



# Skills For Justice

SECTOR QUALIFICATIONS STRATEGY

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## SECTION 1: Executive Summary

The Justice Sector Qualifications Strategy (SQS) has been developed through extensive research and consultation with key employers and stakeholders and builds on previous research for the Sector Skills Agreement (SSA). The SQS presents an over-view of the qualifications and learning provision relevant to the Justice sector and the context within which qualifications are developed and used. It aims to be forward-looking, describing how qualifications and learning provision will continue to be developed to meet the future needs of employers.

**Section 2** confirms the scope of the SQS for the Justice sector, which comprises the following strands:

- Policing and law enforcement
- Forensic Science
- Prosecution Services
- Courts and tribunal services
- Custodial Care
- Community Justice.

Although all strands are relevant across the UK, there are often differences in legislation, working practices and the qualification systems of England, Wales, Scotland and Northern Ireland which are, as far as possible, reflected in the SQS.

The SQS incorporates the analysis provided by the SSA, which identified the following key priorities of relevance to qualifications and learning provision:

- Clear entry routes into the sector and attracting a diverse workforce
- Recognition and accreditation of in-house and informal training
- Leadership and Management – driving change and improving performance
- Sharing and securing information using ICT
- Multi-agency working
- Working with children and young people
- Dealing with changing social pressures.

The impact of key government policies for education and qualifications are also considered, including the direction of future policy as recommended by the Leitch Review (particularly for England and Wales) and Skills for Scotland, the Scottish Skills Strategy. It is recognised that the Justice sector is particularly subject to the effects of legislative changes driven both by government priorities to improve public service delivery and equally, by the continuing devolution of powers to Scotland, Wales and Northern Ireland - the speed of change in the Justice sector has presented a significant challenge in the last decade. These and other features of the working environment are explored further in **Section 3**.

The current qualifications and other learning provision used, valued and accepted by employers are presented in **Section 4**. It is a feature of the Justice sector that various types of qualifications and other learning provision are used within each strand of the sector, and in each strand there are often differences between the recognised qualifications and progression routes in the four countries. However, some key themes are:

- NVQs and SVQs are increasingly recognised as the way to accredit competence, and have become central to some qualification frameworks (e.g. Scottish Prison Service, Probation Service in England & Wales). However, successful S/NVQ programmes require commitment from key employers and funding; in many parts of the Justice sector there are barriers to achievement of S/NVQs (e.g. lack of the required staff time and resources).
- Perhaps the strongest message to emerge from the SQS research was the demand for smaller, unitised qualifications and awards (e.g. Development Awards and Scottish Professional Development Awards). These are valued, both as entry level qualifications and

for specialist CPD accreditation across the Justice sector. Smaller awards are regarded as more focussed and achievable for candidates, and less resource intensive.

- Higher Education qualifications continue to play an important role in many areas of the Justice sector, both for entry level qualifications and CPD. However, the importance of employers and HEIs working together was emphasised, to ensure provision is aligned to employer needs. For example, this was illustrated by the proliferation of Forensic Science Degrees.
- Foundation Degrees have proved an important addition to the available qualifications and offer a potential entry level qualification for people aiming to work in the Justice sector or a higher level qualification for people who wish to up-grade their skills. Foundation Degrees are currently available in criminology, police studies/policing, forensic science, community justice, and youth justice.
- Other vocational qualifications are recognised and valued, particularly where they are funded by key employer bodies. This is best illustrated by the high number of candidates achieving the Professional Certificate in Effective Practice, promoted and funded by the Youth Justice Board (in England & Wales).
- Finally, the work to develop coherent frameworks of qualification in some strands will be significant for the future, for example:
  - Custodial Care (Skills Elevator Project in England and Wales)
  - Policing and Law Enforcement (across the UK)
  - NOMS (Integrated Award Structure in England & Wales)
  - Children's workforce (Integrated Qualification Framework).

A summary of all accredited and non-accredited provision across the sector is presented in Appendix 2.

Finally, **Section 6** describes the vision for the future and actions which can be taken by Skills for Justice:

The vision is for the Justice sector to have a framework of flexible qualifications for all staff, to recognise their achievements and professionalism, which add value and offer opportunities for progression and transfer. Qualifications also need to be available which prepare individuals for employment in the sector and provide entry routes to the sector.

This vision is based on the principles that qualifications should:

- Clearly link to career structures, providing pathways to advancement within and across occupations.
- Provide a recognised credit or qualification for in-house learning
- Enable the recognition and transfer of skills, knowledge and achievements across the sector through qualifications
- Recognise the need for both academic and vocational qualifications which meet the needs of employment, and making clear relationships between them
- Recognise and encourage continuing professional development across the sector through qualifications
- Be supported by flexible delivery and assessment systems
- Be responsive to, and used to influence, key policy drivers / initiatives across the sector
- Use National Occupational Standards to provide a common currency between learning, qualifications and practice.

Key areas for action by Skills for Justice across the sector, and for specific strands are identified as follows:

1. Continued development of pre-entry level qualifications (e.g. 14-19 Diplomas) and raising the profile of the sector through improved Information, Advice and Guidance (IAG)
2. Developing and improving links with Higher Education Institutions (e.g. working with HE to develop Foundation Degrees)
3. Developing access to flexible qualifications and awards
  - Developing additional unitised awards (e.g. Development Awards)
  - Linking qualifications and awards to credit and qualification frameworks
  - Developing assessment capacity for competence-based qualifications and awards
  - Widening the range of Apprenticeships as a means of delivering S/NVQs, key/core skills and related certificates
  - Supporting accreditation of non-operational staff
4. Developing cross-sector qualifications to recognise transferability of skills across the sector (e.g. a qualifications framework for multi-agency working)
5. Providing quality assurance of learning provision (i.e. through Skillsmark)
6. Development and incremental review of National Occupational Standards to meet the needs of the sector, and the development of tools to support their effective use
7. Supporting the development of integrated qualification frameworks to provide clear entry routes and progression within and across strands of the sector
8. Improving the availability of labour market information to enhance the sector's capacity to make informed decisions on workforce development issues.

This SQS aims to provide a strategic view of qualifications and learning provision for the Justice sector, which will be kept under review and up-dated annually.

Skills for Justice raised awareness of the SQS and consulted widely with employers and other stakeholders in its development through a variety of means including existing forums (e.g. Occupational Committees, Country Groups, Awarding Body Forum), face to face meetings, telephone/email contacts and an online survey.

Skills for Justice will continue to work closely with employers and other key stakeholders in implementing the strategy through the development of specific SQS Action Plans.

## SECTION 2: Scope of the SQS

### 2.1 UK-wide scope of the SQS

Provide details of the UK-wide scope of the SQS in terms of:

- sector coverage
- occupations covered (including details of any exclusions. Please note, it is expected that SQSs will cover the sector's full footprint wherever possible; exclusions must be explained together with future plans to address them).
- population of learners (who's included within the scope of the SQS and who isn't). NB it is acknowledged that in some cases this population may be the same as the sector coverage described above, and if so this should be explained.
- range of provision and types of current qualifications, including HE, apprenticeships, sector/employer training schemes (this should be as inclusive as possible so a full picture of the qualifications and other learning is captured).

Any differences and similarities between the four UK nations impacting on the scope should be highlighted, as well as any overlaps with other SSCs, including details of any collaboration taking place.

This section should cover both accredited and non-accredited qualifications as appropriate, and should be clear about the distinction between the two.

#### Sector coverage

The Criminal Justice System varies between England and Wales, Scotland and Northern Ireland, but there are commonalities in that each have a number of statutory agencies (e.g. police services, prison services, court services, prosecution services), supported by a significant non-statutory sector which contains a large voluntary element, and a small private sector operating mainly within the custodial care environment.

The Justice sector comprises the following strands:

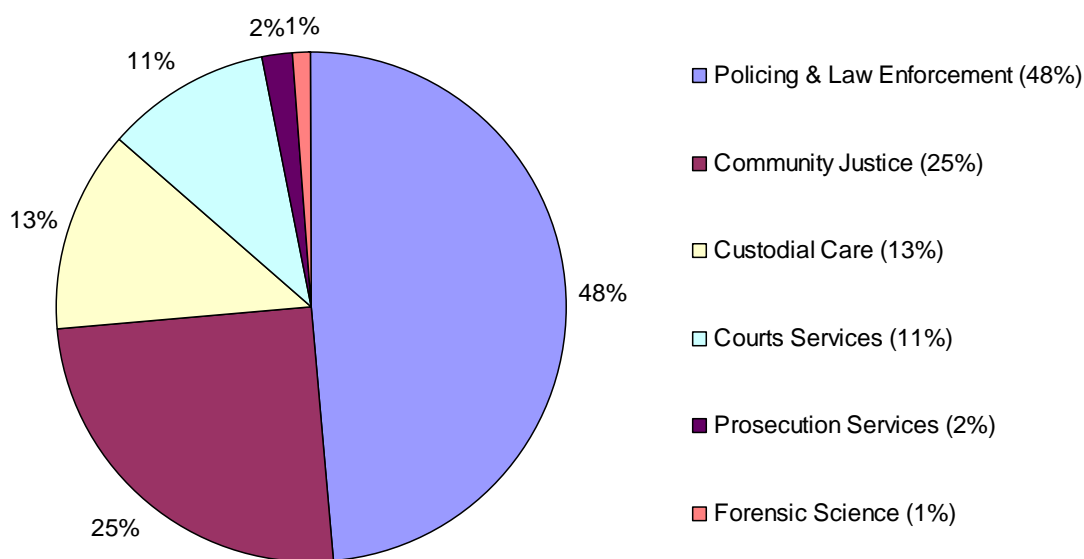
- (i) **Policing and law enforcement** includes agencies responsible for the maintenance of law and order, prevention and detection of crime and reassurance and support for communities.
- (ii) **Forensic Science** includes those scientific disciplines required to support police investigations and for the provision of scientific evidence in courts of law.
- (iii) **Prosecution services** includes those agencies responsible for the investigation of sudden or suspicious deaths, production and issue of summonses, preparation of cases for court and public prosecutions.
- (iv) **Courts and tribunal services** includes the judiciary and magistracy and court management and administration.
- (v) **Custodial care** of adults, children and young people, including detention, secure escort services, electronic monitoring services and interventions to address re-offending
- (vi) **Community justice** including community safety and crime prevention; prevention of offending and re-offending by adults, children and young people; supervision of offenders in the community; community-based resettlement projects; and services for victims, survivors and witnesses.

It is estimated that there are about 4,000 employing establishments in the sector, to which need to be added about 10,400 further establishments which operate in the community justice strand but for which Justice is not their primary, or core business. Establishments or organisations are on average larger in terms of employee numbers than in other sectors, with nine per cent employing 200+ people.

Appendix 1 identifies the key Justice sector organisations operating within each strand in each UK country.

### Occupations covered

It is estimated that there are between 447,000 and 560,000 people employed within the UK justice sector (depending on the data source<sup>1</sup>). Approximately half of these people are employed in the Policing and Law Enforcement strand. The figure below illustrates the proportion of employees in the various strands of the justice sector across the UK:



Source: Stage 1 Sector Skills Agreement - Skill Needs Analysis

### The population of learners

The learners that fall within the scope of the SQS include anyone working towards qualifying or training for employment, and those working in the sector who may be participating in learning in order to update skills or for career progression. All of the justice sector's occupations are within the scope of the SQS; the key occupations operating within each strand in the four UK countries are shown in Table 1.

<sup>1</sup> Source: Stage 1 Sector Skills Agreement - Skill Needs Analysis  
<http://www.skillsforjustice.com/template01.asp?pageid=31>

## **The range of learning provision and qualifications**

The SQS takes account of all the qualifications and learning opportunities that are available and required for the full range of occupations available within the Justice sector. This includes accredited and non-accredited learning, learning delivered in-house and also that delivered in FE, HE and specialist college settings. The range of relevant learning provision and qualifications includes the following:

### ***Accredited provision***

- National Vocational Qualifications and Scottish Vocational Qualifications (NVQ/SVQ)
- Certificate / Degree / Diploma / Masters qualifications offered by HE
- Foundation Degrees
- Vocationally Related Qualifications (e.g. certificates and diplomas)
- Qualifications offered by professional bodies
- Technical Certificates
- Development / Progression Awards
- Apprenticeships.

### ***Non-accredited provision***

- In-house training and development (including induction programmes, short courses and CPD)
- Training and development provision delivered by FE, HE or private training providers

The full range of relevant learning provision, qualifications and related issues are explored further in Section 4.

**Table 1: Key occupations operating within each strand in the four UK countries**

<p><b>Police &amp; Law Enforcement</b></p> <ul style="list-style-type: none"> <li>• Police Officer</li> <li>• Police Support Staff</li> <li>• SOCA Investigator</li> <li>• Immigration Officer</li> <li>• HM Revenue &amp; Customs Officer role within Law Enforcement function</li> <li>• Financial Investigator</li> <li>• Special Constables (England, Wales &amp; Scotland)</li> <li>• Police Community Support Officer (England, Wales &amp; Northern Ireland)</li> <li>• Criminal Intelligence Analyst (SDEA) (Scotland)</li> <li>• Information Security Officer (SDEA) (Scotland)</li> <li>• Fingerprint Officer (SCRO) (Scotland)</li> <li>• Help Desk &amp; Duty Officer (SCRO) (Scotland)</li> </ul>	<p><b>Community Justice</b></p> <ul style="list-style-type: none"> <li>• Probation Officer (England, Wales &amp; Northern Ireland)</li> <li>• Probation Service Officer (England, Wales &amp; Northern Ireland)</li> <li>• Criminal Justice Social Worker (Scotland)</li> <li>• Youth Offending Team Officer (England &amp; Wales)</li> <li>• Youth Justice Support worker (England &amp; Wales)</li> <li>• Children's Reporter (Scotland)</li> <li>• Youth Justice Agency Case Managers (Northern Ireland)</li> <li>• Youth Conference Coordinators (Northern Ireland)</li> <li>• Community Safety Officer</li> <li>• Project workers and Support workers</li> <li>• Drug &amp; Alcohol workers</li> <li>• New roles in NOMS: e.g. Offender Manager, Offender Supervisor, Case administrator (England &amp; Wales)</li> </ul>
<p><b>Prosecution services</b></p> <ul style="list-style-type: none"> <li>• Prosecutor (England &amp; Wales)</li> <li>• Caseworker (England &amp; Wales)</li> <li>• Procurator Fiscal (Scotland)</li> <li>• Precognition Officer (Scotland)</li> <li>• Public Prosecutor (Northern Ireland)</li> </ul>	<p><b>Custodial care</b></p> <ul style="list-style-type: none"> <li>• Prison Officer</li> <li>• Instructional Officers</li> <li>• Specialist Prison staff</li> <li>• Prison Operational Support staff</li> <li>• Night Custody Officer (Northern Ireland)</li> <li>• Prison Custody Officer (Northern Ireland)</li> <li>• Juvenile Justice Centre staff (Northern Ireland)</li> </ul>
<p><b>Courts and tribunal services</b></p> <ul style="list-style-type: none"> <li>• Court Clerk (England, Wales &amp; Scotland)</li> <li>• Case Progression Officer (Northern Ireland)</li> <li>• Legal Officer (Northern Ireland)</li> <li>• Court Manager (England &amp; Wales)</li> <li>• Listing Officer (England &amp; Wales)</li> <li>• Usher (England &amp; Wales)</li> <li>• Enforcement Officer (England &amp; Wales)</li> <li>• Legal Advisor (England &amp; Wales)</li> <li>• Court Officer (Scotland)</li> <li>• Policy Development Officer (Northern Ireland)</li> <li>• Administrative Officers</li> </ul>	<p><b>Forensic Science</b></p> <ul style="list-style-type: none"> <li>• Forensic Scientists (laboratory based)</li> <li>• Crime Scene Examiners or Investigators</li> <li>• Fingerprint Practitioners</li> <li>• Forensic Imaging Specialists</li> <li>• Laboratory Technicians</li> <li>• Accident Investigators</li> </ul>

(Ref: Stage 1 Sector Skills Agreement - Skill Needs Analysis)

## **2.2 Key priorities and alignment with government policy**

*Highlight the key priorities for the sector in terms of qualifications and other learning provision, and indicate how existing government policies in each of the four UK nations have been taken into consideration in the production of your SQS; please include a synopsis of how the relevant government policy aligns with the sector's strategy.*

### **Key issues and priorities of the sector in terms of qualifications and learning provision**

A comprehensive audit of both skill needs and current learning provision within the sector was carried out within Stages 1 and 2 of the Sector Skills Agreement (SSA) process during 2006.

Stage 3 of the SSA then provided an analysis of the gaps between the identified skill needs, and the learning provision and supporting infrastructure in existence to meet these needs. This gap analysis led to an identification of the key issues and priorities of the sector in terms of qualifications, learning provision and wider workforce development needs. These issues and priorities are set out below; some of these issues are UK wide but may have different solutions within the separate UK countries; other issues identified are particular priorities for specific countries.

### **Clear entry routes into the sector and attracting a diverse workforce**

There is a projected net requirement of 109,000 entrants to the UK justice sector to 2014. 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. This relies on career pathways being flexible and skills, knowledge and experience gained being effectively recognised.

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, the majority of people working within the justice sector come from a white ethnic group (95%) and just under two thirds of the workforce are male (61%). This affects entry level roles across the sector, but is a particular issue for front line roles such as community policing, and also within the community justice strand and in relation to the voluntary sector.

These issues are addressed through proposals for pre-entry qualifications and raising the profile of the sector through improved Information, Advice and Guidance.

### **Recognition and accreditation of in-house and informal training**

There is a reliance on in house and informal training across the sector, which does not always enable learning and experience to be recognised or accredited. Formal accreditation of skills is not always required but a lack of recognition can make it more difficult for people to transfer their skills into other areas of the sector. There also tends to be a focus on entry level training, with continuing professional development (CPD) not being offered to the same extent.

The proposals relevant to this issue include the development of flexible, unit-based qualifications and awards and increasing assessment capacity.

