

apprenticeship FRAMEWORK

Policing

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

apprenticeship
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Document status:
Issued



Policing

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: FR00128	Level 3
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 3 has been developed with the support of the Royal Military Police, with involvement from other Defence Police Forces, and forms part of the Justice system's plans to develop a clear framework of qualifications for Policing and Law Enforcement across the UK. It is designed to attract new people into the Policing services, to upskill the workforce to replace those who leave or retire and to provide progression routes in Police and Law Enforcement or the wider Justice sector. As part of the Defence Policing pathway advanced apprentices work as Non Commissioned Officers carrying out investigations into criminal and traffic offences. It is anticipated that new pathways will be added to this framework, as the need arises, to include other Policing services such as Home Office and Non Home Office

Policing.

Contact information

Proposer of this framework

The Royal Military Police proposed this framework to increase the transferrability of staff and formalise learning and development.

Developer of this framework

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Purpose of this framework

Summary of the purpose of the framework

This new framework at level 3 has been developed with the support of the Royal Military Police, with involvement from other Defence Police Forces, and forms part of the Justice system's plans to develop a clear framework of qualifications for Policing and Law Enforcement across the UK. It is designed to attract new people into the Policing services, to upskill the workforce replacing those who leave or retire and to provide progression routes to careers in Policing and Law Enforcement.

The pathway of Defence Policing is part of the wider Justice system which includes agencies responsible for the maintenance of law and order, prevention and detection of crime, and reassurance and support for communities. In total, the Justice system employs up to half a million people in Policing and Law Enforcement, Custodial Care, Community Justice, Courts Services, Prosecution Services and Forensic Science. Half of these are employed in Policing and Law Enforcement.

The Justice system faces a number of challenges to attract more women and people from BME groups into the sector and to upskill the existing workforce:

- 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. Currently around a third of the workforce is 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
- 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 that meets the skills priorities for the sector, adds value and offers opportunities for career progression and transfer to other roles across the sector. This new Advanced Level Apprenticeship has therefore been developed with the help of employers in Defence Policing to include the new qualifications for all those working in the sector in order to meet their skills needs, professionalise the service and aid skills transfer.

Projected take up of the framework initially will be through the Royal Military Police (RMP) who will deliver the framework to around 190 Advanced Apprentices annually. Other defence police forces such as the Royal Navy Police (RNP) and the Royal Air Force Police (RAFP) will monitor implementation of the framework and consider implementing it with their own personnel.

Through the Defence Policing pathway Advanced Apprentices will work as Non Commissioned Officers investigating criminal offences such as thefts, assaults and traffic accidents. The job also involves some administration, completing forms, writing reports and liaising with colleagues.

It is anticipated that new pathways will be added to this framework, as the need arises, to include other Policing services such as Home Office and Non Home Office Policing.

This Advanced Level Apprenticeship will also contribute to meeting the skills priorities for England by:

- providing flexible access to a high quality Level 3 skills programme, which provide a real alternative to GCSEs and A levels for those who prefer this style of learning and achievement
- incorporating skills to improve the general literacy and numeracy in England
- using technical and competence qualifications, valued by employers, to increase productivity and efficiency
- developing apprentices' Personal Learning and Thinking Skills, to build their confidence and creativity, improving their social and working lives
- developing apprentices' employability skills, making them more attractive to all employers whichever career they choose
- providing a career pathway into jobs and training at technician level and higher, to provide the skills which the economy needs to grow
- building on the existing quality provision for the Justice sector in England

Aims and objectives of this framework (England)

Aim:

The aim of this framework is to attract new people into Policing Services, particularly those from under-represented groups, to upskill the workforce to replace those who leave or retire, and to provide progression routes into careers in Police and Law Enforcement or into the wider Justice sector.

