills for Justice (fire and rescue services etc)

The Apprenticeship sector for occupations in fire and rescue services, policing and law enforcement, custodial care, courts service, prosecution service, forensic science (also includes Maritime, Legal Services, Youth Justice, Probation/Offender Management, Community Justice).

Issue number: 1	This framework includes:
Framework ID: FR00152	Level 2
Date this framework is to be reviewed by: 12/01/2015	This framework is for use in: England

Short description

This new framework at level 2 has been developed with the support of Her Majesty's Court Service (HMCS), Tribunal Service (TS) 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 administrative occupations within Court, Tribunal and Prosecution services, upskill the existing workforce and replace those who leave or retire. Staff will work in an administrative role within a Court, Tribunal 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.

Contact information

Proposer of this framework

This framework was proposed by Ministry of Justice (MoJ), Crown Prosecution Service (CPS), Her Majesty's Courts Service (HMCS) and Tribunal Service (TS). This Intermediate Apprenticeship has been developed in order to meet the skills needs of the sector and to professionalise the service.

Developer of this framework

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Purpose of this framework

Summary of the purpose of the framework

Administration plays a crucial part in the day to day running of the Judicial system. Staff work as administrators under a variety of different job titles within a Court, Tribunal or Prosecution service. Court, Tribunal and Prosecution 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 Court, Tribunal 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
- twenty per cent 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, especially in those roles not widely understood. 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 of Justice
- 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

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. This new Intermediate Level Apprenticeship has therefore been developed with the help of employers to include the

new mandatory qualifications for all those working in Court, Tribunal and Prosecution services in order to meet their skills needs and professionalise the service.

This Intermediate Level Apprenticeship framework is of enormous strategic benefit as it will give staff within Her Majesty's Court Service (HMCS), Tribunal Service (TS) and Crown Prosecution Service (CPS), key agencies within the Criminal Justice System (CJS), access to the same vocational qualification. 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.

This framework is set at Level 2 and is aimed at apprentices who work in an administration role within the Court/Tribunal/Prosecution service. 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 practises and responsibilities.

There are two pathways within this framework, Court & Tribunal Administration pathway and Prosecution Administration pathway:

1. The Court & Tribunal Administration pathway can be used by anyone who is working in an administrative role within a Court/Tribunal/Prosecution service and focuses more generally on the Civil/Criminal Justice System
2. The Prosecution Administration pathway is a more specific pathway for administration staff working within a Prosecution service. This pathway places a greater emphasis on knowledge of the Criminal Prosecution System

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

- providing flexible access to a high quality Level 2 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 England
- 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
- developing apprentices' Personal Learning and Thinking Skills, to build their confidence and creativity,
- improving their social and working lives
- providing a career pathway into jobs and training at intermediate and higher level, to provide the skills which the economy needs to grow
- building on the existing quality learning provision for the Justice sector in England

Aims and objectives of this framework (England)

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 Court, Tribunal 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.

Objectives:

- to attract more applicants into Court, Tribunal or Prosecution services at Level 2 including those from under-represented groups
- to contribute to increasing the number of existing staff qualified to Level 2
- to provide a standardised programme of learning and development, incorporating transferable skills which apply across Court, Tribunal 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 provide opportunities for career progression into management in Court, Tribunal or Prosecution services or the wider Justice sector

Entry conditions for this framework

Apprentices should have attention to detail and be willing to work in a team environment whilst also being willing to work 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 a Disclosure Scotland criminal record check. In addition some designated posts may also be subject to a Criminal Records Bureau Check or a Counter Terrorism Check, depending upon the role and/or location.

Level 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Court, Tribunal and Prosecution Administration

Pathways for this framework at level 2

- Pathway 1: Court & Tribunal Administration
- Pathway 2: Prosecution Administration

Level 2, Pathway 1: Court & Tribunal Administration

Description of this pathway

Court & Tribunal & Prosecution Administration (Court & Tribunal Administration)

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is **69**. This is achieved through completion of the Knowledge, Competence and Transferable Skills qualifications.

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)
MoJ Admin Assistant	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.
MoJ Admin Officer	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.
MoJ Clerk	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.
CPS Admin Officer	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.
CPS Casework Assistant	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.
CPS Casework Support Officer	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.
CPS Paralegal Officer	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	N/A

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	N/A

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

K1a provides the underpinning knowledge and understanding for C1a.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification (with enhanced functional content)	E	5
Key Skills qualification in Literacy achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	1	5
GCSE qualification in ICT (with enhanced functional content)	E	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

ICT is included for this pathway. See above table for details.