### **Leadership and Management – driving change and improving performance**

The Justice sector is a sector that sees constant change, often as a result of new legislation or political initiatives. The sector is also subject to Public Service Agreement (PSA) targets that require attention to performance management. These characteristics make leadership and management skills particularly important to the sector.

Leadership and management was identified as a clear skills shortage across the sector in Stage 1 of the SSA. Often people who are skilled in an operational role are promoted to management positions with little management experience or training, and required to learn on the job. A new

structured approach to management training in the justice sector is needed, together with a new approach to sharing best practice across the sector's strands and organisations.

Training for first line and middle managers are a priority, as is training in the specific topic areas of performance management, change management, financial and resource management, risk management and commercial skills in relation to contracting and procurement. Although there is much management training currently available, much of it is developed and delivered in-house.

This issue is addressed through proposals such as the development of flexible, unit-based qualifications and awards (e.g. in managing justice services) and developing closer links with external providers, including Higher Education Institutions.

### **Sharing and securing information – ICT in practice**

The security of information in the justice sector is of paramount importance. There is a need to share this information across agencies and strands in a secure manner with full knowledge of relevant legislation and protocols. ICT skills were identified as a skills need within stage 1 of the SSA process in two aspects: generic and specific ICT skills:

- Generic ICT skills relate to a 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. With a slightly older workforce than the UK average, the Justice sector may have hidden ICT skill gaps where people have been employed in a role prior to the introduction of these new information technologies and are not as a result maximising the potential use of ICT in this role.
- Specific tailored ICT knowledge and skills reflect an increasing focus on an intelligence led model for the justice sector, where security of evidence and audit trails are of great importance in securing convictions. Holding and communicating correct information on high risk offenders is particularly important as it may have an impact on how these offenders are dealt with.

This is addressed, for example, through proposals for increasing accreditation of non-operational staff, developing Apprenticeships and unit-based qualifications and awards.

### **Multi-agency working**

Multi-agency working was identified as a key skill need within stage 1 of the SSA, and Stage 2 of the SSA found that there was little specific learning provision for multi-agency working, other than at induction or probationer level. This is an area for concern given the crucial function of working in partnership with agencies to share information and provide a seamless experience of the Justice system. This is especially relevant given the high profile media attention and potentially devastating impact of failures in multi-agency working, in particular with regard to the management and control of high risk offenders. One of the main ways of tackling issues such as anti-social behaviour, substance misuse and community safety is through the development of crime reduction and community safety partnerships or other partnership arrangements which involve cross organisational arrangements, with staff expected to work with or alongside staff from other justice sector organisations in their locality.

Evidence of specific multi-agency working training was limited in all four nations, although in Northern Ireland it was found that there was considerable investment in specific training in areas such as Child Protection and Joint Protocols, and in Scotland there has been some positive partnership work to develop a modular information sharing programme for working with sex offenders.

This issue is particularly addressed through proposals for a qualifications framework for multi-agency working.

### **Working with children and young people**

A significant proportion of the Justice sector workforce come into contact with children and young people as part of their work function. There are a number of roles and job areas which are entirely devoted to this aspect of Justice and many other front line staff that come into contact with children and young people as a part of their role. Child protection and recognition of the rights of children and young people is therefore a high priority across the justice sector and it is a priority to ensure

that all those people who work with children and young people have the appropriate range and level of skills and knowledge for this type of work. There needs to be coherence in the skills and knowledge imparted across agencies within the sector, including common standards and qualifications.

This is particularly addressed through the contribution of Skills for Justice towards the development of the integrated qualification framework for those who work with children and young people.

### **Dealing with changing social pressures – anti social behaviour, substance misuse and community safety**

There has been increased emphasis from governments and devolved administrations on tackling issues such as anti-social behaviour, substance misuse and community safety. For example, new punitive measures and initiatives have been introduced such as Anti Social Behaviour Orders (ASBOs), the RESPECT agenda, and PSA targets for reducing anti-social behaviour and reducing offending within communities. As a result, agencies and organisations within the Justice sector have to develop new methods of working to implement these new initiatives and tackle the corresponding social issues.

Government targets in these areas will not be met if key training and qualifications are not delivered to those aspects of the sector involved in anti-social behaviour, substance misuse and community safety.

### ***How the relevant government policy aligns with the sector's strategy***

Each of the UK countries has its own policies and regulatory frameworks for workforce development, training and education. The common theme across all these policies and regulatory frameworks, however, is increasing productivity and the competitiveness of sectors through the development of the workforce. This is consistent with the priorities identified for the Justice Sector.

### ***Impact of government policies in England & Wales'***

Most recently, the recommendations from the Leitch Review (December 2006) will be influential in determining the future direction of policy on workforce development in the sector. Many of the priorities for action identified in the Justice Sector (See Section 6) are closely aligned with the recommendations of the Leitch Review e.g.

- Increasing people's awareness of career opportunities and the value of skills
- Developing Specialised Diplomas as entry-level qualifications for young people
- Providing qualifications and skills which are portable to deliver mobility in the labour market for individuals and employers
- Increasing the number of Apprenticeships available to employees across the sector
- Widening take up of qualifications and learning by accessing funding (e.g. through Train to Gain)
- Improving engagement between employers and universities
- Increase adult skills across all levels, including adults' basic skills of literacy and numeracy.

For more detailed information about the recommendations in the Leitch Review, go to: [http://www.hm-treasury.gov.uk/media/523/43/leitch\\_finalreport051206.pdf](http://www.hm-treasury.gov.uk/media/523/43/leitch_finalreport051206.pdf)

Many other initiatives introduced by the learning and skills policies in England and Wales have already been taken up by the Justice sector and translated into practice. For example:

- A Foundation degree framework is in place and available in Policing, Criminology and Criminal Justice, Forensic Science, Community and Youth Justice.
- An Advanced Apprenticeship (England) / Modern Apprenticeship (Wales) in Community Justice has been developed.

Proposals for the reform of education for 14 to 19 year olds in England were set out in the DfES White Paper, "14-19 Education and Skills", published in 2005. One of the key announcements in the White Paper was the introduction of a suite of Specialised Diplomas that combine academic and applied learning. Skills for Justice have been working with other SSCs to develop a Diploma in Society, Health and Development which will be taught in schools and colleges in England from Sept 2008. Work is currently underway to develop a Diploma in Public Services which will be available in England from September 2010 (Ref: SSA E&W Stage 3 P.91).

Train to Gain in England initially had limited impact on the Justice sector because its primary focus was on the development of level 1 and 2 skills (initial training for many key roles in the sector is at level 3). However, the recommendations of the Leitch Review suggest that the scope of Train to Gain will be widened and is therefore likely to have more impact in the Justice sector.

Various policies have also placed an emphasis on the quest for excellence and fitness for purpose of provision. The development of Skillsmark (an education and training quality mark for the Justice sector) has provided a means by which Justice sector providers can be recognised as providing quality courses and programmes of learning.

Work is also taking place across the UK to accredit and level non accredited provision through QCA's Qualification and Credit Framework (QCF) and the Credit and Qualifications Framework for Wales (CQFW). This is consistent with the evidence obtained through the SSA research and SQS consultation, that there is a demand across the sector for unitisation of awards (e.g. Development Awards).

In addition, there are many other policy initiatives which are relevant to specific strands of the Justice sector in England and Wales. For example:

- The **White Paper, *Building Communities, Beating Crime***, made a commitment to develop a national qualification for Police Officers who successfully completed their probation. It is an important area of the ACPO **Workforce Modernisation Agenda** and will form the cornerstone of a wider police qualifications framework (See Section 4.2: Initial Police Learning and Development Programme).
- **The Police Reform Act (2002)** saw the introduction of Police Community Support Officers (PCSOs) and the Home Office made a commitment to recruit 24,000 Police Community Support Officers (PCSOs) by 2008. Skills for Justice is currently working towards developing a qualification for PCSOs as part of the wider qualifications framework for policing.
- The **Green Paper, *Every Child Matters***, published in September 2003, proposed the implementation of a common core of skills, knowledge and competence for "the widest possible range of workers in children's services". By 2010 the aim is to have an Integrated Qualifications Framework in place for work with children and young people that incorporates the Common Core at every level and clarifies qualifications and progression routes across the sectors (Ref: SSA Stage 2 Report: England and Wales P. 261). There has also been increased focus on the treatment of children and young people across the Justice sector, following the **White Paper 'Every Child Matters: Change for Children'**. The ongoing work of the Children's Workforce Development Council is to ensure that all people who work with children and young people have the right skills and knowledge to do so competently and with the interests of the young person at the forefront of their roles.
- The National Offender Management Service (NOMS) will introduce a number of new or enhanced job roles and training requirements. A NOMS Offender Management Model has been developed and is being rolled out nationally. The time-table for implementation is linked to the **Criminal Justice Act 2003**. Offender Management will have been established as the normal operating model for all sentenced offenders by April 2009.

- The **Crime and Disorder Act 1998** (amended by the **Police Reform Act 2002**) promotes the practice of partnership working to reduce crime and disorder and places a statutory duty on Police and Local Authorities to develop and implement a strategy to tackle problems in their area. In doing so, the responsible authorities are required to work in partnership with a range of other local public, private, community and voluntary groups and with the community itself: Crime and Disorder Reduction Partnerships (CDRPs) in England and Community Safety Partnerships in Wales.

### ***Impact of Scotland's government policies on the Justice Sector***

Skills for Scotland, the Scottish Skills Strategy was published in September 2007; this will be a key policy driver for qualifications and learning provision (See [www.scotland.gov.uk/Publications/2007/09/06091114/14](http://www.scotland.gov.uk/Publications/2007/09/06091114/14)). The Strategy is a framework to show how all of the constituent parts of the education and learning systems can contribute to improving Scotland's skills base. Each part of the Strategy covers specific target groups from early years through to adulthood. It sets out the objectives required to develop a cohesive lifelong learning system centred upon the individual but responsive to employer needs. The strategy also outlines the contribution employers need to make towards improving the skills of the Scottish workforce. These include investing in management, leadership and HR practices, and encouraging staff to access available learning opportunities.

The strategy confirms the role of SSCs, in particular to:

- develop proper engagement with employers in their sector in order that they can speak with legitimacy on their behalf
- deliver sectoral Labour Market Information that is trusted and well used
- ensure that employers have a say in the design and development of learning at all levels and in all settings, not just in vocational qualifications; and
- develop strong partnerships with other key players in their sector as well as with Government, providers and intermediary bodies.

The importance of cross-sector working was also emphasised through the **Management of Offenders Act, Scotland, 2005** which stressed the importance of justice organisations working together. This has resulted in increased recognition of the potential for shared staff development provision (e.g. exploratory work to develop a cross-sector qualification) and for movement of workers across strands of the Justice sector, particularly where different strands are dealing with the same client group.

New or revised qualifications and awards have been developed to meet the changing needs of the sector. This is consistent with policies aimed at stimulating the supply of learning to individuals and employers, and to stimulate demand (e.g. Life through learning; Learning though life, 2003, and A Smart Successful Scotland, 2004). For example:

- The Scottish Police Service have recently developed a revamped cadet programme aimed at cadets aged 16-18.
- The Scottish Court Service have supported the development of NOS and SVQs for Clerks of Court
- The Scottish Prison Services has continued to widen its use of SVQs within their custodial establishments.
- Delivery of work based qualifications has increased during 2005 and 2006 within organisations operating with the voluntary sector.

Scotland has also established the Scottish Credit and Qualifications Framework (SCQF) which already encompasses a wide range of learning provision including academic qualifications, SVQs and employer devised training programmes; for example, the SCQF is being used to ensure recognition of learning in the Scottish Police College.

### ***Impact of government policies on the Sector in Northern Ireland***

Since the Good Friday agreement (1998) and the review of the Criminal Justice System (published in March 2000) the criminal justices system in Northern Ireland has been subject to significant change. In particular, changes brought about by the Criminal Justice Review have included:

- Establishment of the new Public prosecution Service for Northern Ireland
- Establishment of the new Youth Justice Agency
- The introduction of Youth Conferencing and of other new sentences for Young People
- Establishment of the NI Law Commission
- Introduction of the NIO Community Safety Unit, and Community Safety Strategy
- The establishment of Community Safety Partnerships in each District Council area
- The introduction of District Policing partnerships
- Establishing the new Criminal Justice Inspectorate for NI

Policing in Northern Ireland has particularly undergone a radical change process, largely as a result of the implementation of the recommendations of the Independent Commission on Policing for Northern Ireland (Patten Commission). Changes of relevance to qualifications and learning provision include:

- A new recruitment process to address the composition of the service; 50% of all new police officers are from a Catholic background
- New PSNI recruits training, and training for all PSNI staff on key issues within the review, including equality diversity and rights.

The past decade has also seen increasing emphasis on partnership working between organisations and between the statutory and voluntary sectors. Voluntary organisations are often small, but have played a substantial role, particularly in the Community Justice strand.

This is therefore a time of considerable change in Northern Ireland with the recommendations of the various strategies now at implementation stage and the review of structures and associated re-location of responsibilities under the Review of Public Administration about to commence.

The sector has used opportunities such as the recent review of Professional and Technical Training, which will lead to a reconfiguration of the apprenticeship model, and the ongoing discussion around the further implementation of Foundation Degree to engage with and shape change at an early stage. The establishment of the new Education and Skills Authority (which will assume responsibility for the 14-19 curriculum) will also provide a forum in which to explore the Further Education offering to the sector.

## SECTION 3: Sector Working Environment

The SQS provides an overview of the key features (relevant to qualifications and other learning provision) of the sector-specific working environment(s) together with an indication of the numbers of people employed within these environments.

### 3.1 Special features or characteristics of the work environment

*Explain special features or characteristics of the working environment that need to be taken into account to help to inform the design, delivery and assessment of appropriate learning provision to ensure that it is accessible to the existing and future workforce. Include any differences between the four UK nations, as appropriate. This section should be specific and related to the sector rather than covering general issues*

It is a key Government priority to improve public service delivery across the UK. There is an expectation of consistently high standards, combined with high levels of accountability. As a consequence, there is a requirement for the justice sector to set and meet targets and improve quality, effectiveness and efficiency.

It is also a feature of the justice sector that it is large and complex in design and delivery. Identifying and responding to skills issues at local, regional and national level across sectors and specifically within sector stands is challenging. In Community Justice, the needs of the voluntary sector are particularly difficult to respond to strategically given the lack of central information about their skills profiles or indeed the number of agencies working within the sector.

Access to assessment of qualifications is a particular issue for the many smaller voluntary organisations which play an important role in the delivery of community justice services. Current arrangements for the assessment of S/NVQs require investment in staff training and resources which is not cost-effective for many voluntary organisations with relatively small numbers of candidates.

The management of risk and public protection is a high profile feature of the Justice sector across the UK. This issue is one with critical impact for those parts of the sector most affected, in particular police and the probation service, and voluntary sector organisations who provide key services for the management of dangerous offenders.

The speed of change in the Justice system in the last decade has been unprecedented and in the SSA research, many agencies stressed the demands of keeping up with this change as a significant challenge to their business over the next 12 months. This has a greater impact on some agencies than others, but particularly affects staff at an operational level who are often unaware of impending policy or legislative change until it affects them.

SSA research confirmed that a large proportion of learning provision in the Justice sector is delivered in-house and non-accredited. However, the long term vision is to create a more coherent, seamless justice service (e.g. the development of NOMS in England and Wales is a recent example where probation and prison services are working more closely together). This will increase the importance of developing flexible career paths with occupational standards and qualifications which are comparable and transferable across the justice sector.

### **3.2 Workforce trends and changes forecast for the justice sector working environment**

*Provide an analysis of sectoral workforce trends for the future and any changes forecast (with anticipated timescales) to the working environment. Please be clear about the evidence base for your assertions. For SSCs this should be clearly based on SSA evidence and built upon if necessary. For SSBs the evidence base is the market analysis drawn from your LMI and other sources.*

The Justice sector has been subject to considerable change over the past few years and is constantly in the public eye. Some of the key, and interrelated, drivers of change which determine labour demand and skills include:

- economic and social change - for example, employment and unemployment levels, the distribution of wealth and the changing demographic structure;
- changes in the patterns of crime with implications for prevention, detection and sentencing – for example, drug abuse, theft, terrorism and e-crime;
- the implementation of new legislation to address these changing crime and justice patterns.

All these inter-related factors have a knock-on effect for the delivery of Justice services and the interface between the statutory, private and non-statutory agencies.

Research conducted during the development of the Sector Skills Agreement indicate that total employment levels in the Justice sector will show a slight decrease by 2014 of around 16,000. However, although the overall level of employment may decline, the need to recruit people into the sector will continue (e.g. due to retirements), resulting in a net total requirement by 2014 of approximately 109,000 new employees.

It is also expected that there will be a continuation of the growth of higher level occupational employment at the expense of lower level (and lower skilled) occupations. It is expected that there will be an increase in the numbers of managers and senior officials of 8,000 (increasing the share of employment accounted for by this occupational group to 17 per cent), which partly offsets an expected fall in the number of employees in administrative and secretarial occupations of 17,000.

Partly as a result of these occupational shifts, there has been a four per cent increase over the last five years in the proportion of people employed in the sector holding degree level qualifications and a decrease in those with lower level qualifications. This trend is expected to continue to 2014 with an expected increase in the proportion with degree level (or higher) qualifications of five per cent.

A significant number of employers report a decreased number of applicants to Justice sector jobs, especially in those roles not widely understood. A perception, by some, of the sector as high risk and poorly paid may be limiting the number of applicants to entry level positions.

The economic environment in which the police and law enforcement strand will operate over the next three years will be significantly different to the previous ten years. Whilst money is being made available for counter terrorist activities the police and law enforcement organisations will be facing a reduction in their budgets. Many police forces are already indicating significant financial deficits which will impact upon their ability to implement change and undertake certain activities. This may impact on the resources available for the delivery of qualifications, unless qualifications are recognised as a high priority for the recognition of competence (Ref: Engaging the Police and Law Enforcement Sector 2007 Paper 2.4).