Objectives:

- to provide a standardised programme of learning and development, incorporating transferable skills which apply across Policing and the wider Justice sector
- to contribute to increasing the number of existing staff qualified to Level 3 leading to a higher level of performance

- provide opportunities for career progression into management in Policing and Law Enforcement or the wider Justice sector
- to attract more applicants into Policing at Level 3 including those from under-represented groups
- to develop problem solving, communication, team working and literacy and numeracy skills

Apprenticeships will help to address the skills priorities set out in the 'Skills for Sustainable Growth' strategy (2010) by offering a technician level Apprenticeship to those working in Policing. For more information please follow the link to the strategy document:

<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/s/10-1274-skills-for-sustainable-growth-strategy.pdf>

Entry conditions for this framework

Applicants into the framework must have a mature, determined and self-confident attitude. Investigating and detecting crime demands an inquisitive but open mind, as well as a genuine interest in police work. You should have the ability to work unsupervised, as well as to think and act independently. An honest nature is vital as police officers have a high level of responsibility, therefore applicants should not have any civil convictions.

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

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Policing

Pathways for this framework at level 3

Pathway 1: Defence Policing

Level 3, Pathway 1: Defence Policing

Description of this pathway

Policing (Defence Policing) Non Home Offices Forces.

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is **88**. 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

For applicants to the Royal Military Police, entry into this framework is through completion of the Army's Phase 1 Basic Training including the ability to join the Army and be selected for the RMP. The training is designed to give entrants the basic military skills to undertake duties required of a soldier and to fully prepare them for further stages of training. They must also be prepared to be posted anywhere within the UK or overseas.

Entry into this framework for other Defence Police services may be through similar routes.

Job title(s)	Job role(s)
Non-Commissioned Officer	Work in collaboration with the communities they serve, maintaining law and order. Providing an initial response to incidents, carrying out searches, arrests, interviews and managing conflict. Conducting priority and volume investigations and providing initial support to victims and witnesses.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Diploma in Policing					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/8023/4	City & Guilds	38	190	N/A
C1b	500/8022/2	Edexcel	38	190	N/A
C1c	500/8021/0	OCR	38	190	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Diploma in Knowledge of Defence Policing					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	501/1724/5	City & Guilds	40	321	N/A

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-c

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	2	5
GCSE qualification (with enhanced functional content)	C	5
Key Skills qualification in Literacy achieved either before September 2013 as part of the Apprenticeship, or... *	2	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	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	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.

Inclusion of Information and Communications Technology (ICT)

ICT is not included as a mandatory part of this framework as employers do not see it as relevant to effective performance in the occupational area.

Progression routes into and from this pathway

Progression into this pathway

Progression into this pathway can be from a variety of routes, which can lead to enrolment in the Armed Forces, including:

- direct entry from a school or college

- 14-19 Diploma in Public Services
- direct entry from another occupation
- direct entry for existing staff working in Police and Law Enforcement
- work experience
- training and qualifications such as:

- Level 3 Certificate in Policing (Police Community Support Officer)

- BTEC Level 3 Certificate/Diploma in Public Services

For entry into the Royal Military Police, progression is through completion of the Army's Phase 1 Basic Training, including the ability to join the Army and be selected for the RMP.

Progression from this pathway

Progression from this Advanced Level Apprenticeship can be to a number of different courses, qualifications and job roles.

Courses and Qualifications

The Advanced Level Apprenticeship will be the foundation for further opportunities within the Defence Police Forces. Upon completion of the Apprenticeship, Defence Police personnel will be able to gain further knowledge and competence via a series of mandatory and optional military career courses, via the Command Leadership Management (CLM) programme and through specific Defence Police career courses and external training opportunities.

Command and Leadership Management offers accreditation across a number of institutes, such as the Chartered Management Institute (CMI) and the Institute of Leadership Management (ILM), dependent on seniority. Mandatory police training courses further develop an individual's policing skills and provide the following opportunities:

- Volume Crime Investigation Course (VCIC)
- Serious & Complex Crime Investigation Course (SCIC)
- Crime Scene Investigators Course (CSI). This is a Home Office accredited course and, as such, successful candidates are registered as Home Office approved CSIs. This qualification is completely transferrable into any Home Office Police Force
- Higher Education including Criminology, Criminal Justice, Criminal Law, Police Studies, Forensic Science, Community Justice and Youth Justice
- Foundation Degrees in Criminology, Police Studies/Policing, Forensic Science, Community Justice, and Youth Justice

Job Roles and Occupations

Completion of the Defence Policing pathway can lead to further job roles within RMP, such as:

- Special Investigations Branch Non-Commissioned Officer

- Commissioned Officer

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

UCAS points for this pathway: N/A

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

The course of training in ERR must 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

Equality and Diversity - Defence Policing Pathway:

The Armed Forces is predominantly white and male with ethnic minority recruitment achievement in 2008/09 around 2.5% across the Royal Navy, Army and RAF. The representation of women in the UK's Armed Forces remains fairly static at just under 10%.

