

apprenticeship FRAMEWORK

Court, Tribunal and Prosecution Administration (Wales)

Issued by
Skills for Justice

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Court, Tribunal and Prosecution Administration (Wales)

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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 Foundation 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 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 Foundation 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 Foundation 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:

- 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
- 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 Wales 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 Wales
- using technical and competence qualifications, valued by employers, to help their businesses grow
- developing apprentice's employability skills, making them more attractive to all employers whichever career they choose
- providing a career pathway into jobs and training at 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 Wales

Aims and objectives of this framework (Wales)

Aim:

The aim of this framework is to upskill the existing workforce to replace those who leave or retire and to provide a progression route into occupations in 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.

Relaxations and proxies:

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

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

Essential Skills Wales:

- If applicants already have GCSEs in English, Maths and/or Information and Communications Technology (ICT) they still have to do the Essential Skills Wales (ESW), at the relevant level as these are new qualifications and proxies do not exist
- Up to the 31 August 2011, if applicants already have achieved Key Skills at the relevant level, they will not have to do the relevant Essential Skills Wales however, apprentices can be encouraged to complete ESW at a higher level if appropriate

Knowledge qualifications:

- If applicants already have one of the Level 2 KNOWLEDGE qualifications before they started their Apprenticeship, (see knowledge qualifications page in this framework) they can count this and do not have to redo the qualification, providing that they have achieved this qualification within five years of applying for the apprenticeship certificate. For example, they may have already achieved the KNOWLEDGE element as part of the Welsh Bacalaureate. The hours they spent gaining this qualification will also count towards the minimum hours required for this framework

Competence qualifications:

- If applicants already have the Level 2 COMPETENCE qualification for the Apprenticeship they do not have to repeat this qualification, however, this qualification must have been achieved within five years of applying for the apprenticeship certificate and they will still have to demonstrate competence in the workplace

Prior experience:

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

Initial Assessment:

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

Level 2

Title for this framework at level 2

Foundation Apprenticeship in Court, Tribunal & Prosecution Administration

Pathways for this framework at level 2

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

Level 2, Pathway 1: Court & Tribunal

Description of this pathway

Court, Tribunal and Prosecution Administration (Court and Tribunal Administration)

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	NA

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	NA

Notes on relationship(s) between competence and knowledge qualifications (if any)

K1 provides the underpinning knowledge and understanding for C1.

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is 72. This is achieved through completion of the Knowledge, Competence and Essential Skills qualifications.

Combined qualifications available to this pathway

(no information)

Transferable skills

Essential skills (Wales)

	Minimum level	Credit value
Communication	1	6
Application of numbers	1	6
IT	1	6

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 Welsh Bacalaureate, including the Principal Learning Qualifications for Business Administration and Finance and Public Services
- 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 or 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:

<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

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

Description of this pathway

Court, Tribunal and Prosecution Administration (Prosecution Administration)

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	NA

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	NA

Notes on relationship(s) between competence and knowledge qualifications (if any)

K1 provides the underpinning knowledge and understanding for C1.

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is 72. This is achieved through completion of the Knowledge, Competence and Essential Skills qualifications.

Combined qualifications available to this pathway

(no information)

Transferable skills

Essential skills (Wales)

	Minimum level	Credit value
Communication	1	6
Application of numbers	1	6
IT	1	6

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 Welsh Bacalaureate, including the Principal Learning Qualifications for Business, Administration and Finance and Public Services
- 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, Bailiff, Team Leading
- 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 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 staying, 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 reassignment
4. marriage and civil partnership
5. pregnancy and maternity
6. race
7. religion or belief
8. sex or 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 training (Wales)

Off the job training

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

Court and Tribunal pathway - 417 hours

Prosecution pathway - 430 hours

Off the job training hours for this framework:

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:

Court and Tribunal pathway – 272 hours for the Foundation Apprenticeship.

Prosecution pathway – 285 hours for the Foundation Apprenticeship.

How this requirement will be met

Court & Tribunal pathway:

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

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

Prosecution pathway:

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

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

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 Foundation 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 Foundation Apprenticeship certificate or have been continuously employed in the relevant job role in the industry for 2 years.

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 GLH - Court & Tribunal pathway:

- Level 2 Certificate in Knowledge of Court/Tribunal Administration
- Level 1 (or higher) Essential Skills Certificates for Application of Number, Communication and ICT
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for training have been met (please see the section on ERR for more details about the workbook)
- Coaching and mentoring record, log or diary - not required at certification

Evidence of off the job GLH - Prosecution pathway:

- Level 2 Certificate in Criminal Prosecution Administration
- Level 1 (or higher) Essential Skills Certificates for Application of Number, Communication and ICT
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for training have been met (please see the section on ERR for more details about the workbook)
- Coaching and mentoring record, log or diary - not required at certification

Off-the-job training must 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.

Providers will be responsible for ensuring that the minimum requirement for on the job training has been met when applying for Apprenticeship certificates.

For more information on certification see the following link: www.skillsforjustice.com/template01.asp

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:

Court and Tribunal pathway – 145 hours for the Foundation Apprenticeship

Prosecution pathway – 145 hours for the Foundation Apprenticeship

How this requirement will be met

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

Apprentices who commence training under a new Apprenticeship agreement with a new employer may bring a range of prior experience with them. When an apprentice can claim towards the on the job framework total through prior learning acquired from previous full-time education, employment or other vocational programmes, then the apprentice's learning programme should include "customisation". Training providers are encouraged to identify additional on the job training programmes that customise the learning to the new workplace. Customisation programmes may include selecting appropriate additional Unit(s) from QCF qualifications, or relevant units recognised as Quality Assured Lifelong Learning [QALL] through a CQFW recognised body, or follow Essential Skills at a level higher than that specified in the framework, include 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 Foundation Apprenticeship Certificate or have been continuously employed in the industry for 2 Years.

Job roles within Court, Tribunal and Prosecution Services require a thorough level of technical competence and knowledge, which will be undertaken through work-based training, practice

and experience.

On the job learning must be formally recorded, either in a diary, workbook, portfolio, or be verified by attendance records. This evidence needs to be checked and signed by at least one of the following: the assessor, employer, mentor, training provider or other depending on the delivery model. These records of hours may need to be submitted to the Certifying Authority when applying for an Apprenticeship completion certificate.

Evidence for on the job training 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 training hours have been met (please see the section on ERR for more details about the workbook).

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

Wider key skills assessment and recognition (Wales)

Improving own learning and performance

Not mandatory. Consultation with employers shows that wider Key Skills are sufficiently covered in the the knowledge and competence elements of this framework.

However providers and apprentices are encouraged to record where and when these Key Skills are being used so that evidence can be gathered to allow apprentices to claim APL for each of the skills in the future.

Working with others

Not mandatory. Consultation with employers shows that wider Key Skills are sufficiently covered in the the knowledge and competence elements of this framework.

However providers and apprentices are encouraged to record where and when these Key skills are being used so that evidence can be gathered to allow apprentices to claim APL for each of the skills in the future.

Problem solving

Not mandatory. Consultation with employers shows that wider Key Skills are sufficiently covered in the the knowledge and competence elements of this framework.

However providers and apprentices are encouraged to record where and when these Key skills are being used so that evidence can be gathered to allow apprentices to claim APL for each of the skills in the future.

Additional employer requirements

N/A

apprenticeship
FRAMEWORKS ONLINE

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