Within England and Wales there has been a relaxation of the Crime Fighting Fund which means that police forces do not necessarily need to maintain their current number of police officers. The consequence of this is that many forces may look to realign the requirements of roles and seek to replace previous police officer roles with police staff. This will change the dynamic of the forces where police officer teams will be replaced by mixed teams with the consequential need to address

learning and development and career pathways. In addition, the formation of the National Police Improvement Agency (from April 2007) is likely to have an impact upon all forces in England and Wales through introducing and implementing national change programmes. Whereas, previously the Home Office provided significant leadership (e.g. for the training and promotion of police officers) these functions have now been passed to the NPIA.

The further devolution of powers away from the UK government will continue to have an impact on the structure and funding of the Justice sector in the UK. For example, education and training is now fully devolved to Welsh Assembly Government and it is possible that areas of the Justice sector such as policing could be devolved in the future. Similarly, in Northern Ireland, the devolution of justice is projected to increase the size of the probation service. Such developments will have implications for the potential recognition and transferability of qualifications across the UK.

## SECTION 4: Summary of current qualifications and learning provision

### 4.1 The main types of qualifications and learning provision for the sector

*Describe the main qualification types, and other learning provision as appropriate, for your sector for all relevant levels indicating their:*

- purposes
- interrelationships (including progression routes)
- availability from different providers
- and any differences in the main types of qualifications within scope across the four UK nations.

An in-depth review of the extent and quality of current learning provision, including qualifications, was conducted through Stage 2 of the Justice Sector Skills Agreement (SSA). Separate SSA Stage 2 reports were produced for England and Wales, Northern Ireland and Scotland and within these reports, each of the strands of the Justice sector were explored in detail. Subsequently, further research and consultation was conducted for the SQS. As a result, the accredited and non-accredited provision across the strands of the Justice sector and all countries of the UK is presented in **Appendix 2**.

A summary of the main qualification types identified through this research is as follows:

In England, Wales and Northern Ireland, there is a **vocational GCSE** and **A level** in Health and Social Care with content of relevance to the Justice sector - in particular the broad vocational content of this qualification could be useful preparatory study for work within the drug and alcohol field or custodial care (*Ref: SSA Stage 2 E&W P. 40*).

In Wales, the **Welsh Baccalaureate** is designed to prepare students for the workplace or higher education and includes qualifications such as GCSEs, A Levels and NVQs. The intention for the future is that it will also include elements of the 14-19 Diplomas (currently in development).

**BTEC Awards** at levels 2 and 3, relevant to the Justice sector, are available in the following subject areas:

- Public Services (Uniformed)
- Forensic Science
- Health and Social Care.

In Scotland, **Higher National Certificates and Higher National Diplomas** (SQCF level 7 & 8) in Social Care and Social Sciences are relevant to the justice sector (*Ref: SSA Scotland Stage 2*).

**Higher Education across the UK** includes courses with content of direct relevance to the Justice sector include: criminology, criminal justice, criminal law, police studies, forensic science, community justice and youth justice. Qualifications awarded include **diplomas, BA, BSc, LLB and Masters** (*Ref: SSA Stage 2 E&W, Scotland and NI*).

**Foundation Degrees** (England, Wales and Northern Ireland) are now also available as a Higher Education qualification. Foundation Degrees are designed and developed in partnership with employers to equip people with the relevant skills and knowledge for work. They can be studied full time or part time and offer a potential entry level qualification for people aiming to work in the Justice sector or a higher level qualification for people who are already in work and wish to upgrade their skills. Foundation Degrees are available in criminology, police studies/policing, forensic science, community justice, and youth justice.

**National Vocational Qualifications (NVQs)** and **Scottish Vocational Qualifications (SVQs)** are based on the National Occupational Standards developed by Skills for Justice and other SSCs, and provide recognition of competence in the workplace. A range of S/NVQs are currently available within the various strands of the Justice sector, for example:

- Community Justice (various pathways at Levels 3 and 4)
- Youth Justice Levels 3 and 4
- Custodial Care Levels 2 and 3
- Policing Levels 3 and 4

**Progression Award** (England, Wales and NI) is an award based on NOS which provides the underpinning knowledge and understanding for the relevant NVQ. The Progression Award is also referred to as the 'Technical Certificate' where it appears in an Apprenticeship framework.

**SQA Progression Award** (Scotland) is generally about preparation for work in a particular occupational sector; it can be linked to NOS and therefore provide progression to an SVQ.

**Development Awards** are small awards built from a selection of NOS (typically comprising about four units). Development Awards are particularly useful to accredit CPD for workers who have existing professional qualifications and who wish to gain recognition for specialist competences in a new work setting. The Awards are equally valuable to those who are new to an area of work who due to the nature of their work cannot produce sufficient evidence to achieve a full NVQ for example, volunteers or part-time workers. Continuing Development Awards (CDAs) were originally developed for the community justice strand, but new Development Awards are being piloted in England and Wales, with the potential to be rolled out across the UK Justice sector.

**SQA Professional Development Awards (Scotland)** are normally used to accredit CPD, although they can also be designed for those wishing to enter employment. Under recently revised design principles, they must have a minimum number of SCQF credits and be made up of at least two units (which can include Higher National or workplace assessed units), and will be aligned to NOS or other professional standards.

**Apprenticeships** provide individuals aged 16 or over with a mixture of on and off-the-job training while they are being paid. As employees, apprentices work alongside experienced staff to gain job-specific skills and receive off-the-job training with a local training provider such as a college to acquire the knowledge to underpin their practical skills

There are two levels of Apprenticeships:

- Apprenticeships - incorporate a S/NVQ to Level 2; key/core skills and in some cases a technical certificate
- Advanced/Modern Apprenticeships - incorporate a S/NVQ to Level 3, key/core skills and a technical certificate/industry specific training.

Depending on the type of Apprenticeship, they typically take between one and four years to complete.

In England and Wales, there is currently an Advanced Apprenticeship framework for Community Justice, which has four pathways; Youth Justice, Work with Offending Behaviour, Community Safety and Drug and Alcohol Services.

Other **Vocationally Related Qualifications (VRQs)** are also offered by bodies such as the National Open College Network (NOCN). Those with particular relevance to the Justice sector include certificates and awards in drug awareness and tackling substance misuse.

In addition to the qualifications and awards outlined above, there are numerous examples of **non-accredited learning provision** in the Justice sector (e.g. in-house learning programmes, short courses etc). As noted in Section 2.2, the SSA research indicates a reliance on in house and informal training across the sector, which does not always enable learning and experience to be recognised or accredited.

## 4.2 Up-take of qualifications and learning provision

4.2 Provide an appropriate analysis of the available information about qualifications and other learning provision within the scope of the SQS to support the information presented in this section. Please be clear about the evidence base for any proposals or recommendations.

As part of the stage 1 and stage 2 SSA research, Skills for Justice looked at both the issues of availability and quality of current education and training provision for the key occupational groups within five strands of the Justice sector: Police and Law Enforcement; Prosecution Service; Court Services; Custodial Care; and Community Justice, with a particular focus on the provision relating to the skills needs identified in Stage 1. The following information sources were used:

- (i) desk and internet research to obtain information about the learning and development infrastructure within each strand, and to map out the learning provision available to the key occupational groups
- (ii) direct approach to justice sector employers to obtain data about the number of people receiving learning/training in the last financial year
- (iii) a survey of justice sector employers, and
- (iv) a review of recent and relevant inspection reports.

Where possible, data was also obtained from funding and regulatory bodies across the UK. However, it was not always possible to map out all provision available to the sector, and there were difficulties in building up a comprehensive picture of the volume of qualifications and learning provision across the strands. It was either unavailable from the key organisations within the sector or limited and patchy.

Therefore, the following section presents the available data, while the development of LMI data across the Justice sector is identified as one of the areas for future action in Section 6.

### **BTEC Awards**

A search on [www.hotcourses.com](http://www.hotcourses.com) in January 2007, stated that there were 15 schools and colleges offering courses in Public Services (Uniformed) and 118 schools and colleges offering courses in Forensic Science in England & Wales. Health and Social Care BTEC awards are offered at 678 schools/colleges.

### **Higher National Certificates and Higher National Diplomas (Scotland ref: SSA Stage 2):**

- From 2004–2006, 4,945 entries and 2,965 awards were issued in the Social Care HNC. In 2006, 9% of total entrants on the Social Care HNC took the Youth and Community Justice Unit.
- From 2004–2006, 1,349 entries and 1,178 awards were issued to Social Sciences HNC/HND candidates. Of total awards in the three year period, 94% had taken the Criminology optional unit while studying the Social Science HNC/HND in Scotland.

## Higher Education across the UK

Higher education courses with content of direct relevance to the Justice sector include: criminology, criminal justice, criminal law, police studies, forensic science, community justice and youth justice. A UCAS website search carried out in the summer 2006 identified 110 institutions in the UK offering Justice related HE courses in the 2006/2007 academic year. The table below shows a breakdown of the courses available by specific subject area and level of study:

### Number of Justice related HE courses in the UK

Justice related subject area	DipHE	BA	BSc	LLB	Masters	Total
Criminology	-	62	47	-	9	126
Police Studies	1	1	5	-	3	16
Youth & Community Justice	7	30	7	-	12	71
Forensic Studies	2	13	53	-	11	88
Criminal Law	-	27	7	19	30	83
<b>Total</b>	<b>10</b>	<b>133</b>	<b>119</b>	<b>19</b>	<b>65</b>	<b>331</b>

Source: UCAS

The majority of UK HE students reporting a Justice sector first destination in 2005 had studied HE provision falling within the following HE subject areas: Sociology (37%), Social Work (24%), Law by Topic (20%), Probation / After care (7%) and Social Policy (5%). These subject areas would seem to imply that the majority of HE graduates entering the justice sector had studied a subject at HE level of relevance to the sector and which would have given them some insight and knowledge of issues and work relating to the sector.

- 89% of UK HE students reporting a Justice sector first destination in 2005 were working in England at the time of the survey, with a further 3% working in Wales, 2% in NI, 5% in Scotland, and 1% other destination
- The most common Justice sector occupations reported as a first destination by HE students in 2005 were Probation Officer (39%) and Police Officer (20%)  
(Ref: SSA Stage 2 E&W, Scotland and NI)

## Police and law enforcement

### *Police in England, Wales and Northern Ireland*

The data obtained regarding the number of certificates issued for QCA approved Policing qualifications in England, Wales and Northern Ireland is shown in the table below:

Qualification	Certificates issued in 2004	Certificates issued in 2005
NVQ Policing Level 3	No data given	5

Source: QCA / Ref: SSA Stage 2 E&W P.97

The low number of certificates issued reflects the fact that the previously used Police Probationer Training Programme did not lead to a qualification. The replacement IPLDP will in future result in successful students obtaining NVQs at Levels 3 or 4, but certificates will not start being issued uniformly until 2007 and up until now only a few Forces have been using the NVQ route to train new recruits.

However, the potential future demand for qualifications in the Police is indicated by the number of recruits to the Police in England and Wales, shown below:

Recruits to the Police in England and Wales	Number of recruits	
	2005/2006	2006/2007
Police Officers at constable rank	8,017	8,218
Police Community Support Officers (PCSOs)	609	6,728
Special Constables	3,954	3,577

Source: Home Office Statistical Bulletin Police Service Strength E&W March 2006.

Recent workforce planning suggests that between 2008 and 2013, the Police in England, Wales and NI will lose about 45,000 officers through retirement. Although there may not be an exact like for like replacement, it is probable that about 40,000 new probationers will be needed in this time i.e. on average 8,000 per year (Ref: SfJ Occupational Committee).

In addition, in 2005 there were 6,324 PCSOs, and the Home Office is supporting funding to an increase in numbers to 24,000 by 2008 (Ref: SSA Stage 2 E&W P.97).

### *Police in Scotland*

In 2005/2006 there were 894 students joining the initial probationer training at the Scottish Police College. The total number of student places on Scottish Police College courses during 2005/2006 is shown below (Ref: SSA Stage 2 Scotland P.89).

Scottish Police College Training division	No of students
Probationer Training Division	1,860
Leadership and Management Division	1,638
Crime Management Division	1,564
Road Policing Division	981
Learning Support Division	69

### *Northern Ireland Police Service*

In the year 2005/2006, there were over 2,600 student places provided for PSNI CPD/specialist training under Operational Development Programmes e.g. boat training, firearms training, first aid training, dog training, traffic & driver training, public order training and tactical training (Ref: SSA Stage 2 NI P.82).

## **Forensic Science**

### *UK-wide*

In the HE sector, there has been a rapid expansion in the number of 'forensic science' degree programmes; all Forensic Science BSc qualifications in the UK have been developed since 1990. In 2004, research conducted by SEMTA reported that there are over 50 degree programmes and over 350 possible course combinations with a forensic element to them. The same research concluded that the content of degrees with the title 'Forensic Science' varies greatly – similar courses can have very different titles – there is no standardisation. "SEMTA estimates a total of approximately 3,000 Forensic Science undergraduates studying at all institutions offering the degree. Looking at this by year of study, the large increase in student numbers means that in two years time [i.e. in 2006] approximately 1,500 people will graduate with Forensic Science BScs" (Ref: *Forensic Science: Implications for Higher Education 2004, SEMTA*).

The implication of this large increase in student numbers for employers is explored further in Section 4.3.

In recent years, two qualifications have offered CPD accreditation specific to Crime Scene Investigation:

- Forensic Science Society Diploma: Crime Scene Investigation - awarded to 113 individuals worldwide, the majority in the UK (Ref: *Forensic Science Society Interfaces, June 2007*) and,
- NPIA Crime Scene Investigation Diploma – awarded to between 40 and 50 individuals per year (i.e. approximately 500 achieved in total since the first accreditations in 1995).

## **Custodial Care**

### *England and Wales*

Initial training of HM Prison Service Prison Officers is based on the requirements of the NVQ Level 3 in Custodial Care. However, prior to 2007 the achievement of this qualification was not mandatory, and during 2006/2007 NVQ accreditation was suspended whilst the Skills Elevator was being developed (See Section 4.3).

The table below shows the number of Level 3 NVQ Custodial Care and Custodial Health Care awards that were issued in 2004 and 2005 in England, Wales and Northern Ireland. Because of the temporary suspension of NVQ accreditation within the public sector prison service, it is likely that the certificates issued in 2004 and 2005 were issued to staff within private prisons. The Custodial Healthcare NVQ applies to those administering healthcare within a custodial environment.

<b>Qualification</b>	<b>Certificates issued in 2004</b>	<b>Certificates issued in 2005</b>
Custodial Care Level 3 NVQ	111	135
Custodial Healthcare	15	7

Source: QCA

### *Scotland*

The Scottish Prison Service College confirmed that it has approximately 30 candidates completing the Custodial Care Level 3 SVQ per year since 2000 when the Level 3 SVQ became the recognised qualification for the Scottish Prison Service.

### **Community Justice** (Ref: SSA Stage 2 E&W P.357)

#### *England and Wales*

The Community Justice: Work with Offending Behaviour Level 4 qualification is combined with the BA (Hons) degree in Community Justice to make the Diploma in Probation Studies – the required qualification for Probation Officers. Probation Officers are therefore likely to make up the majority of people awarded the NVQ Level 4 in 2004 and 2005, as shown in the table below.

#### **NVQs awarded for Community Justice**

<b>Community Justice NVQs</b>	<b>Level</b>	<b>Certificates issued in 2004</b>	<b>Certificates issued in 2005</b>
Work with Offending Behaviour	3	78	89
	4	985	812
Working with Victims, Survivors & Witnesses	3	12	7
Community Safety	3	2	7
	4	1	1

*Source: QCA*

In the National Probation Service, there was a national recruitment target of 500 trainee Probation Officers in cohort 8 (2004/2005) and 600 trainee Probation Officers in cohort 9 (2005/2006). In 2005/2006 a total of 867 Diploma in Probation Studies Certificates were awarded in England and Wales.

There appear to have been only a few NVQ certificates in Community Justice: Working with Victims, Survivors and Witnesses awarded in 2004 and 2005. Following a review of the Community Justice awards and apprenticeship in 2007, it was agreed to remove the Working with Victims, Survivors and Witnesses pathway as there were no new registrations.

It would appear that few NVQ certificates in Community Justice: Community Safety were issued in 2004 and 2005.

### **Community Justice** (Ref: SSA Stage 2 Scot P.281)

#### *Scotland*

No information was obtained from the SSA Stage 2 regarding the numbers attending training or gaining qualifications in Criminal Justice Social Work. However, the Access to Assessment research suggests that there is limited take-up of Community Justice SVQs in Scotland (83 candidates were identified working towards SVQs in Community Justice). However, it was also apparent that large numbers of candidates in Scotland work towards the SVQs in Health and Social Care; this reflects the difference in the model of service delivery. It also illustrates the importance of S/NVQs being driven by major employers if they are to be taken up in large numbers (*Ref: Access to Assessment Report, 2005 P.12*).

Voluntary organisations in Scotland (e.g. Apex Scotland, SACRO and Victim Support) also have large numbers of staff attending non-accredited training (e.g. SACRO internally facilitated 152 learning and development events, with 1,526 participant attendances from March 2005 to April 2006).

## **Community Justice (Ref: SSA Stage 2 NI P.251)**

### *Northern Ireland*

The Regional Assessment Centre for Justice Sector Awards (RACJSA) offers Community & Youth Justice NVQ Assessment to the range of Community, Voluntary & Statutory Providers working in the Justice Sector throughout Northern Ireland.

### *Number of Justice Sector awards delivered by the RACJSA in 2005 & 2006*

<b>Qualification</b>	<b>Level</b>	<b>Completers in 2005</b>	<b>Completers in 2006</b>
NVQ Community Justice: Work with Offending Behaviour	3	6	11
NVQ Community Justice: Work with Victims Survivors and Witnesses	3	3	2
NVQ Community Justice: Work with Victims Survivors and Witnesses	4	4	-
Youth Justice Services	3	0	19
Youth Justice Services – Continuing Development Mentoring	4	4	0

The information contained above does not include those who are registered and in the process of completing. More recently the number of registrations for the Victims Survivors and Witnesses pathway has increased dramatically to 46 candidates. The work of the centre includes the main statutory and voluntary organisations and the small voluntary organisations which operate within the sector.