Likely reasons which have contributed to this imbalance include:

- balancing caring responsibilities with a career in the Services presents an obstacle to advancement for many women
- stereotypical views of the Armed Services as being a male dominated workforce
- the job requires a good standard of literacy and numeracy which can be a barrier to entry or progression
- people wishing to enter Defence Policing are often unaware of the breadth of opportunity and different roles that the Justice sector offers, as well as the scope of career pathways from these roles, in particular the ways in which they could enter one area of the Justice sector by transferring skills gained in another area of Justice
- lack of an Apprenticeship route which offers a high quality standardised programme of training and development within Defence Policing and across the wider Justice sector.

The Armed Services continues to look at ways of improving recruitment and retention with a focus on increasingly moving to positive equality outcomes. Reporting mechanisms have been established to ensure that these are reviewed annually by senior management and adverse effects are acted upon.

The Services continue to commit significant effort and resources to engage and raise awareness among all of the UK's minority groups and to encourage members of those groups to consider a career in the Armed Forces.

Equality and Diversity - framework

The Functional Skills element of the Apprenticeship framework will help to remove any literacy and numeracy barriers within this occupation and will therefore contribute to future career progression for apprentices.

In order to address these issues, awareness of careers in Policing and the Justice sector generally as a profession is being raised through:

- producing careers information, advice and guidance including career progression pathways and case studies

- development of Apprenticeships to create progression routes into and from occupations within Policing
- Women in Work Initiatives involving training, case studies, videos, organisational impact studies and an Alumni page at www.skillsforjustice.com/template01.asp

-unlocking the potential of women in the Justice sector – although funding for this ceases in 2011, over the past 3 years the Women and Work project has helped over 1,000 women gain bursaries to take training to further their skills and confidence

-the project has secured £580,000 Government funding for a skills development programme for 625 women employed in the Justice sector in England

-the project has provided management coaching and mentoring course for women

Visit the careers website for the Justice sector at www.skillsforjustice.com/careers.asp

Apprenticeships are seen as a vital route to encourage a more diverse range of individuals to enter the industry, therefore entry conditions to this framework are extremely flexible and mentoring has been included to offer additional support and increase the chances of apprentices staying.

Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within the industry, using the 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 in the Justice sector as part of its Apprenticeship Strategy and take steps to address any barriers to take up and achievement as part of our Sector Qualifications Strategy.

On and off the job guided learning (England)

Total GLH for each pathway

For this framework the total amount of Guided Learning Hours (GLH) which includes both on and off the job guided learning is 636 GLH. For the average apprentice this will take approximately 14 months. This means that 545 GLH must be delivered in the first 12 months and 91 GLH must be delivered in the final 2 months.

Minimum off-the-job guided learning hours

For this Apprenticeship and pathway, an apprentice will need to complete a minimum of 446 GLH off the job (70% of the total GLH), over approximately 14 months for this framework. This means that 382 off the job GLH must be delivered in the first 12 months and 64 off the job GLH must be delivered in the final 2 months.

How this requirement will be met

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

- 321GLH Level 3 Diploma in Knowledge of Defence Policing
- 45GLH Level 2 Functional Skill in Maths (or alternative - see transferable skills section)
- 45GLH Level 2 Functional Skill in English (or alternative - see transferable skills section)
- 5GLH – Appraisals related to this Apprenticeship programme
- 10GLH for ERR and Induction (to reflect the % of time for induction and ERR delivered/completed off the job)
- 20GLH minimum for mentoring (or at least one hour a week for the duration of the programme)

GLH should:

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

Evidence of off the job GLH

- Level 3 Diploma in Knowledge of Defence Policing
- Level 2 Functional Skills Certificates for Maths and English or Level 2 Key Skills

Certificates for Communication and Application of Number

- completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook)
- coaching and mentoring record, log or diary - not required at certification

Providers will be responsible for ensuring that the minimum off the job GLH has been met when applying for Apprenticeship certificates. For more information on certification see the following link: <http://www.skillsforjustice.com/template01.asp?pageid=40>

Minimum on-the-job guided learning hours

For this Apprenticeship and pathway, an apprentice will need to complete a minimum of 190 GLH on the job over approximately 14 months. This means that 163 on the job GLH must be delivered in the first 12 months and 27 on the job GLH must be delivered in the final 2 months.