Progression routes into and from this pathway

Progression into this pathway

Entry into this pathway may be:

- direct entry from a school or college
- from a 14-19 Diploma in Public Services or Business Administration & Finance
- direct entry from another occupation e.g. Administration, Customer Service
- direct entry for existing staff working within the Court/Tribunal/Prosecution service

Progression from this pathway

Jobs:

- more senior roles within Courts/Tribunals organisations (e.g. Court/Tribunal Clerk, CPS Casework Assistant, CPS Witness Care Officer, Paralegal Officer). With significant further

experience it may be possible to progress to management level roles such as Court Manager

- specialised roles within the Court/Tribunal/Prosecution service such as: Witness Care, Court Usher, Team Leading, Bailiff
- other roles within the Justice sector, for example Administrator, Customer Service Adviser

Further training and qualifications including:

- 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 Apprenticeships e.g. Customer Service, Business Administration, Witness Care (expected April 2011)
- knowledge based qualifications such as BTEC in Public Services
- Internal employee training courses

For more information on careers see the Skills for Justice website at: www.skillsforjustice.com/careers.asp

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR. The 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 have 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 Organisation (SQA).

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.

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

www.skillsforjustice.com/careers.asp

Level 2, Pathway 2: Prosecution Administration

Description of this pathway

Court, Tribunal and Prosecution Administration (Prosecution Administration)

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is **69**. This is achieved through completion of the Knowledge, Competence and Transferable Skills qualifications.

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)
CPS Admin Officer	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.
CPS Casework Assistant	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.
CPS Casework Support Officer	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.
CPS Paralegal Officer	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	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Criminal Prosecution Administration					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0004/1	ILEX	13	78	N/A

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

K1a provides the underpinning knowledge and understanding for C1a.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification (with enhanced functional content)	E	5
Key Skills qualification in Literacy achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	1	5
GCSE qualification in ICT (with enhanced functional content)	E	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

ICT is included for this pathway. See above table for details.

Progression routes into and from this pathway

Progression into this pathway

Entry into this pathway may be:

- direct entry from a school or college
- from a 14-19 Diploma in Public Services or Business Administration & Finance
- direct entry from another occupation e.g. Administration, Customer Service
- direct entry for existing staff working within the Court/Tribunal/Prosecution service

Progression from this pathway

Jobs:

- more senior roles within Courts/Tribunals organisations (e.g. Administrative Officer, Court/Tribunal Clerk, CPS Casework Assistant, CPS Witness Care Officer, Paralegal)

Officer). With significant further experience it may be possible to progress to management level roles such as Court Manager.

- specialised roles within the Court/Tribunal/Prosecution service such as: Witness Care, Court Usher, Team Leading, Bailiff
- other roles within the Justice sector, for example: Administrator, Customer Service Adviser

Further training and qualifications including:

- 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 Apprenticeships e.g. Customer Service, Business Administration, Witness Care (expected April 2011)
- knowledge based qualifications such as BTEC in Public Services
- Bespoke training courses e.g. ILEX Level 3 Certificate in Criminal Prosecution

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

<http://www.skillsforjustice.com/careers.asp?pageid=78>

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR. The 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 with the certificate claim form, on completion of the Apprenticeship framework.

For a copy of the Skills for Justice Workbook for Apprentices, please see the following link:www.skillsforjustice.com/careers.asp

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 30% of those working in Court, Tribunal & 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
- over half of the Justice workforce is between the age of 35 and 54 and around 12% are aged over 55
- BME staff across the Court and Tribunal service account for 12% of the workforce and 13% 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 on 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 Court, Tribunal and Prosecution services and progression opportunities into the wider Justice sector

In order to address these issues, awareness of Court, Tribunal 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 of Apprenticeships to create progression routes into and from occupations within Court, Tribunal and Prosecution services

For more information visit the careers section of the Skills for Justice website: www.skillsforjustice.com/careers.asp

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 8 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.

On and off the job guided learning (England)

Total GLH for each pathway

Court & Tribunal Administration pathway:

Total GLH for this pathway:

The total amount of Guided Learning Hours (GLH) which includes both on and off the job guided learning is 372 GLH. For a typical apprentice this will take approximately 12 months. Apprentices must receive a total of 372 GLH whilst completing this framework.

Prosecution Administration pathway:

Total GLH for this pathway:

The total amount of Guided Learning Hours (GLH) which includes both on and off the job guided learning is 385 GLH. For a typical apprentice this will take approximately 12 months. Apprentices must receive a total of 385 GLH whilst completing this framework.

Minimum off-the-job guided learning hours

Court & Tribunal Administration pathway:

Minimum off the job GLH for this pathway:

An apprentice will need to complete a minimum of 227 GLH off the job (61% of the total GLH), over approximately 12 months for this framework.

Prosecution Administration pathway:

Minimum off the job GLH for this pathway:

An apprentice will need to complete a minimum of 240 GLH off the job (62% of the total GLH), over approximately 12 months for this framework.