### *Number of candidates issued certificates in the Community Justice Progression Award – Introduction to Community Safety in Northern Ireland*

<b>Qualification</b>	<b>Level</b>	<b>Certificates issued in 2004</b>	<b>Certificates issued in 2005</b>
Community Justice Progression Award – Introduction to Community Safety	3	55	28

In addition to the above there are 22 students currently completing the Advanced Certificate in Community Safety at the University of Ulster. Small numbers from voluntary sector organisations have completed the NVQ in Community Safety

### **Youth Justice and the Juvenile estate**

The Youth Justice Board (YJB) had a corporate target that aimed to help 80% of Youth Justice workers gain the Professional Certificate in Effective Practice (or equivalent under the National Qualifications Framework) by March 2006.

The following targets have been reached (*Ref: SSA Stage 2 E&W P 363*):

<b>Professional Certificate in Effective Practice</b>	<b>Target</b>	<b>Certificates achieved by March 2006</b>
Youth Justice workers in the community	3,545	3,786
Youth Justice workers in the Secure Estate	2,834	2,632

For the future, the qualification target for the Professional Certificate in Effective Practice is to continue at the 80% staff level, with funding being passed to the Youth Offending Teams (YOTs) from 2007.

With the focus on the Professional Certificate in Effective Practice (Youth Justice) there has been very little take up of Youth Justice NVQs in England and Wales (See table below).

### **Qualifications awarded for Community Justice learning provision: Youth Justice pathway (England and Wales)**

<b>Qualification</b>	<b>Level</b>	<b>Certificates issued in 2004</b>	<b>Certificates issued in 2005</b>
NVQ Youth Justice Services	3	10	2
NVQ Youth Justice Services	4	0	0

*Source: QCA*

In Northern Ireland, 38 staff had attained NVQ Level 3 in Youth Justice with another 20 going through in 2006 and 1 staff member currently being assessed for the NVQ Level 4 Youth Justice.

It has not, so far been possible to obtain data for Youth Justice qualifications in Scotland.

### 4.3 Qualifications currently used and the match to employers' needs

*Provide detail of*

- *What qualifications and other learning provision are currently used/valued and accepted by employers for*
  - *pre-entry and entry to the sector at all levels and*
  - *for the existing workforce at all levels, including professional development at higher levels*
- *Any gaps between the qualifications or learning provision available and what employers want and need*
- *Where there are gaps/needs what needs to be done to address those gaps/needs*
- *Details of where there is employer driven evidence for the rationalisation or development of (new) qualifications or learning provision*

*Note: the SQS should not propose arbitrary changes; it should only propose changes for which it can provide strong rationales. Otherwise the SQS will not carry sufficient weight with other stakeholders.*

It is a feature of the Justice sector that different types of qualifications and other learning provision are used within each strand of the sector, and in each strand there are often differences between the recognised qualifications and progression routes in the four countries. It is not therefore possible to present an overall picture of the current qualifications and other learning provision, without considering each strand separately, and within each strand recognising the differences between the four countries. The following therefore attempts to provide a concise picture of the qualifications and other learning provision currently used/valued and accepted by employers for each strand and within each country.

A summary of the accredited and non-accredited provision identified through the SSA is also presented in **Appendix 2**.

#### **Police and law enforcement**

##### ***England and Wales***

In England and Wales, over 80% of Police Service training is delivered either in-Force or commissioned at local level from FE, HE or private training companies.

Initial training for Police Officers is delivered through the Initial Police Learning and Development Programme (IPDLP), which covers the learning and development requirements of probationer police officers. Delivery of the IPDLP is managed locally within each force, with scope to use external providers, in-force trainers or through partnerships with other Forces.

The curriculum of the IPDLP was designed in line with 22 NOS. In the **White Paper, *Building Communities, Beating Crime***, a commitment was made to develop a national qualification for Police Officers who successfully completed their probation. It is an important area of the **Workforce Modernisation Agenda** and will form the cornerstone of the wider qualifications framework. The White Paper stated that probationers will be assessed in the workplace against NOS and when they achieve them, they will be awarded a qualification that is recognised outside the service as well as within it. As a result, two main qualification routes were developed with accreditation of prior learning a key feature:

- The NVQ Level 3 and 4 in Policing – with accreditation by Awarding Bodies such as OCR and City & Guilds
- The Police Foundation Degree – delivered in partnership with HE.

Following consultation with a range of stakeholders, the Home Office and IPLDP central authority agreed that from April 2007, the chosen route for the national qualification for student Police Officers will be the NVQ Level 3 and 4 in Policing. Therefore, where Forces incorporate additional qualification routes within their IPDLP programmes, such as Foundation Degrees, they will still need to meet the minimum requirements of the NVQ (Ref: SSA Stage 2 E&W P.79).

Therefore, there have been significant moves towards a nationally recognised qualification for initial police training, although provision is still mainly delivered in-house and a nationally recognised qualification route is not fully established. One of the main issues for the successful delivery of the NVQ is the availability of assessor and verifiers. Developing access to assessment is one of the areas where Skills for Justice can support the implementation of this qualification (See Section 6.3).

A key part of the ACPO Workforce Modernisation Programme is to develop a system of accreditation for the whole service (Ref: SSA Stage 2 E&W P.86). It is the intention that all staff will be assessed against NOS that are appropriate for their role and they will be accredited by an external awarding body. Therefore, Skills for Justice are currently developing a qualification for Special Constables and Police Community Support Officers (PCSOs) as part of this wider qualifications framework for policing.

Police Forces in England and Wales also provide a wide range of CPD and specialist training programmes, mainly delivered either in-Force or commissioned at local level from external providers e.g. NPIA (formerly Centrex), FE, HE and private training companies. There is interest in some forces in mapping CPD and specialist provision to qualification and credit frameworks (e.g. South Wales Police aim to link all their training and qualifications to the CQFW).

### ***Northern Ireland***

In Northern Ireland, Police Officer recruits undertake the Student Officer course at the Police Service Northern Ireland (PSNI) Training College, leading to the award of a Certificate in Police Studies (HE accredited). Upon graduation from the recruit training programme, new Constables are encouraged to continue their academic studies during their first two years of probationary service, towards earning a University of Ulster Diploma in Police Studies. The PSNI is also working with Chartered Institutes to look at accreditation of a series of programmes at differing levels with a long term view of qualifications for promotion through accreditation of prior learning and experience.

In addition, new recruits in England, Wales and Northern Ireland may apply for the Police High Potential Development (HPD) Scheme. This provides a competency-based career development programme which can lead to the most senior positions in the service. It should also be noted that the QCA has recently accredited NVQs in Police Supervisory Management at Level 3, Police Operational Management at Levels 4 and 5, Police Organisational Management at Level 4, and Police Strategic Management at Level 5, although no certificates for these qualifications have yet been issued (Ref: SSA Stage 2 E&W P.97).

### ***Scotland***

In contrast to England and Wales, in Scotland only approximately 25% of training is carried out by Forces at local level. Approximately 75% of all police and support staff training is delivered by the Scottish Police College, providing a comprehensive range of training from probationer to command level. Currently, initial police officer training is a combination of basic training delivered at the Scottish Police College and in-force 'operational' training. Assessment includes completion of an Open Distance Learning Examination. The Scottish Police College also offers some certificate and diploma courses (accredited by HE and SQA) and delivers a wide range of non-accredited CPD and specialist training aimed at every rank and level of service across the entire Scottish Police Service.

The Scottish Police Service, in partnership with the SQA is developing a qualification framework and the Scottish Police College is working with the SQA to develop a broad range of vocational and professionally recognised qualifications. The intention is to move towards an accredited programme of learning from probationer through to second line manager (Ref: SSA Stage 2 Scotland P.69). The Scottish Police College also links training programmes to the SCQF to ensure recognition of learning.

### **Law Enforcement across the UK**

**Serious Organised Crime Agency (SOCA)** has its own internal investigators course. It is currently working with Skills for Justice to develop NOS and a competency framework for the key staff roles within SOCA. This will be incorporated into SOCA's human resource systems. It is also intended that a qualification framework and professional register will be developed for SOCA.

**Immigration and Nationality Directorate (IND):** The IND College provides training for Immigration Officers, combined with relevant work experience. Currently this is non-accredited, but the IND College wants to secure accreditation at S/NVQ Level 4. As an initial step, the College is starting to map NOS to the key IND roles and training provision.

**HM Revenue & Customs (HMRC):** Officers within the Directorates of Law Enforcement follow a core and foundation training programmes. The Core and Foundation Programmes are accredited with Edexcel and in the case of Intelligence Training for new Officers, accredited with the University of Portsmouth Institute of Criminal Justice Studies (Ref: SSA Stage 2 E&W P.91).

**Assets Recovery Agency (ARA):** A modular-based training programme has been developed by ARA's Financial Investigation Centre of Excellence to enhance the skills and knowledge of Financial Investigators within their specific area of work. As an Agency, ARA is empowered to accredit Financial Investigators who must then undertake CPD activities to retain their accreditation. In addition, the Agency is approved through Edexcel as an Accreditation Centre for BTEC Awards relating to financial investigation courses (Ref: SSA Stage 2 E&W P.92).

### **Forensic Science**

#### **UK-wide**

As noted in Section 4.2, there is now a wide range of degree programmes in 'forensic science'. The range and quality of this provision was the subject of research by SEMTA "*because of employers' concerns about the increasing number of Forensic Science degree courses in relation to the number of jobs available in the Forensic sector. Allied to this there was a concern about the quality of science skills these courses deliver compared to labour market requirements*" (Ref: *Forensic Science: Implications for Higher Education 2004, SEMTA*).

Some key conclusions from the SEMTA research were as follows:

- The content of degrees with the title 'Forensic Science' varies greatly – similar courses can have very different titles – there is no standardisation.
- Employers reported that they would like the degrees to provide graduates with better biology, mathematics, laboratory skills, presentation skills and computer skills.
- There is a disparity between the supply and demand of Forensic Science graduates into the labour market. Increasing student demand is the prime driver for these courses, which universities are keen to provide.

A recommendation of the SEMTA research was for an accreditation scheme or national standard to address the lack of clarity and consistency across Forensic Science BSc degree programmes. Subsequently, the Forensic Science Society has developed an accreditation system for academic institutions which deliver forensic science undergraduate or postgraduate courses. Universities are assessed against standards and criteria for accreditation. In November 2007, a search of the Forensic Science Society web site confirmed that 10 universities are now accredited for a total of 30 degree courses.

Consultation with the NPIA confirmed that the majority of employers were looking for graduates with a solid science background, to which specialist forensic training could be added.

Accreditation of CPD specific to Crime Scene Investigation appears to be more closely aligned to employer needs i.e.

- **NPIA Crime Scene Investigation Diploma;** a two year Diploma which is restricted to UK Police Crime Scene Investigators who have successfully completed the NPIA Foundation CSI

training. The NPIA Diploma has been in existence for 14 years and is well supported by both ACPO and police CSI practitioners.

- **Forensic Science Society Diploma: Crime Scene Investigation**; requires membership of the Forensic Science Society and normally at least 5 years professional activity; it is therefore focused on the more experienced Crime Scene Investigator (CSI).

In addition, the NPIA/University of Teeside have recently developed;

- the Foundation CSI course, leading to a University Certificate of Advanced Professional Development (UCAPD), and
- the Foundation Degree in Fingerprint Investigation (from January 2008).

Overall, CPD opportunities are available at different stages of an individual CSI's career.

## **Prosecution services**

### ***England and Wales***

In England and Wales, initial training and routes into the Crown Prosecution Service emphasise the requirement for academic qualifications (e.g. degree level for trainee solicitors or barristers). Solicitors and barristers are then required to achieve professional qualifications in adherence with Law Society and Bar Council requirements. Once qualified, solicitors and barristers can access CPD programmes offered by the Crown Prosecution Service (some in conjunction with HE). The CPS also offers the Law Scholarship Scheme for existing CPS staff; in 2005/2006, 550 CPS staff gained qualifications via this scheme, including 51 staff who qualified as solicitors or barristers.

Training for caseworkers is accredited through ILEX, with the option of taking a Higher Diploma in Criminal Litigation (Ref: SSA Stage 2 E&W P.180).

### ***Scotland***

In Scotland (the Crown Office and Procurator Fiscal Service) there is also an emphasis on academic qualifications. All Procurators Fiscals are qualified as solicitors in the Scottish legal system. The Procurator Fiscal Service does offer a small number of traineeships which allow trainees to qualify as solicitors (applicants must have already completed a law degree at a Scottish University). Some non-accredited training is also provided by COPFS e.g. for Precognition Officers, administrative and management posts (Ref: SSA Stage 2 Scotland P.150).

### ***Northern Ireland***

Similarly, in the Public Prosecution Service (PPS) for Northern Ireland, Public Prosecutors are qualified solicitors and barristers who are entitled to practice law in Northern Ireland and who undertake a comprehensive induction and training programme. The PPS has also developed a Legal Trainee Scheme for candidates who have been accepted by the Institute of Professional Legal Studies. In addition, there are 137 in-house non-accredited training courses delivered by PPS for its staff (Ref: SSA Stage 2 NI P.138).

## **Courts and tribunal services**

### ***England and Wales***

Courts in England and Wales are administered by HM Courts Service (HMCS). Within Magistrates Courts, Legal Advisors are either professionally qualified as a Solicitor or Barrister before commencing work with HMCS or they could be employed by HMCS as a trainee Solicitor / Barrister through the HMCS scheme for trainee Solicitors/Barristers.

HMCS also provides a wide range of in-house, non-accredited courses e.g. for Court Administration Managers, Enforcement Officers Listing Officers, Court Clerks and Ushers. HMCS provides training for Court Managers and some have the opportunity to obtain management qualifications e.g. NVQ Management Level 4 or an MBA (Ref: SSA Stage 2 E&W P.212).

Skills for Justice are developing NVQs in Court Operations Levels 2 and 3, and Court Administration at level 2.

### **Scotland**

In the Scottish Court Service (SCS), structured on-the-job training for the Court Clerk is organised by each court with training programmes usually taking one or two years. Court Administrative Officers are usually trained on the job and attend some in-house or external short courses. There may also be the chance to gain SVQ Levels 1, 2 and 3 in Business and Administration. Internal training is provided for many of the other roles within SCS and much is non-accredited.

### **Northern Ireland**

In the Northern Ireland Court Service, Legal Officers must be qualified Barristers or Solicitors and be entitled to work in Northern Ireland. Generic administrative qualifications are available for Administrative Staff. The service is very active as an accredited NVQ Assessment Centre and has offered access to a range of NVQs at all levels to its staff. In the future it is envisaged that this accreditation will also include the NVQs in Court Operations at Levels 2 and 3 and Court Administration at Level 2 which Skills for Justice is currently developing (Ref: SSA Stage 2 NI P.165).

### **Custodial Care**

***Custodial Care in England and Wales*** (Ref: SSA Stage 2 E&W P.252).

HM Prison Service (HMPS) and the Prison Service College deliver approximately 90-95% of Custodial Care training, with the remaining 5-10% being delivered by external training providers including FE, HE and private providers.

Until recently, initial training for Prison Officers in HMPS consisted of eight weeks Prison Officer Entry Level Training (POELT), delivered either at the Prison Service College or at local prison learning centres. It was not a requirement that this led to a recognised qualification. However, HMPS has now developed 'Skills Elevator', a professional development framework for the Prison Service.

Skills Elevator is one component of HMPS' Professionalising the Prison Service Project. It aims to provide a progression route for all staff employed by the public sector Prison Service. The concept centres on developing a professional service which is linked to the National Qualifications Framework, levels 1-7, and maps to the attainment of NOS. It seeks to establish a competence-based framework that will also provide a succession strategy for the Service. It will provide not only vertical career progression but also lateral development at all levels. All learning and development will be framed by NOS, and all learning will be internally credited or externally accredited where appropriate. In addition, the Framework aims to address current skill gaps, particularly those that result from organisational and corporate change.

Therefore, from September 2007, the new intake of trainee Prison Officers (approximately 2,000 recruits across England and Wales) will be required to achieve the Custodial Care NVQ Level 3 within their first 12 months service. Skills Elevator is currently focussed on the trainee Prison Officers, but in future the aim is also to offer the Custodial Care NVQ Level 2 for Operational Support Grade staff. Initial talks are also taking place with the PCS Union to explore extending the Professionalising the Prison Service Project to include Instructional Officers.

It is important to note that Skills Elevator and the drive to establish NVQs in Custodial Care as the recognised qualifications has been initiated and driven forward entirely by the HMPS. The NVQ assessment has been contracted to an external provider who will be using retired Prison Officers and assessors and verifiers.

As well as the NVQ Custodial Care award, the public sector prison service also accesses the following qualifications for its staff:

- Diploma/masters degrees from HEIs

- Diploma from the Institute of Management & Leadership
- Various Technical and non-Justice sector awards.

HMPS also offers an Intensive Development Scheme (IDS) for both graduates and in-service staff. Successful applicants can expect to reach middle management level within approximately three years, with further grades then limited only by the individual's potential.

A range of CPD and specialist courses are available including various security and prison life courses under the following broad headings: Control & restraint; Technical Security; Prisoner Management Care & Development; Offending Behaviour; Security & Incident Management & Control.

Courses in offender management are supported by the HMPS National Drug Treatment Development Unit (NDPDU) which supports the delivery of drug treatment programmes in prison establishments. The Unit is exploring the potential to become an NVQ Assessment Centre for drug and alcohol awards based on the drug and alcohol national occupational standards (DANOS).

A five day prison awareness course is provided by HM Prison Service College for newly joined non-uniformed grade staff who are in contact with prisoners as part of their core work.