How this requirement will be met

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

- 190 GLH Level 3 Diploma in Policing

On the job GLH should:

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

Evidence for on the job GLH will include:

- Level 3 Diploma in Policing
- completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook). This workbook will be used to evidence PLTS, ERR and GLH

- coaching and mentoring record, log or diary - not required at certification

Providers will be responsible for ensuring that the minimum on the job GLH has been met when applying for Apprenticeship certificates. For more information on certification see the following link: <http://www.skillsforjustice.com/template01.asp?pageid=40>

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

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

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

How to meet the requirements for PLTS:

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=858>

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 units:

- CB1 Gather and submit information to support law enforcement objectives
- CD1 Provide an initial response to incidents
- CI101 Conduct priority and volume investigations
- CJ101 Interview victims and witnesses priority volume investigations
- CJ201 Interview suspects in relation to priority and volume investigations
- CK1 Search individuals in a policing context
- CK2 Search vehicles, premises and open spaces
- GC10 Manage conflict in a policing context

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:

- BE2 Provide initial support to victims and witnesses
- CB1 Gather and submit information to support law enforcement objectives
- CD1 Provide an initial response to incidents
- CD5 Arrest detain or report individuals
- CI101 Conduct priority and volume investigations
- CJ101 Interview victims and witnesses priority volume investigations
- CJ201 Interview suspects in relation to priority and volume investigations
- CK1 Search individuals in a policing context
- CK2 Search vehicles, premises and open spaces
- GC10 Manage conflict in a policing context

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:

- BE2 Provide initial support to victims and witnesses
- CB1 Gather and submit information to support law enforcement objectives
- CD1 Provide an initial response to incidents
- CD5 Arrest detain or report individuals
- CI101 Conduct priority and volume investigations
- CJ101 Interview victims and witnesses priority volume investigations
- CJ201 Interview suspects in relation to priority and volume investigations
- CK1 Search individuals in a policing context
- CK2 Search vehicles, premises and open spaces
- GC10 Manage conflict in a policing context

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:

- BE2 Provide initial support to victims and witnesses
- CB1 Gather and submit information to support law enforcement objectives
- CD1 Provide an initial response to incidents
- CI101 Conduct priority and volume investigations
- CJ101 Interview victims and witnesses priority volume investigations
- CJ201 Interview suspects in relation to priority and volume investigations
- CK1 Search individuals in a policing context
- CK2 Search vehicles, premises and open spaces
- GC10 Manage conflict in a policing context

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:

- BE2 Provide initial support to victims and witnesses
- CB1 Gather and submit information to support law enforcement objectives
- CD1 Provide an initial response to incidents
- CD5 Arrest detain or report individuals
- CI101 Conduct priority and volume investigations
- CJ101 Interview victims and witnesses priority volume investigations
- CJ201 Interview suspects in relation to priority and volume investigations
- CK1 Search individuals in a policing context
- CK2 Search vehicles, premises and open spaces
- GC10 Manage conflict in a policing context

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 as 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 unit:

- BE2 Provide initial support to victims and witnesses
- CD1 Provide an initial response to incidents
- CD5 Arrest detain or report individuals
- CI101 Conduct priority and volume investigations
- CJ101 Interview victims and witnesses priority volume investigations
- CJ201 Interview suspects in relation to priority and volume investigations
- CK1 Search individuals in a policing context
- CK2 Search vehicles, premises and open spaces
- GC10 Manage conflict in a policing context

Additional employer requirements

Some employers require apprentices to obtain a full UK driving licence during the course of their training. They must also be prepared to be posted anywhere within the UK or overseas as the job demands.

Achievement of the additional employer requirements is not required for certification.

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