How this requirement will be met

Court & Tribunal Administration pathway:

The requirement for off the job guided learning is calculated as follows:

- 75GLH Level 2 Certificate in Knowledge of Court/Tribunal Administration (includes ERR and induction)
- 45GLH Level 1 Functional Skill in Maths (or alternative - see transferable skills section)
- 45GLH Level 1 Functional Skill in English (or alternative - see transferable skills section)
- 45GLH Level 1 Functional Skill in ICT (or alternative - see transferable skills section)
- 5GLH minimum – appraisals related to this Apprenticeship programme
- 12GLH minimum for mentoring

Prosecution Administration pathway:

The requirement for off the job guided learning is calculated as follows:

- 78GLH Level 2 Certificate in Criminal Prosecution Administration
- 45GLH Level 1 Functional Skill in Maths (or alternative - see transferrable skills section)
- 45GLH Level 1 Functional Skill in English (or alternative - see transferrable skills section)
- 45GLH Level 1 Functional Skill in ICT (or alternative - see transferrable skills section)
- 5GLH – appraisals related to this Apprenticeship programme
- 10GLH for ERR and induction (to reflect the % of time for induction and ERR delivered/completed off the job)
- 12GLH minimum for mentoring

GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework

- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers and guided study
- be recorded e.g. in a log book or diary

Evidence of off the job GLH - Court & Tribunal Administration pathway:

- Level 2 Certificate in Knowledge of Court/Tribunal Administration
- Level 1 (or higher) Functional Skills certificates for Maths, English and ICT or Level 1 Key Skills certificates for Communication, Application of Number and ICT
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook)

Evidence of off the job GLH - Prosecution Administration pathway:

- Level 2 Certificate in Criminal Prosecution Administration
- Level 1 (or higher) Functional Skills certificates for Maths, English and ICT or Level 1 Key Skills certificates for Communication, Application of Number and ICT
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook)

Providers will be responsible for ensuring that the minimum off the job GLH has been met when applying for Apprenticeship certificates. For more information on certification see the following link: www.skillsforjustice.com/template01.asp

Minimum on-the-job guided learning hours

Court & Tribunal Administration pathway:

For this pathway, an apprentice will need to complete a minimum of 145 GLH on the job.

Prosecution Administration pathway:

For this pathway, an apprentice will need to complete a minimum of 145 GLH on the job.

How this requirement will be met

Court & Tribunal Administration pathway:

The requirement for on the job guided learning is calculated as follows:

- 145 GLH Level 2 NVQ Diploma in Court/Tribunal Administration

Prosecution Administration pathway:

The requirement for on the job guided learning is calculated as follows:

- 145 GLH Level 2 NVQ Diploma in Court/Tribunal Administration

On the job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, assessor, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, assessor, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers

Evidence for on the job GLH for all 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 GLH have been met (please see the section on ERR for more details about the workbook). This workbook will be used to evidence Personal Learning & Thinking Skills (PLTS), ERR and GLH
- Coaching and mentoring record, log or diary - not required at certification

Providers will be responsible for ensuring that the minimum on the job GLH has been met when applying for Apprenticeship certificates. For more information on certification see the following link: www.skillsforjustice.com/template01.asp

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

There are six Personal, Learning and Thinking Skills (PLTS) that provide a framework for describing the qualities and skills needed for success in learning and life.

Personal Learning and Thinking Skills (PLTS) have been mapped to the competence based qualification for this framework. This mapping gives an indication as to the most likely places where each of the PLTS can be demonstrated. However the PLTS can be demonstrated throughout the whole Apprenticeship. Apprentices must be introduced to PLTS during induction so that they learn to recognise when they are achieving the skills for themselves. Apprentices, line managers and providers must provide examples and evidence in the Workbook for Apprentices where each of these skills have been demonstrated.

How to meet the requirements for PLTS:

On completion of the framework the learning provider, apprentice and line manager should complete the declaration in Appendix A of the Workbook for Apprentices to confirm that PLTS have been demonstrated.

The Workbook for Apprentices and PLTS Mapping document can be downloaded at the following link: <http://www.skillsforjustice.com/template01.asp?pageid=860>

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

Creative thinking

Creative Thinking involves:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways
- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change

Creative thinking can be delivered and demonstrated through the following unit:

- AA1 Equality & Diversity

Independent enquiry

Independent Enquiry involves:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.

Independent enquiry can be delivered and demonstrated through the following units:

- AA1 Equality & Diversity
- DB1 Receive and progress court/tribunal cases
- DB4 Collate and provide papers for individual court/tribunal cases
- DC5 Maintain court/tribunal records
- HA1 Manage personal development

Reflective learning

Reflective Learning involves:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences

Reflective learning can be delivered and demonstrated through the following units:

- AA1 Equality & Diversity
- DB1 Receive and progress court/tribunal cases
- DB4 Collate and provide papers for individual court/tribunal cases
- DC5 Maintain court/tribunal records
- HA1 Manage personal development

Team working

Team Working involves:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results

- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others.

Team working can be delivered and demonstrated through the following units:

- DB1 Receive and progress court/tribunal cases
- DB4 Collate and provide papers for individual court/tribunal cases
- DC5 Maintain court/tribunal records

Self management

Self Management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships

Self management can be delivered and demonstrated through the following units:

- DB1 Receive and progress court/tribunal cases
- DB4 Collate and provide papers for individual court/tribunal cases
- DC5 Maintain court/tribunal records
- HA1 Manage personal development

Effective participation

Effective Participation involves:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own.

Effective participation can be delivered and demonstrated through the following units:

- AA1 Equality & Diversity
- HA1 Manage personal development

Additional employer requirements

N/A

apprenticeship
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For more information visit
www.apprenticeshipframeworksonline.semta.org.uk