### **Privately Managed Prisons**

Training within private prisons is either delivered by the private managing company of the particular prison, by the prison itself or by commissioned external providers. Within the private sector, Serco Home Affairs Academy, based at Doncaster Prison, is an approved NVQ Assessment Centre for Custodial Care Levels 2 and 3 and a variety of learning and development awards, and GSL is an approved NVQ Assessment centre for Custodial Care, Levels 2 and 3. There is a range of non-accredited training, and some examples of NOS being used as a framework for training provision.

### **Juvenile Estate**

See below under Community Justice: "Youth Justice and the Juvenile Estate in England and Wales".

### ***Custodial Care in Scotland*** (Ref: SSA Stage 2 Scotland P.215).

The Scottish Prison Service College delivers a number of core training programmes for the Scottish Prison Service (SPS) including SVQs in Custodial Care Level 3, Information Technology, Addictions, Incident Command and Finance. SPS has been heavily involved in the development and implementation of NOS and SVQs, particularly for newly recruited Operations Officers, which has become the usual entry for uniformed staff.

All prison officer recruits attend the Custodial Care SVQ Learning Programme (CCSLP) that leads to a Custodial Care Level 3 SVQ qualification. This qualification must be attained within the first 2 years of service and is the mandatory base line qualification to work as a Prison Officer in the Scottish Prison Service.

Similar to England and Wales, specialist prison service staff are required to have a qualification or training in their vocational area before entering the prison service; once employed by the prison service, they have access to the various security and prison life courses.

A wide range of CPD /specialist training is available to SPS staff in areas such as:

- Leadership and Development
- Risk management
- Information Technology
- Health and Safety
- Training and Assessment
- Substance Misuse

There is only one private prison in Scotland – although this has a commitment to training and development, there are no plans to replicate the system of vocational qualifications for newly recruited officers that exists in SPS.

### **The Juvenile Estate**

The SPS is responsible for Young Offenders Institutions. The SPS has become the second training provider in Scotland to gain formal approval for delivery of the new Youth Justice Services Level 3 Award.

### ***Custodial Care in Northern Ireland*** (Ref: SSA Stage 2 NI P.191).

The Northern Ireland Prison Service (NIPS) College has been heavily involved in the development of NOS and is an approved NVQ Assessment Centre for:

- Custodial Care Level 2 & 3
- Learning and Development Levels 3, 4 and 5,
- Administration Levels 2 & 3
- Management Level 4 & 5

NIPS College is also an approved centre for the Institute for Leadership and Management Awards and Chartered Institute of Personnel Development Awards at introductory and full certificate levels. The College is a Home Office accredited Dog Training Unit and an ACPO centre for firearms training.

NIPS has not been recruiting new Prison Officers in recent years and do not expect to be in the near future; therefore, there is no recent information on initial training for Prison Officers. However, in recent years, two new roles have been introduced by NIPS; Night Custody Officers and Prison Custody Officers. The training provided for these roles, in-house and through NIPS College is non-accredited.

CPD and specialist training are available in a range of areas including various security and prison life courses. Operational support roles receive an induction provided by NIPS College and have access to the various other non-accredited training courses including security, prisoner care and management courses.

### **Juvenile Estate**

Staff in the Juvenile Justice Centre are required to register with the Northern Ireland Social Care Council and there is a requirement for managers in residential child care to have a social work qualification. A comprehensive NVQ programme has been developed and the Centre intends to have 80% of all staff achieving an NVQ in Level 3 Youth Justice Services by 2007 and all its managers to have achieved an assessor's award. There is the intention to use NVQ Level 4 for Team Leaders with the opportunity to complete the social work degree through HE.

### **Community Justice**

#### ***Community Justice in England and Wales*** (Ref: SSA Stage 2 E&W P.310).

The National Probation Service (NPS) provides guidance on the training of Probation staff. It funds and manages local consortia that deliver the Diploma in Probation Studies which is the benchmark qualification for Probation Officers working in England and Wales. Skills for Justice awards the Diploma in Probation Studies, which combines the Level 4 Community Justice (Work with Offending Behaviour) NVQ with a degree in Probation Studies. There are nine regional Probation Training and Assessment Consortia managing the Diploma in Probation Studies programmes, working with contracted universities. These consortia also deliver training to Probation areas.

It also possible to qualify as a Probation Officer with the equivalent of the Diploma in Probation Studies e.g. the CQSW (qualified Social Worker). However it is believed that currently over 60% of the workforce has gone through the Diploma in Probation Studies route.

In contrast to Probation Officers, there does not appear to be nationally recognised accredited learning provision available to Probation Service Officers. Indeed, it was reported by the Community Justice Occupational Committee that in many areas, Probation Service Officers have been asked to complete unit credits from the NVQ in the absence of an appropriate award.

The development of the National Offender Management Service (NOMS) means that the Diploma in Probation Studies is due for review and the current cohort (September 2007 to 2009) will be the final cohort of candidates. Work is therefore on-going with NOMS agencies to develop a new Integrated Award Structure to cover a wider range of practitioners. It is anticipated that the new award structure will comprise three tiers e.g.

Level 1	Established practitioner (starter qualification)	Certificate + NVQ Level 3 award
Level 2	Experienced practitioners	Diploma + NVQ Level 4 award
Level 3	Advanced practitioners	Degree + NVQ Level 5 award

Consultation with NOMS confirmed strong support for assessment of NVQ units to provide accreditation of the work-based component. However, the demand is for smaller awards (e.g. based on 4 or 5 units) and it is anticipated that such awards would also be linked to the QCF/CQFW. It was also identified that there is a lack of a Community Justice award at Level 5. The aim is therefore to develop an award structure which covers the full range of practitioners and provides for recognition and transferability across the sector (e.g. including the voluntary sector, offender management in prisons and other service providers).

There is also a real interest from voluntary organisations to provide accreditation through NVQs and Development Awards for their staff and volunteers. However, the difficulty of providing assessment of full NVQs has often been cited as a barrier to the use of NVQs in the voluntary sector, principally due to the resources required (funding and staff time) which is not cost effective for relatively small numbers of candidates (Ref: Access to Assessment Report).

Currently in the voluntary sector, Victim Support plays a significant role in the development of NOS and uses these standards to give staff and volunteers a clear framework for gaining qualifications through Victim Support's NVQ Assessment Centre. As well as full NVQs (e.g. NVQ Community Justice: Work with Victims, Survivors and Witnesses), Victim Support offer a four unit package to Volunteers and staff which can be used as a stepping stone to wider qualifications.

Both Nacro and Sova provide a range of internal staff training courses most of which are non-accredited, although there is some opportunity for assessment and certification through the National Open College Network (NOCN).

There are Continuing Development Awards (CDAs) currently available in:

- Community Safety
- Work with Victims, Survivors and Witnesses
- Co-ordinating Volunteer Services
- Restorative Justice.

However, in the past these have lacked formal recognition (they were not on the NQF) and consequently did not attract funding. There is therefore scope to create an up-dated framework of Development Awards, linked to qualification and credit frameworks. For example, Skills for Justice and Skills for Health are currently collaborating on the creation of a Development Award for workers dealing with substance misuse.

Community Justice qualifications are also incorporated in an Advanced Apprenticeship with the following pathways:

- Community Safety
- Drug and Alcohol Services
- Offender Management and Interventions
- Youth Justice Services

The Community Justice Advanced Apprenticeships have been piloted in England and Wales but not in Scotland and Northern Ireland. The Apprenticeships includes a Community Justice Technical Certificate, also available as a stand alone Certificate in Community Justice.

In July 2006, a questionnaire survey was undertaken in England which showed a positive response to the proposed national roll out of Development Awards and Advanced Apprenticeships in Substance Misuse. The programmes are seen as a potential way of improving the knowledge and skills required by the sector. However, there is still a need to increase awareness and understanding of both schemes, in particular, the role of Development Awards and how they complement other formal qualifications such as degrees and diplomas. The questionnaire also confirmed the need to establish an assessment and verification infrastructure to support the implementation of the Development Awards and Advanced Apprenticeships. There are currently insufficient numbers of trained assessors and verifiers within services to support a national roll out. However, virtually all agencies indicated that they have practitioners who would be willing to train to undertake these roles (*Ref: Awards and Qualifications in Community Justice – Substance Misuse; Report on Questionnaire for Drugs and Alcohol Service Managers, Skills for Justice, July 2006*).

### **Youth Justice and the Juvenile Estate in England and Wales**

The Youth Justice Board (YJB) has developed a Youth Justice National Qualifications Framework (NQF) that provides:

- A way into Youth Justice work for those without qualifications;
- Specific qualifications in Youth Justice work for qualified practitioners, either currently working in the Youth Justice system or intending to move into the sector.

The NQF includes:

- **The Professional Certificate in Effective Practice (Youth Justice)** – which provides new and experienced practitioners with a core professional qualification in Youth Justice
- **Foundation Degrees** for practitioners, aimed at those already working in Youth Justice, as well as those looking to move into the field
- **The Youth Justice Gateway Programme**, comprising a range of access routes into the NQF including:
  - *The Juvenile Awareness Staff Programme (JASP)*, developed jointly with the Prison Service (non-accredited)
  - *An Effective Practice Mini-Award*
  - *A Study Skills Course for those returning to study*

These qualifications will be mapped to the Common Core which is a crucial part of the **Integrated Qualifications Framework**; within the next 5 years all staff working with children will be required to be trained within the common core and the YJB NQF will reflect this. The YJB has targets set by the Home Office related to training staff working within the youth justice system. The YJB has been funding this centrally but funding for the Certificate of Effective Practice and other qualifications within the YJB NQF will become the responsibility of the YOTs in 2007- 2008.

Advanced and Modern Apprenticeships have been removed from the pathways as they are no longer financially supported by the YJB.

As well as obtaining qualifications through the Youth Justice NQF, staff working with young people may have obtained other qualifications such as a professional qualification in Social Work. This would require Social Work PQF (post qualification framework) specialism in Youth Justice. The requirements to be trained within the Common Core within the next five years will apply to staff qualifying through this route as well as those obtaining qualifications through the Youth Justice NQF.

Work is on-going to develop the unit and credit based **Integrated Qualification Framework (IQF)** to apply across the children's workforce, including YOTS, Drugs and Alcohol sector, Police, Secure Estates and Youth Offending Institutes, Voluntary and Community sector and Courts and Prosecution. (Ref: SSA Stage 2 E&W P. 317)

The aim is for the IQF to be in place by 2010 incorporating the Common Core at every level and clarifying qualifications and progression routes across the sector to encourage a better qualified and more flexible workforce. The issue of compatibility between the IQF and the emerging credit frameworks (e.g. QCF) is still being negotiated.

### ***Community Justice in Scotland (Ref: SSA Stage 2 Scot p. 262)***

In Scotland, there is no exact equivalent to the role of 'Probation Officer' found in England and Wales. Community justice functions, including adult probation work, are carried out by qualified social workers working within local authorities.

Entry to criminal justice work is through a four year degree in social work. Social workers will also have to register with the Scottish Social Services Council (SSSC) in order to practice. Once in post, social workers are required to produce evidence of CPD and re-register with the SSSC approximately every five years.

Other work with offending behaviour is delivered by voluntary sector organisations such as Apex Scotland and SACRO:

- Apex Scotland provides induction training and offers 52 short courses to its staff (non-accredited)
- SACRO is working towards a fully registered workforce and is aiming for at least 30 staff undertaking SVQs in 2006-07.

Victim Support Scotland also offers a wide programme of training linked to national standards. Every volunteer undergoes a foundation training programme and a period of assessment; this is internally accredited, but does not lead to a qualification.

Scottish Women's Aid has their own induction programme available to all staff and staff can access a range of training courses.

### **Youth Justice**

The key occupational role within the Scottish Children's Reporters Administration (SCRA) is Reporter. The Reporter's role in the Children's Hearings system is to decide whether or not the child should be referred to the Children's Panel for a hearing. Reporters are required to be qualified to degree level or equivalent in social work, law or another relevant discipline.

SCRA launched their Advanced Diploma in Children's Reporter Practice (ADCRP) in December 2004. The Diploma is a flexible, modular programme designed to enhance and develop Reporters professional skills, leading to the award of a postgraduate qualification from the SQA. A future aim of the SCRA is to have all new Reporters joining the ADCRP programme, with an APL route open to existing Reporters.

### ***Community Justice in Northern Ireland (Ref: SSA Stage 2 NI P.232)***

#### ***Work with Offending Behaviour***

The Probation Board for Northern Ireland (PBNI) manages Probation Services in Northern Ireland. PBNI is one of the main employers in the Community Justice strand employing more than 300 people. A Probation Officer is a qualified Social Worker; from September 2004, the degree in Social Work, BSc/B.S.W has become the recognised professional qualification for all Probation Officers in Northern Ireland.

Various CPD and specialist training is available for Probation Officers, including a range of non-accredited courses and accredited provision, notably:

- Community Justice: Work With Offending Behaviour Level 3 NVQ and,
- Post Qualifying (PQ), an external accredited framework for professionally qualified Social Workers.

In addition, Probation Service Officers that do not hold the Community Justice NVQ Level 3 (Working with Offending Behaviour) must undertake to obtain that qualification with PBNI support within two years of appointment.

In the voluntary sector, Extern has a significant proportion of staff who are qualified social workers and the agency provides a range of practice learning placements for social work students. Managers within the organisation are also supported to achieve Management NVQs at Level 3, 4 or 5.

Northern Ireland Association for the Care and Resettlement of Offenders (NIACRO) provides induction training and a range of non-accredited course; NVQs are available in Community Justice Levels 3 and 4 (Working with Offending Behaviour and Community Safety) and Youth Justice NVQ Level 3 and 4.

A range of voluntary and charitable bodies, provide support to the victims, survivors and witnesses of crime e.g. Victim Support Northern Ireland (VSNI) and Women's Aid (a voluntary organisation addressing domestic violence), both of which provide a range of non-accredited training for staff and volunteers.

The Community Safety Unit (CSU) of the Northern Ireland Office is the central coordinating body for community safety in Northern Ireland. It was formed in 2003 following the 'Review of the Criminal Justice System Northern Ireland (2000)'. The unit provides development training for Community Safety Co-ordinators in a range of areas of practice as well as affording access to accredited learning through two pathways:

- The Progression Award in Community Safety and,
- Introductory Certificate in Community Safety – a Level 3 (NQF) programme, offered by FE and HE. The programme comprises two units of the City and Guilds Progression Award (Community Safety Pathway) and successful candidates can go on to complete six further units to obtain a full Progression Award.

The Advanced Certificate in Community Safety is also available at HE level for those engaged in the planning or delivery of Community Safety.

### **Youth Justice**

The Youth Justice Agency for Northern Ireland (YJA) oversees the Youth Justice system in Northern Ireland. The current pool of Youth Conference Co-ordinators is drawn from a range of professional backgrounds, including social work, probation, education and community youth work. In total there are 18 co-ordinators in post. All co-ordinators complete a foundation course in restorative practices which is accredited by HE. In 2006, 18 co-ordinators achieved 60 credit points towards a Certificate in Restorative Practices. This is the first group of staff in the UK to receive such an award in Restorative Practices, which provides progression towards a Post-graduate Diploma.

## SECTION 5: Other Sector Uses of Qualifications

### 5.1 Use of qualifications for the regulation of practice

*Describe any use made of qualifications for the regulation of practice within the sector, including any different uses in each of the four UK nations, as appropriate.*

Qualifications are not typically used for regulation of practice in the Justice sector. However, in some areas of police and law enforcement there are signs of the potential to use qualifications for the regulation of practice in the future:

- **Police in England and Wales**

A key part of the ACPO Workforce Modernisation Programme is to develop a system of accreditation and registration for the whole service. All staff will be assessed against NOS that are appropriate for their role and they will be accredited by an external awarding body. Once an individual has been accredited as being competent for their role they will enter a register of accredited practitioners. To remain on the register, staff will be expected to demonstrate their continuing competence through the PDR process. To develop their skills and knowledge and to keep up-to-date with developments in their role, staff will be expected to complete CPD activities during the year. The concept of accreditation and registration is to be developed first in the areas of intelligence and investigation (Ref: SSA Stage 2 E&W P.87).

- **Serious Organised Crime Agency (SOCA)**

SOCA is currently working with Skills for Justice to develop NOS and a competency framework for the key staff roles within SOCA. This will be incorporated into SOCA's human resource systems and it is intended that a qualification framework and professional register will be developed (Ref: SSA Stage 2 E&W P.88).

- **Forensic Science**

Forensic science is an area where regulation of practice is extremely important and there is increased emphasis on providing evidence of the competence of staff. Plans are currently being developed to establish a new office of Forensic Science Regulator and to set up a Forensic Science Advisory Council. In addition, the Council for the Registration of Forensic Practitioners (CRFP) currently maintains a register of competent forensic practitioners in the UK who have been assessed against the CRFP standards. CRFP registration is increasingly expected by the judiciary where forensic practitioners investigate and/or evaluate potential evidence in criminal or civil court cases.

One area where qualifications are currently used for the regulation of practice is the regulation of health and social care. Although on the periphery of the Justice sector, this is relevant in some cases e.g.

- The Scottish Social Services Council (SSSC) maintains a register of Social Service workers in Scotland. To register, a worker must satisfy the criteria for registration, which includes holding an appropriate qualification; this would include social workers working in the area of criminal justice (e.g. providing 'probation' functions).
- In England and Wales, the National Minimum Standards and Regulations for Children's Homes require a minimum ratio of staff to have completed their NVQ Level 3 in the Caring of Children and Young People, or an equivalent qualification. For Youth Justice workers in domiciliary settings, an equivalent qualification would be the Youth Justice NVQ Level 3.

## **5.2 Use of qualifications to promote customer confidence and protect the public**

*Describe any specific use made of qualifications to promote customer confidence and to protect consumers / the public within the sector (see Guidance for examples), including any different uses in each of the four UK nations, as appropriate.*

Although qualifications are not typically used for regulation of practice in the Justice sector, they do provide a 'benchmark' against which to measure competence, and as such, have the potential to promote confidence in the competence of practitioners in the sector.

As noted in Section 4, there are some strands of the sector where there is an expectation that practitioners will hold particular qualifications e.g.

- Diploma in Probation Studies is the recognised qualification for probation officers in England and Wales
- SVQ Custodial Care Level 3 is mandatory for Prison Officers in Scotland (the NVQ Level 3 will, in future, be mandatory for Prison Officers in England and Wales)
- Solicitors and barristers are required to achieve professional qualifications in adherence with Law Society and Bar Council requirements (or their equivalent).

As a public service, often dealing with people who are vulnerable or at risk, workers who can demonstrate competence through the achievement of relevant qualifications or awards may provide reassurance to promote public confidence and offer some assurance of minimum standards of practice.

## **SECTION 6: How Skills for Justice will help realise the future**

### **6.1 The vision for future qualifications and learning provision**

*Describe the sector's view of the future in terms of qualifications and other learning provision. These should be the anticipated outcomes of implementing any action the sector intends to take. Please refer to researched projections identified in the working environment section 3.2.*

The vision for the Justice sector is to have a framework of flexible qualifications for all staff, to recognise their achievements and professionalism, which add value and offer opportunities for progression and transfer. Qualifications also need to be available which prepare individuals for employment in the sector and provide entry routes to the sector.

This vision is based on the principles that qualifications should:

- Clearly link to career structures, providing pathways to advancement within and across occupations.
- Provide a recognised credit or qualification for in-house learning
- Enable the recognition and transfer of skills, knowledge and achievements across the sector through qualifications
- Recognise the need for both academic and vocational qualifications which meet the needs of employment, and making clear relationships between them
- Recognise and encourage continuing professional development across the sector through qualifications
- Be supported by flexible delivery and assessment systems
- Be responsive to, and used to influence, key policy drivers / initiatives across the sector
- Use National Occupational Standards to provide a common currency between learning, qualifications and practice.

#### **The vision for qualifications across the Justice sector:**

##### **1. Provision of entry level qualifications**

Entry qualifications will provide a clear entry point for potential new recruits to the Justice sector. These will be designed with reference to the needs of employers (e.g. mapped to NOS) to ensure that those joining the labour market from full-time education have skills, knowledge and understanding they can use at work.

##### **2. Links to Higher Education**

Closer links will be established between the Justice sector and Higher Education Institutions (HEIs). This is both to ensure that HE qualifications meet the needs of employers and to benefit from the resources and expertise available through the HE sector.

##### **3. Access to flexible qualifications and awards**

Employers across all strands of the sector have emphasised the need for shorter and more flexible nationally agreed work based learning opportunities, where individuals can build a wide range of specialist skills over time. This will require recognition and funding for unit-based credit – both as recognised 'bite sized' qualifications and as building blocks towards full qualifications. This will be consistent with the development of the Qualifications and Credit Framework (QCF) in England, the Credit and Qualifications Framework in Wales (CQFW) and the Scottish Credit and Qualifications Framework (SCQF).

In particular, the SSA Stage 3 research showed a clear demand in the sector for flexible awards which offer:

- entry level awards for people who are new to an area of work (e.g. building blocks potentially towards full qualifications in the future)
- recognition of CPD for people who are already qualified
- accreditation for workers where there are not the opportunities or resources to undertake full qualifications (e.g. volunteers).

In Section 4.2 it was noted that some existing S/NVQs have very low volumes of certification. Consultation with employers suggests that these S/NVQs are fit for purpose, but the reason for low volumes is typically due to barriers to their take up, notably limited funding and **access to assessment**. S/NVQs are most successful where they are supported by adequate funding and an assessment infrastructure (e.g. sufficient assessors and verifiers, with an appropriate allocation of time and resources). Some organisations may find smaller awards more practical to deliver than full S/NVQs. Also, further opportunities must be explored to reduce the 'burden' of assessment (e.g. organisations working collaboratively to share the resources and expertise required for successful S/NVQ programmes).

#### **4. Cross-sector qualifications**

The priorities for the sector described in Section 2 identified a number of cross-sector needs. In these cases, there is potential for new qualifications to be applicable across the sector, again to emphasise the transferability of skills and to encourage flexible career paths across the sector. Particular examples might be awards in multi-agency working and managing justice services.

#### **5. Quality assurance of learning provision**

Qualifications and learning will be available from providers who can demonstrate compliance with minimum quality standards (e.g. Skillsmark).

#### **6. Provision of National Occupational Standards (NOS)**

NOS are increasingly well regarded as a useful tool for various HRD purposes in the Justice sector, and they will provide the foundation for many future qualifications and learning provision. They provide a 'common currency' between employers and providers of qualifications and learning, allowing for qualifications and learning to be comparable and, where appropriate, transferable. They also play a key role as the building blocks of unit-based awards and qualifications.

#### **7. LMI data across the Justice sector**

Accurate identification of learning-related issues and priorities for the sector will be underpinned by robust labour market information and intelligence across the Justice sector as whole.

## **The vision for qualifications in specific strands:**

### **Policing and law enforcement**

The long term vision is to develop comprehensive qualifications frameworks in England and Wales, Scotland and Northern Ireland to contain all qualifications relevant to policing.

The priority in England and Wales is to establish a nationally recognised qualification route for initial police training. It has been established that the curriculum of the Initial Police Learning and Development Programme (IPDLP) is based on NOS. The aim is that Probationers who are assessed against the NOS will achieve a qualification that is recognised outside the service as well as within it (See Section 4.2).

Similarly, the priority for the Scottish Police Service is developing a qualification framework with the aim of an accredited programme of learning from probationer through to second line manager.

There is also a strong demand from Police forces across the UK for Development Awards. There is potential for a wide range of currently non-accredited specialist and CPD learning programmes (typically delivered in-house) to lead to accreditation with Development Awards. This is consistent with the Workforce Modernisation Programme and reflects the view that full qualifications (e.g. S/NVQs) are not required for all roles.

### **Forensic Science**

The vision is for a closer alignment between the provision of forensic science degree programmes and the demands of employers. This will require greater standardisation and consistency between university degree programmes, supported by robust quality assurance processes.

### **Prosecution, courts and tribunal services**

Legal training for the prosecution and judiciary is a pre-requisite and well established. However, there is potential to expand the delivery of qualifications for support staff e.g. Court Operations at NVQ Levels 2 and 3, Court Administration at NVQ Level 2 and SVQ Customer Service at SVQ Levels 2 and 3.

### **Custodial care**

In England and Wales, the Skills Elevator initiative will 'professionalise' the service and establish career progression routes linked to recognised qualifications. Custodial Care NVQ Level 3 will be the recognised and required qualification for Prison Officers. It is envisaged that this initiative will also be rolled out e.g. to using the Custodial Care NVQ Level 2 as a baseline for the training of Operational Support Grade staff.

This development in England and Wales is consistent with the situation in Scotland where it is already mandatory for officer recruits to achieve the Custodial Care Level 3 SVQ within the first 2 years of service.

Within the Custodial Care strand there is also considerable interest in Development Awards to support CPD and specialist training (e.g. in areas such as substance misuse, multi-agency working etc). For example, this is shown by the most recent meeting of the Custodial Care Occupational Committee (January 2007) which unanimously agreed that Development Awards would be a useful part of the Skills Elevator.

### **Community justice**

The Probation Service in England and Wales has a well established, benchmark qualification for Probation Officers in the form of the Diploma in Probation Studies. This has been an innovative qualification in that it combines a Level 4 NVQ with a degree. However, the development of the National Offender Management Service (NOMS) means that the Diploma in Probation Studies is due for review and the current cohort (September 2007 to 2009) will be the final cohort of candidates.

Therefore, a new Integrated Award Structure will be developed to provide recognised and transferable qualifications for a wider range of practitioners across the sector (e.g. including the voluntary sector, offender management in prisons and other service providers). This will include an NVQ component for the assessment of work-based learning, but comprising a smaller number of units.

There is a lot of support for Development Awards in the community justice sector. These are used to support CPD and specialist training, and also particularly valued by the many voluntary organisations which provide services in the community justice strand. Development Awards have been available for some time in Community Justice, but their take up has been restricted where they do not attract funding. However, evidence of their potential is shown by the fact that the Department of Justice's Probation Area Co-ordination Unit has agreed to fund and support the development of a Development Award for Probation Service Officers, who previously were only able to gain unit credits by completing selected units of the NVQ.

The key development for qualifications related to work with children and young people, will be the development of the Integrated Qualification Framework (IQF). The IQF will apply across the children's workforce within the justice sector which includes YOTS, Drugs and Alcohol sector, Police, Secure Estates and Youth Offending Institutes, Voluntary and Community sector and Courts and Prosecution. By 2010 there will be a clear IQF in place that incorporates the Common Core at every level and clarifies qualifications and progression routes across the sectors to encourage a better qualified and more flexible workforce.

## 6.2 Past and future dialogues and partnership working

*Summarise how the SSC or SSB has worked with partners to arrive at its current provision, and how it will continue to work with partners to realise its view of the future and action plans through dialogue, as appropriate, with*

- *employers*
- *government departments*
- *funding agencies in the four countries*
- *review authorities (e.g. QAA), accrediting authorities (e.g. professional bodies that grant exemptions for university courses), and the qualifications regulators (i.e. SQA, CCEA, DELLS and QCA)*
- *awarding bodies*
- *learning providers*

Skills for Justice has a well established track record of liaison and joint-working with key employers and stakeholders through the following forums:

- Occupational Committees for:
  - Children's Workforce
  - Custodial Care
  - Community Justice
  - Court Services
  - Prosecution Services
  - Policing
  - Police Trade Union / Staff Association
  - Forensic Science
  - Substance Misuse
- Country Groups for:
  - England
  - Wales
  - Northern Ireland
  - Scotland

Each Occupational Committee is the responsibility of a designated 'sector lead' within Skills for Justice, and each Country Group is the responsibility of a Country Manager, with each group meeting on average three or four times per year. The membership of all of these groups includes representatives of key employers and other stakeholders.

In addition, the Skills for Justice Board (which meets quarterly) includes directors, chief executives and senior managers representing key employers across the Justice sector.

Appendix 3 shows the membership of these Employer and Stakeholder Forums.

### **Sector Skills Agreement (SSA) consultation**

The SQS builds upon the research and consultation carried out as part of the SSA process. In particular, phase 3 of the SSA process involved extensive consultation with employers over the period January to April 2007, via one to one sessions, regional employer forums, country and strand specific groups. The SSA consultation also included an online survey conducted made available to all key stakeholders and employers in the Justice sector. The schedule of SSA consultation events is presented in Appendix 4.

## **SQS Consultation**

In July 2007, all the sector leads and country group managers were provided with a briefing on the SQS, providing background information about the SQS and the contribution required by employers and other key stakeholders.

## **Interviews with Skills for Justice managers and staff**

To gather information and views on the provision of qualifications and learning provision for the development of the SQS, interviews were conducted by an independent researcher with key Skills for Justice staff. Managers and staff were selected who had a close working relationship with employers in the sector and who would be aware of key issues. This included; senior managers, country managers and sector leads - the schedule of interviews is shown in Appendix 4.

## **Meetings of employers and stakeholders**

From August 2007, the development of the SQS was included as an agenda item for discussion at meetings of country groups, occupational committees and other employers forums. At these meetings, the SQS was represented either by the responsible country manager/sector lead, or by the research consultant. Relevant meetings which took place between August and October 2007 are shown on Appendix 4.

In addition, the development of the SQS was included as an agenda item for discussion at meetings of the:

- Skills for Justice Board on 26<sup>th</sup> September 2007
- Awarding Body Forum on 16<sup>th</sup> October 2007 (comprising representatives of CMI, Edexcel, C&G, OCR, OU, SQA and QCA).

## **Employer surveys**

A web-based SQS consultation questionnaire was made available on the Skills for Justice web site for one month, from 19<sup>th</sup> October. Key employers and other stakeholders were directed to the consultation questionnaire by email and via the Skills for Justice E-briefing which is distributed to approximately 4,500 individuals. Unfortunately, there were only 28 respondents to the online SQS survey although the responses generally confirmed other consultation findings.

In addition, HM Prison Service College co-ordinated a survey of HMPS training providers and area offices in England and Wales to obtain feedback on key issues for the provision of qualifications, and provided a summary of responses.

## **On-going consultation with employers and strategic stakeholders**

In addition to the consultation forums and processes described above, key organisations were contacted throughout the development of the SQS, in particular where further discussion / clarification were required. The organisations which provided a response either at meetings, by telephone and/or email include key employers such as:

- National Offender Management Service (NOMS)
- National Police Improvement Agency (NPIA)
- HM Prison Service College
- Scottish Prison Service College
- Youth Justice Board

And strategic stakeholders including:

- Higher Education Directorate
- Higher Education Funding Council for England (HEFC)
- Department for Children, Education, Lifelong Learning and Skills (DCELLS)
- Learning and Skills Council
- Public and Commercial Services Union
- Scottish Government
- Scottish Qualifications Authority (SQA)
- Scottish Executive Lifelong Learning Directorate.

Finally, the draft of the full SQS was available for download and comment on the Skills for Justice web site from mid November 2007.

Skills for Justice will continue to work with key partners to realise its vision and future action. Some of examples of current and future partnership working are as follows:

### **Developing qualifications**

Skills for Justice will continue to work with other SSCs on cross-sector projects to develop qualifications. For example, Skills for Justice is working with Skills for Care and Development, Skills for Health and the Children's Workforce Network to develop the Diploma in Society, Health and Development, and with Government Skills, Skills for Health and others to develop the Diploma in Public Services. This also involves working closely with employers, providers and other key stakeholders, including QCA and Awarding Bodies.

### **Working with HE and FE**

Skills for Justice will seek closer liaison with HE, FE and other learning providers, particularly where there is potential for these providers to deliver entry level and CPD qualifications. The SSA research showed that the perception of external providers by the sector is largely poor, but highlighted that this may be more about a lack of communication and contact between the two areas, including employers' lack of knowledge about provision available. Skills for Justice will establish an HE Forum to engage proactively with HEIs (e.g. to explore a 'common credit system' for modules delivered by HEIs across the UK).

### **Development Awards**

The development of a truly flexible competence based awards system will require significant work with awarding bodies and qualifications authorities to ensure that the systems are in place to ensure that all relevant units are included and that clear pathways are developed which are fit for purpose in the sector. Skills for Justice will liaise with awarding bodies and qualifications authorities to ensure that systems are in place to support this initiative. One of the most significant issues is to ensure that funding mechanisms are in place that supports small awards of this kind. This will need to be taken forward with partners including awarding bodies, LSC and funding bodies, assessment centres etc.

Partnership working is particularly key in the development of Development Awards which are applicable across sectors. For example, the Development Award in substance misuse would be relevant to workers across many sectors, notably, Justice, Health and Social Care. Therefore, work with other SSCs is essential to ensure awards recognise transferable skills and to avoid a proliferation of similar awards across a number of sectors.

### **Integrated qualification framework for those who work with children and young people**

In England, Skills for Justice is part of the Children's Workforce Development Council (CWDC) which brings together SSCs and other key agencies to improve skills and learning for those who work with children and young people (the Children's Workforce Network). The CWDC has been commissioned to develop the Integrated Qualifications Framework (IQF) for those working with children, young people and those who care for them.

### **National Occupational Standards**

Skills for Justice will continue its programme of work for the development and review of NOS (and where relevant, the development of qualifications structures). This, by its nature, involves working closely with employers, stakeholders and practitioners to ensure the NOS are fit for purpose. Skills for Justice will also continue to work with other SSCs on cross-sector projects to develop NOS.

### **Improving the LMI base**

Accurate identification of learning-related issues and priorities for the sector relies on robust labour market information and intelligence. The sector has in the past tended to operate as a number of silos, so that even if the sector has a common issue that affects the whole, different parts of the sector may address those issues in isolation. Related to this is the fact that, although organisations and parts of the sector may collect their own data for workforce planning purposes, they may collect it in a different format making it difficult for it to be collated with data from other organisations or parts of the sector. Gaps in information may therefore arise, making it more difficult to address common issues in a collaborative way.

Skills for Justice is implementing processes to improve the quality and availability of sector wide LMI and will work in consultation and cooperation with key employers, stakeholders and government departments to enhance the sector's capacity to make informed decisions on investment in skills and training priorities.

### 6.3 Practical help provided by Skills for Justice

*Describe how the SSC or SSB will prepare or help with the preparation of information and materials, including the areas that action plans are likely to focus on at UK, national and regional levels. For example:*

*UK-wide (e.g.):*

- *NOS related work, including e.g.*
  - *Updating of NOS and other related products (assessment strategies, qualifications structures etc)*
  - *Development of new NOS*

*Nation-specific (e.g.):*

- *Modern Apprenticeships in Scotland*
- *Review of level 2 entitlement in England*
- *CQFW in Wales*
- *Welsh language-medium qualification provision*

#### Areas for action across the Justice sector

As part of Stage 3 of the SSA process, Skills for Justice conducted extensive market testing with employers to explore potential actions to address their key issues and priorities; a summary of the market testing is provided within the SSA Reports for each country. Further consultation has taken place during the development of this SQS.

As a result, Skills for Justice proposes the following areas for action:

#### 1. Provision of pre-entry and entry level qualifications

To ensure that there are clear and well articulated routes into the justice sector from education, and that pre-entry education or training is providing entrants with the skills, knowledge and understanding that will enable them to be better prepared for an eventual role in the sector. This includes:

- development and promotion, with other SSCs, of the 14-19 Diplomas (Society, Health & Development and Public Services)
- further promotion and take-up of Advanced/Modern Apprenticeships and,
- further development, promotion and take-up of Foundation degrees relevant to the Justice sector.

To further encourage recruitment into the sector from diverse backgrounds, and to cope with demographic change and the impact of replacement demand in some strands of the sector, by **raising the profile of the sector: Information, Advice and Guidance (IAG)**. Two possible IAG services could be offered by Skills for Justice:

- providing a web-based, email and telephone helpline service for careers enquiries and,
- signposting people to existing sources of information about careers and jobs in the justice sector, and making available information about job opportunities, career paths, education and training provision where this information is not available from another source.

#### 2. Links to Higher Education: Working with HE to develop Foundation Degrees

The development of Foundation Degrees has considerable potential, both to provide entry-level qualifications, and as a progression route for people already employed in the sector. However, HEIs must be supported and encouraged to ensure that Foundation Degrees are developed in full consultation with Justice sector employers to ensure they reflect employers needs. The potential development of one Foundation Degree for each strand of the sector will be explored.

### 3. Access to flexible qualifications and awards

- **Credit and Qualification Frameworks**

In recognition of the demand for unit-based credit, Skills for Justice will ensure that NOS-based qualifications and awards are transferred to the appropriate credit and qualifications framework (i.e. QCF, CQFW or SCQF).

- **Increasing Assessment Capacity**

The aim is to assist organisations in the sector to develop innovative approaches to assessment and to help them build internal assessor capacity to support wider recognition of skills and knowledge. The solution proposes the development of an Access to Assessment database providing information on assessment services; the sharing of best practice and resources via the internet; an assessment implementation service which would help organisations develop assessment services themselves; and an assessment brokerage service. This is a particular issue for the voluntary sector – individual agencies are often unable to afford and/or sustain the resource needed to operate an assessment centre for themselves. One option is to work with employers to encourage collaboration to establish a network of shared assessment centres.

- **Developing Apprenticeships**

Apprenticeship schemes within the Community Justice Drugs and Alcohol arena are attracting new and diverse entrants and addressing skills shortages within the sector. Potential avenues to explore are the benefits of programme led apprenticeships where apprentices complete the technical certificate as a full time learner before being employed in the field. Skills for Justice are looking at developing guidance around training contracts to make schemes like the Apprenticeships more viable for employers in terms of financial investment and to link increments to achievement of milestones within the Apprenticeship framework. The change to the way Apprenticeships are funded in England (i.e. the funding is now available for over 25s) has opened up new opportunities for Justice Sector employees and should lead to an increased take up of Apprenticeships.

- **Accreditation of non-operational staff**

There is potential for Skills for Justice to support more accreditation of non-operational staff. Awards are already in existence for many support staff (e.g. customer service, administration etc) and there are potentially large numbers of staff involved (e.g. there are approximately 90,000 support staff in the Police and 24,000 in Custodial Care). At recent meetings of the Occupational Committees, employers indicated they would be more interested in accreditation of these staff, if the process were supported and funded. In future, there may be more potential to access public funding for this in England with the implementation of the recommendations from the Leitch Review.

- **Action Learning Sets**

To support the use of Action Learning Sets (i.e. facilitated groups of individuals who meet at regular intervals for each member to explore a challenging open-ended problem or opportunity), and to explore the potential for accreditation of learning achieved through Action Learning, particularly for management and leadership.

- **Multi-agency working**

To create a qualifications framework for multi-agency working, using a small unit based award such as a Development Award. The SSA Stage 3 research also found significant feedback from employers on embedding a common unit on multi agency working into existing qualifications frameworks as an optional unit. This would provide the option of either a specific award, or a unit/s embedded in a broader qualification depending on which was more relevant.

### 4. Cross-sector qualifications

Skills for Justice will continue exploring the development of other cross-sector qualifications with the aim of allowing mobility and transfer across the sector (e.g. for current employees and a

general induction unit for all people who enter the Justice sector). This was particularly identified as a priority in Scotland.

### 5. Quality assurance of learning provision: Skillsmark

Both the Government and the public need to be assured of the skills knowledge and experience of Justice sector staff across the UK. The Skills for Justice Skillsmark service is one mechanism for doing this. It will continue to be promoted as the key quality indicator when employers are looking to procure learning and development programmes.

### 6. Provision of National Occupational Standards (NOS)

Skills for Justice will continue to review current NOS and develop new NOS as required. Current NOS, including those under review and proposed new NOS are shown below:

<b>Current NOS</b>	<b>Status e.g. date approved or details of review</b>
Caseworkers	Approved 2007
Common standards across the Justice sector	Approved 2006
Community Justice	Approved 2006
Countering E-Crime	Approved 2006
Courts	Approved 2007
Custodial Care	Approved 2006
Custodial Administration	Approved 2005
Custodial Healthcare	Approved 2005
Governance of Public Services	Approved 2007
Inspection of Public Services	Approved 2007
Intelligence Analysis	Approved 2006
Managing Justice sector services	Approved 2007
Policing and Law Enforcement	Review on-going during 2007/2008 (Police NOS Review-phase one submitted 60 revised/replacement NOS for approval in March 2007, we are currently awaiting final approval from UKCG).
Resettlement	Submitted for approval June 2007
Witness Care	Approved 2007
Technical Support	Approved 2006
Youth Justice	Submitted for approval June 2007
<b>New NOS in development</b>	<b>Anticipated completion dates</b>
Civil Contingencies	June 2008
Forensic Science	July 2008

Although NOS provide 'building blocks' for qualifications and HRD processes, it is clear that they are most widely used where they are packaged/presented in a way that makes clear their practical application. Therefore, Skills for Justice will develop a **NOS toolkit** which provides practical guidance on the uses of NOS at the managerial, organisational and individual level. The toolkit would be made available using a mix of paper and electronic media and would include case studies and good practice examples. Establishing NOS as a tool within the HRD process lays a useful foundation for the use of qualifications based on NOS to provide formal accreditation.

## 7. Integrated qualification frameworks

One of the key ways to provide clear entry routes and career progression within strands of the Justice sector is the development of integrated qualification frameworks. It has already been noted that initiatives to develop qualification frameworks are already being taken forward in some strands of the sector (e.g. Custodial Care, and Youth Justice). It is important that these qualifications frameworks are not only within specific strands, but also integrated as far as practicable, across the Justice sector as a whole.

### Areas for action relevant to specific strands:

#### **Police and law enforcement** (*Ref: Skills for Justice Activity with Police and Law Enforcement Stakeholders 2007 Paper 6.4*)

Skills for Justice has developed a strategy to engage specifically with the Police and Law Enforcement strand of the Justice sector during 2007/2008. This has been developed through consultation with stakeholders including work with the Skills for Justice Police and Law Enforcement Programme Management Group, the Police and Law Enforcement Forum and the Police and Law Enforcement Staff Association Group. Additionally, a number of cross sector initiatives have been identified through consultation with wider stakeholders and the Skills for Justice Board.

Skills for Justice work will fall within the following two strategic priorities, agreed by the Board of Skills for Justice:

#### *Strategic Priority 1*

To work in partnership to support the improvement of skills, performance and development of capacity. Anticipated outcomes include:

- Provision of advice, guidance and support, particularly with regard to NOS, the ICF, learning and development issues, assessment and qualifications
- Roll out of recommendations from the assessment capacity and capability project conducted during 2006/2007
- Development and implementation of new qualifications structures e.g.
  - Foundation Degree frameworks
  - Accreditation of Prior Learning
- The identification of existing and creation of new NOS for specific activities or roles
- Development of a comprehensive qualifications framework to contain all qualifications relevant to policing (England, Wales, Scotland and Northern Ireland frameworks to match emerging national frameworks)
- Learning providers engaging with the Police and Law Enforcement strand to have their programmes endorsed under the Skillsmark programme

#### *Strategic Priority 2*

To understand and articulate the sector's skills priorities and develop practical tools to address them e.g. to develop national standards, qualifications and frameworks to meet customer needs. Anticipated outcomes include:

- Implement revised NOS for Police and Law Enforcement and develop new NOS where required
- The creation of Development Awards for the sector
- The development of qualifications with FE and HE providers which provide suitable pre-entry routes
- Cross-sector and transferable qualifications
- Development of 14-19 Diplomas in Public Services.

There is currently no demand from Home Office Police Forces for an Apprenticeship (due to the current use of the IPLDP). However, there may be interest in the development of Apprenticeships for some non-Home Office forces and other groups such as PCSOs.

Finally, the Police NVQs are due to expire in July 2008 and therefore their review and re-design will be a priority.

### **Forensic Science**

Forensic Science NOS are currently in development, with an anticipated completion date of July 2008. Consultation during the SQS research did not indicate a demand for S/NVQs in Forensic Science. However, NOS are valued as a means to evidence competence within regulatory and performance management frameworks. Skills for Justice should therefore scope the range of potential uses of Forensic Science NOS.

The main concern arising from the Forensic Science strand was the lack of alignment between HEI degree programmes and the needs of employers. Skills for Justice will therefore work with employers and HEIs to enable more employers to be involved with curriculum development for forensic science degree programmes and where possible to map academic qualifications to the Forensic Science NOS in order to better align degree programmes with the needs of employers.

In addition, Skillsmark should be promoted as a quality assurance mechanism to achieve increased standardisation and consistency in Forensic Science qualifications provision.

### **Courts & Tribunal and Prosecution services**

The Ministry of Justice is due to finalise a strategy covering HR/learning & development (which will include the Courts Service). Skills for Justice will need to review this strategy to identify any emerging issues related to qualifications.

Currently, the main potential to expand the delivery of qualifications appears to be for support staff e.g. Court Operations at NVQ Levels 2 and 3, Court Administration at NVQ Level 2 and SVQ Customer Service at SVQ Levels 2 and 3. Consultation with the Courts & Tribunals Occupational Committee suggested that there may also be a potential need for new qualifications for Enforcement Officers and Court Managers.

### **Custodial care**

In the Custodial Care sector there is recognition of issues to be addressed around developing key skills in literacy and numeracy. In England, there may be potential in the future to access funds to develop key skills through Train to Gain.

There may also be potential to attract new recruits and support development of key skills through an Adult Apprenticeship (comprising the Custodial Care NVQ, a technical certificate and key skills). Skills for Justice will be working with key employers to further explore this initiative.

As noted above, there is potential for Skills for Justice to support more accreditation of non-operational staff (e.g. awards in customer service, administration etc) - there are approximately 24,000 support staff working in the Custodial Care strand.

Consultation with HM Prison Service College suggested a gap in the current Custodial Care NOS regarding the need for customised fitness industry NOS for Custodial Care context (e.g. to take account of resettlement, motivation, behavioural, security aspects etc). It was suggested that this might be accredited as a Development Award.

Finally, in September 2007, the meeting of HMPS Qualifications Forum reported unanimous support for more Development Awards, both as a useful pre-entry qualification for people looking to join the prison service and to cover specialised roles such as:

- Resettlement
- Multi-agency Working

- Mentoring
- Mental Health Awareness
- Restorative Justice
- Women's Estate
- Information and Guidance.

### **Community justice**

As noted in Section 6.1. Skills for Justice will be working closely with NOMS towards the development of a new Integrated Award Structure. Within the Integrated Award Structure, Skills for Justice will be developing three new 'development awards' at Levels 3, 4 and 5 to provide the required work-based accreditation. In addition, Skills for Justice will develop the regulatory framework for delivery of the Integrated Award Structure and bring the awards forward for inclusion on the qualification and credit frameworks.

The SSA and SQS research has shown a strong demand for flexible unit-based qualifications and awards in the Community Justice strand. The current Continuing Development Awards (CDAs) will be reviewed and up-dated, to be included in the new qualifications and credit frameworks. The development of new awards should also be taken forward e.g.

- Community Safety Award (led by the Community Safety programme in Northern Ireland)
- Work with Victims Survivors and Witnesses Award
- Managing Justice Services Award.

The Community Justice Advanced Apprenticeship is approved until August 2008 – it is currently under review to gather evidence of the demand for the individual pathways.

In England, Skills for Justice will continue to work as part of the Children's Workforce Development Council (CWDC) towards the development of the Integrated Qualifications Framework (IQF) for those working with children, young people and those who care for them.

### **6.4 Monitoring and evaluating the SQS**

*Describe how the SQS will be monitored and evaluated to ensure that it is successfully implemented and kept up to date, accounting for potential changes in legislation etc. (For SSCs the SQS should be integrated into the strategic cycle for refreshing the Sector Skills Agreement. For other Standard Setting Bodies a similar 3 year cycle should be considered.)*

The SQS will be kept under review and up-dated annually which will involve an up-dating of the assessment of current provision and a review of the vision for future provision for the sector. Annual review is regarded as more appropriate than the three yearly cycle for the SSA, as this reflects the rapidly changing and high profile nature of the Justice sector.

Delivery of the SQS will be through the SQS Action Plan, which will be monitored annually by the Skills for Justice SQS project manager, senior managers and sector leads.

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## Appendix 1: Key organisations operating within the Justice sector

Sector strand	England	Wales	Scotland	Northern Ireland
Police & Law Enforcement	<p>Police Service</p> <p>SOCA</p> <p>Immigration Service</p> <p>HM Revenue &amp; Customs</p> <p>Assets Recovery Agency</p> <p>Non-Home Office Forces e.g.</p> <ul style="list-style-type: none"> <li>• Ministry of Defence Police</li> <li>• Royal Military Police and Joint Defence Police</li> <li>• British Transport Police</li> <li>• Civil Nuclear Constabulary</li> </ul>	<p>Police Service</p> <p>SOCA</p> <p>Immigration Service</p> <p>HM Revenue &amp; Customs</p> <p>Assets Recovery Agency</p> <p>Non-Home Office Forces e.g.</p> <ul style="list-style-type: none"> <li>• Ministry of Defence Police</li> <li>• Royal Military Police and Joint Defence Police</li> <li>• British Transport Police</li> <li>• Civil Nuclear Constabulary</li> </ul>	<p>Scottish Police Service</p> <p>SOCA</p> <p>Immigration Service</p> <p>HM Revenue &amp; Customs</p> <p>Scottish Drug Enforcement Agency</p> <p>Scottish Criminal Records Office</p>	<p>Police Service NI</p> <p>SOCA</p> <p>Immigration Service</p> <p>HM Revenue &amp; Customs</p> <p>Assets Recovery Agency</p> <p>Northern Ireland Organised Crime Task Force</p>
Forensic Science	<p>Forensic Science Service</p> <p>LGC Forensics</p>	<p>Forensic Science Service</p> <p>LGC Forensics</p>	<p>Scottish Police Services Authority Forensic Science Service</p>	<p>Forensic Science Northern Ireland</p>
Prosecution services	<p>Crown Prosecution Service</p> <p>Revenue &amp; Customs Prosecution Office</p>	<p>Crown Prosecution Service</p> <p>Revenue &amp; Customs Prosecution Office</p>	<p>Crown Office &amp; Procurator Fiscal Service</p>	<p>Public Prosecution Service for NI</p>
Courts and tribunal services	<p>HM Courts Service</p>	<p>HM Courts Service</p>	<p>Scottish Court Service</p>	<p>Northern Ireland Court Service</p>

Sector strand	England	Wales	Scotland	Northern Ireland
Custodial care	<p>HM Prison Service</p> <p>Privately managed prisons</p> <p>The Juvenile Estate (Young Offender Institutions, Secure Training Centres, Local Authority Secure Children's Homes)</p> <p>The National Offender Management Service (NOMS)</p>	<p>HM Prison Service</p> <p>Privately managed prisons</p> <p>The Juvenile Estate (Young Offender Institutions, Secure Training Centres, Local Authority Secure Children's Homes)</p> <p>The National Offender Management Service (NOMS)</p>	<p>Scottish Prison Service</p> <p>Privately managed prisons</p>	<p>Northern Ireland Prison Service</p> <p>Juvenile Justice Centre for Northern Ireland</p>
Community Justice	<p>National Probation Service</p> <p>Youth Offending Teams</p> <p>National Offender Management Service</p> <p>NACRO</p> <p>SOVA</p> <p>Drug Action Teams</p> <p>Victim Support</p> <p>Crime Concern</p>	<p>National Probation Service</p> <p>Youth Offending Teams</p> <p>National Offender Management Service</p> <p>NACRO</p> <p>SOVA</p> <p>Drug Action Teams</p> <p>Victim Support</p> <p>Crime Concern</p>	<p>Criminal Justice Social Work Service</p> <p>Scottish Children's Reporter Administration</p> <p>SACRO</p> <p>Includem</p> <p>Apex Scotland</p> <p>Drug &amp; Alcohol Agencies</p> <p>Turning Point Scotland</p> <p>Victim Support Scotland</p> <p>Scottish Women's Aid</p> <p>Community Safety Partnerships</p>	<p>Probation Board for NI (PBNI)</p> <p>Youth Justice Agency</p> <p>NIACRO</p> <p>Extern</p> <p>Drug &amp; Alcohol Coordination Teams</p> <p>Victim Support NI</p> <p>Women's Aid</p> <p>Community Safety Unit</p>

## Appendix 2: A summary of accredited and non-accredited provision specific to Justice Sector strands across the countries of the UK

(Source: SSA Stage 2 Reports for England and Wales, Northern Ireland and Scotland)

### England and Wales

#### Police and Law Enforcement

Organisation	Accredited provision	Non-accredited provision
Police Service	Initial Police Learning & Development Programme (IPLDP) – either via the Foundation Degree in Policing or NVQ Policing Level 3 and 4.	Currently less than 20% of Police Service training provision is delivered by the Police College (NPIA, formerly Centrex), with the other 80% of Police Service training provision being delivered either inforce, or commissioned at local force level from FE, HE or private training providers. Much of this training may involve short ad-hoc courses and be non-accredited.
	Foundation Degree for Special Constables	
	NVQ Police Supervisory Management at Level 3	
	NVQ Police Operational Management at Levels 4 & 5	
	NVQ Police Organisational Management at Level 4	
	NVQ Police Strategic Management at Level 5	
	NVQ Intelligence Analysis Level 3	
SOCA	None identified at present	Internal investigators course provided as initial training for SOCA investigators
Immigration Service (UK-wide)	None identified at present	Induction programme for Immigrations Officers followed by consolidation training and specialist training if required.
HM Revenue and Customs (UK-wide)	Edexcel BTEC Level 3 Award, Certificate or Diploma, awarded following successful completion of the core & foundation training programme for law enforcement officers	No information obtained regarding non-accredited provision.
	Certificate in Counter Fraud and Intelligence - accredited by the University of Portsmouth	
Assets and Recovery Agency (UK-wide)	BTEC Professional Development Certificate in Financial Investigation	Financial investigators undertake CPD activities to retain their accreditation (likely to be non-accredited).
	BTEC Professional Development Diploma in Financial Investigation	
	BTEC Professional Award in Investigating Money Laundering	
	Level 4 BTEC Professional Award in Enhanced Financial Investigation	

## Forensic Science

Organisation	Accredited provision	Non-accredited provision
Forensic Science Service (and various private sector forensic science services)	Forensic Science Society Diploma: Crime Scene Investigation	Various in-house courses and practical case work
	NPIA Crime Scene Investigation Diploma	
	Foundation CSI course, leading to a University Certificate of Advanced Professional Development (UCAPD)	
	Forensic practitioners will usually require at least a first degree in Biology, Chemistry or related subject, followed up in many cases by a postgraduate/MSC.	

## Prosecution Services

Organisation	Accredited provision	Non-accredited provision
Crown Prosecution Service	Prosecutors need to be a qualified Barrister or Solicitor, in adherence with Law Society and Bar Council Requirements	Advocacy Development Programme  Transform (suite of leadership & management programmes)
	Legal Trainee Scheme leading to qualifications for Barrister or Solicitor	
	ILEX Certificate in Criminal Prosecution	
	Higher Diploma in Criminal Litigation	
	LLM Criminal Prosecution	
	Generic administrative and management qualifications	

## Court & Tribunal Services

Organisation	Accredited provision	Non-accredited provision
HM Courts Service	Prosecutors need to be a qualified Barrister or Solicitor, in adherence with Law Society and Bar Council Requirements	Advocacy Development Programme  Transform (suite of leadership & management programmes)

## Custodial Care

Organisation	Accredited provision	Non-accredited provision
HM Prison Service	NVQ Custodial Care Level 2 and Level 3	Various CPD courses under the following headings: Control and restraint, Dogs, Prisoner Management Care & Development, Offending Behaviour, Security & Incident Management & Control
	Diploma/Masters in Applied Criminology/Management, Cambridge University	
	Diploma of Chartered Institute of Management	
	Various technical and non-justice sector awards in areas such as; health and safety, catering, sports coaching, learning and development etc	Induction training for new non-uniformed grade staff and volunteers
Private Sector	NVQ Custodial Care Level 2	6-12 week initial training programme
	NVQ Custodial Care level 3	Coaching programme for all Managers
Juvenile Estate i.e. Young Offenders	Professional Certificate in Effective Practice (Youth Justice)	Juvenile Awareness Staff Programme (JASP)

Institutions; Secure Training Centres, Local Authority Secure Children Homes		Social work post qualification framework specialism in Youth Justice. (This is a post qualification specialism available to people who have obtained a professional qualification in Social Work)
	Foundation Degree in Youth Justice	

### Community Justice

Community Justice pathway	Accredited provision	Non-accredited provision
Work with Offending Behaviour	Diploma in Probation Studies - combines the BA (Hons) Degree in Community Justice with the NVQ in Community Justice (Work with Offending Behaviour pathway) at Level 4. Currently the essential qualification for working as a probation officer.	There does not appear to be a national accredited learning provision that is either required or made available to Probation Service Officers, although there are some developments at a regional level. This will become a more pressing need under NOMS in situations where Probation Service Officers are required to take up new roles in offender management.  Both Nacro and Sova provide a range of internal staff training courses that are not accredited.
	<ul style="list-style-type: none"> <li>• NVQ Community Justice (working with offending behaviour) Level 3 and 4</li> <li>• Development Award (Work with Offending Behaviour)</li> <li>• Level 3 Certificate in Community Justice: Working with Offending Behaviour pathway -.</li> <li>• Advanced Apprenticeship (England) / Modern Apprenticeship (Wales) in Working with Offending Behaviour.</li> </ul> <p><i>- Note: we are not aware of the take-up of these qualifications and by whom. Neither the Probation Service, SOVA, nor NACRO mentioned making use of them.</i></p>	
	NVQ Learning & Development 3 & 4 NVQ A1 Assessor Award NVQ V1 Verifier Award	
	OCN accredited mentoring course for workers / volunteers involved in mentoring projects – <i>mentioned by NACRO</i>	
	OCN programme that looks at issues such as substance misuse and domestic violence - <i>mentioned by NACRO</i>	
	NOCN level 2 and 3 volunteer training programme – <i>mentioned by SOVA</i>	

Community Justice pathway	Accredited provision	Non-accredited provision
Work with Victims, Survivors and Witnesses	NVQ in Community Justice (Work with Victims, Survivors and Witnesses pathway) at Level 3 and 4	<ul style="list-style-type: none"> <li>• National Induction</li> <li>• Casework management</li> <li>• Equality &amp; Diversity</li> <li>• Managing People</li> <li>• Training Skills</li> <li>• Core Learning Programme</li> </ul> <p><i>Note: Victim Support Volunteers have to complete a core learning programme which is based on the NOS underpinning the NVQ but this core learning programme does not lead to a qualification.</i></p>
	Continuing Development Award: Work with Victims Survivors and Witnesses	
	Progression Award in Community Justice: working with victims, survivors and witnesses of crime pathway at Level 3.	
	NVQ Learning & Development Level 3	
Crime Reduction & Community Safety	<p>NVQ in Community Justice (Community Safety) at Level 3 and Level 4</p> <p>Advanced Apprenticeship (England) / Modern Apprenticeship (Wales) in Community Justice (community safety pathway)</p> <p>Level 3 Certificate in Community Justice in Community Justice (community safety pathway)</p> <p><i>Note: we are not aware how widely the above qualifications are used.</i></p>	<p>Crime Concern delivers some corporate induction and health and safety training centrally which is non-accredited. Other training is organised locally where needed and we have no information about the type of training that might be required, nor whether the provision delivered is likely to be accredited or non-accredited.</p>
	Neighbourhood Warden Core Training accredited by NCFE	
	NVQ in Community Wardening available at Level 2	
	NVQ A1 Assessor Award	

Community Justice pathway	Accredited provision	Non-accredited provision
Youth Justice	NVQ Youth Justice Level 3/4	Post qualifying framework youth justice specialism for social workers.  YJB three day general Volunteers programme. <i>- Note: volunteers will follow this up with additional training related to their specialism and committed Volunteers will be eligible to embark on the Effective Practice Unit Award (EPUA)</i>  Juvenile Awareness Staff Programme (JASP) <i>- this programme has been introduced into the juvenile estate to address a lack of specialist training for staff working with children and young people in custody</i>
	Professional Certificate in Effective Practice (Youth Justice) - <i>This qualification is intended to be the core professional qualification in Youth Justice.</i>	
	Foundation Degree in Youth Justice – <i>Note: the PCEP can contribute 40 of the required 240 point at HE level to this qualification.</i>	
	Advanced Apprentice in Youth Justice – <i>Note: this qualification is not part of the YJB's NQF or Gateway programme as it is no longer financially supported by the YJB</i>	
	Level 3 Certificate in Community Justice (youth justice pathway) - <i>Note: this qualification is not part of the YJB's NQF</i>	
Substance Misuse	There is a range qualifications available to those in the drug and alcohol field and those who come into contact with substance users. This ranges from nationally accredited postgraduate courses delivered by HE Institutions, to Level 1 certificates. However, unlike some professions there is still no standard qualification	There is also a large range of non-accredited training available within the substance misuse field

## Northern Ireland

### Police and Law Enforcement

Organisation	Accredited provision	Non-accredited provision
Police Service Northern Ireland	Certificate in Police Studies ( <i>University of Ulster</i> )	There is a large variety of training provided through the Police College. In addition to the training provided through the College there is a range of external targeted training provided within the District Command Units.
	Advanced Diploma in Work-based Learning ( <i>Queens University Belfast</i> )	
	Certificate in Education ( <i>Canterbury Christ Church Univ</i> )	
	Chartered Management Institute: <ul style="list-style-type: none"> <li>• Certificate in Team Leading Level 2</li> <li>• Certificate in Management Level 3</li> <li>• Diploma in Management Level 4</li> </ul>	
SOCA ( <i>UK-wide</i> )	None identified at present	Internal investigators course provided as initial training for SOCA investigators  Surveillance and Driver Training both of which are delivered through the NSLEC
Immigration Service ( <i>UK-wide</i> )	None identified at present	Induction programme for Immigrations Officers followed by consolidation training and specialist training if required.
HM Revenue and Customs ( <i>UK-wide</i> )	Edexcel BTEC Level 3 Award, Certificate or Diploma, awarded following successful completion of the core & foundation training programme for law enforcement officers	No information obtained regarding non-accredited provision.
	Certificate in Counter Fraud and Intelligence - accredited by the University of Portsmouth	
Assets and Recovery Agency ( <i>UK-wide</i> )	BTEC Professional Development Certificate in Financial Investigation	Financial investigators undertake CPD activities to retain their accreditation (likely to be non-accredited).
	BTEC Professional Development Diploma in Financial Investigation	
	BTEC Professional Award in Investigating Money Laundering	
	Level 4 BTEC Professional Award in Enhanced Financial Investigation	

### Forensic Science

Organisation	Accredited provision	Non-accredited provision
Forensic Science Northern Ireland (and various private sector forensic science services)	Forensic Science Society Diploma: Crime Scene Investigation	Various in-house courses and practical case work
	NPIA Crime Scene Investigation Diploma	
	Foundation CSI course, leading to a University Certificate of Advanced Professional Development (UCAPD)	
	Forensic practitioners will usually require at least a first degree in Biology, Chemistry or related subject, followed up in many cases by a postgraduate/MSC.	

## Prosecution Services

Organisation	Accredited provision	Non-accredited provision
Public Prosecution Service (PPS)	Prosecutors need to be a qualified Barrister or Solicitor, entitled to work in Northern Ireland	PPS staff attend a wide variety of training initiatives. There are 137 in-house training courses delivered by PPS in areas such as attendance management, risk management, Human Rights, equal opportunities and health and safety.
	PPS Legal Trainee Scheme	
	LLM Criminal Prosecution	
	Pathway Training (accredited by Institute of Leadership and Management)	
	Generic administrative and management qualifications	

## Court & Tribunal Services

Organisation	Accredited provision	Non-accredited provision
Northern Ireland Court Service	Legal Officers must be qualified Barristers or Solicitors, and be entitled to work in Northern Ireland	Much of the training provision targeted at Court Service staff is non-accredited.
	Generic administrative and management qualifications	
	Skills for Justice have developed an NVQ in Court Operations at Levels 2 and 3 and Court Administration at Level 2.	

## Custodial Care

Organisation	Accredited provision	Non-accredited provision
Northern Ireland Prison Service	NVQ Custodial Care Level 2 and Level 3	Various CPD courses under the following headings: Control and restraint, fire safety, report writing, suicide awareness, management are available at NIPS.
	Learning & Development Levels 3, 4 & 5 NVQ	
	Administration Levels 2 & 3 NVQ	
	Institute for Leadership and Management Awards	
	Chartered Institute of Personnel and Development awards	
	<i>NIPS College is an approved NVQ Assessment Centre for all of the above NVQs along with being an approved centre for the Institute for Leadership and Management Awards and Chartered Institute of Personnel and Development Awards at introductory and full certificate levels. The College is also a Home Office accredited Dog Training Unit and an ACPO centre for firearms training.</i>	
Juvenile Justice Centre	Youth Justice Level 3 & 4 NVQ	6 week induction course, Therapeutic Crisis Intervention and Pro-Social Modelling
	Social Work Degree – Robert Gordon University	
	NVQ A1 Assessor Award	
	<i>Staff are required to register with the Northern Ireland Social Care Council. There is a requirement for managers in residential child care to have a social work qualification. This expectation has continued for Unit Managers in Youth Justice</i>	

## Community Justice

Community Justice pathway	Accredited provision	Non-accredited provision
Work with Offending Behaviour	Degree in Social work <i>This degree replaces the Diploma in Social Work (DipSW). Currently the essential qualification for working as a Probation Officer.</i>	In the PBNI there are a variety CPD courses available to staff such as Post Qualifying courses, Risk Management, Good Practice ACE Assessment, and CSOGP.  NIACRO staff receive project induction within one month of commencement and also provide structured introduction to Criminal Justice for all new staff by mandatory attendance on the following courses: working with substance misuse, handling convictions, child protection, working with high risk offenders, suicide and self-harm, victim awareness.  Extern has a variety of relevant in-house and external training for volunteers. Also there are a variety of CPD courses for Extern Project.
	Post qualifying social work programmes can be accessed by social work qualified staff working within PBNI & NIACRO	
	NVQ Community Justice (working with offending behaviour) Level 3/4	
	Level 3 Certificate in Community Justice: Working with Offending Behaviour pathway - Level 3.	
Work with Victims, Survivors and Witnesses	NVQ in Community Justice (Work with Victims, Survivors and Witnesses pathway) at Level 3/4	Regional and local induction programmes <ul style="list-style-type: none"> <li>• Casework management</li> <li>• Equality &amp; Diversity</li> <li>• Managing People</li> <li>• Training Skills</li> <li>• Specialist training</li> </ul>
	Progression Award in Community Justice: working with victims, survivors and witnesses of crime pathway at Level 3.	
	Institute of Leadership and Management (ILM) Award in Team Leader Management	
Community Safety	Introductory Certificate in Community Safety (2 units of the Progression Award)	
	Level 3 Certificate in Community Justice (community safety pathway)	
	Advanced Certificate in Community Safety (Univ of Ulster)	
	NVQ Community Safety Level 3/4	
	Management Development Programme <i>Developed by the Extern, this programme for supervisory managers supports a NVQ Level 3 leading to a NVQ 4/5 for middle and project managers.</i> Post qualifying social work programmes can be accessed by social work qualified staff working within Extern	
Youth Justice	NVQ Youth Justice Level 3/4	None are known at this time
	Level 3 Certificate in Community Justice (youth Justice pathway) at Level 3	
	Certificate in Restorative Practices from the University of Ulster Post graduate Diploma in Restorative Practice from the University of Ulster	
	Post qualifying social work programmes can be accessed by social work qualified staff working within Youth Justice	
Substance Misuse	There is a range qualifications available to those in the drug and alcohol field and	There is also a large range of non-accredited training available within the

Community Justice pathway	Accredited provision	Non-accredited provision
	those who come into contact with substance users. This ranges from nationally accredited postgraduate courses delivered by HE Institutions, to Level 1 certificates. However, unlike some professions there is still no standard qualification	substance misuse field

## Scotland

### Police and Law Enforcement

Organisation	Accredited provision	Non-accredited provision
Scottish Police Service	Certificate in Higher Education (Policing)	Scottish Police College provide the majority of police training in Scotland, with local forces providing the remainder. SPC provides a wide range of non-accredited provision in the areas of; Leadership and Management, Crime Management, Road Policing and Learning Support
	Diploma in Police Leadership and Management (from April 2007)	
	Standard Community Safety	
	Diploma of Higher Education in Training and Development	
	Diploma in Road Policing Operations	
	Transport of Dangerous Goods	
	Professional Development Awards (PDAs)	
SOCA (UK-wide)	None identified at present	Internal investigators course provided as initial training for SOCA investigators
Immigration Service (UK-wide)	None identified at present	Induction programme for Immigrations Officers followed by consolidation training and specialist training if required.
HM Revenue and Customs (UK-wide)	Edexcel BTEC Level 3 Award, Certificate or Diploma, awarded following successful completion of the core & foundation training programme for law enforcement officers	No information obtained regarding non-accredited provision.
	Certificate in Counter Fraud and Intelligence - accredited by the University of Portsmouth	

### Forensic Science

Organisation	Accredited provision	Non-accredited provision
Scottish Police Services Authority Forensic Science Service (and various private sector forensic science services)	Forensic Science Society Diploma: Crime Scene Investigation	Various in-house courses and practical case work
	NPIA Crime Scene Investigation Diploma	
	Foundation CSI course, leading to a University Certificate of Advanced Professional Development (UCAPD)	
	Forensic practitioners will usually require at least a first degree in Biology, Chemistry or related subject, followed up in many cases by a postgraduate/MSc.	

## Prosecution Services

Organisation	Accredited provision	Non-accredited provision
Crown Office Procurator Fiscal Service	Prosecutors need to be a qualified Barrister or Solicitor, in adherence with Law Society and Bar Council Requirements	Advocacy Development Programme  Transform (suite of leadership & management programmes)
	Legal Trainee Scheme leading to qualifications for Barrister or Solicitor	
	ILEX Certificate in Criminal Prosecution	
	Higher Diploma in Criminal Litigation	
	LLM Criminal Prosecution	
	Generic administrative and management qualifications	

## Court & Tribunal Services

Organisation	Accredited provision	Non-accredited provision
Scottish Courts Service	SVQ Level 2 in Court Operations	Much of the training provision targeted at SCS staff is non-accredited.
	SVQ Level 2 in Court Administration	
	SVQ Level 3 in Court Operations	
	SVQ Level 3 in Managing Justice Sector Services	

## Custodial Care

Organisation	Accredited provision	Non-accredited provision
Scottish Prison Service	SVQ Custodial Care Level 2 and Level 3	Various CPD courses under the following headings: Control and restraint, Dogs, Prisoner Management Care & Development, Offending Behaviour, Security & Incident Management & Control  Induction training for new non-uniformed grade staff and volunteers
	SVQ Custodial Healthcare Level 3	
	Diploma/Masters in Applied Criminology/Management, Cambridge University	
	Diploma of Chartered Institute of Management	
	Various technical and non-justice sector awards in areas such as; health and safety, catering, sports coaching, learning and development etc	
Private Sector	SVQ Custodial Care Level 2	6-12 week initial training programme
	SVQ Custodial Care level 3	Coaching programme for all Managers
Juvenile Estate	Professional Certificate in Effective Practice (Youth Justice)	Juvenile Awareness Staff Programme (JASP)  Social work post qualification framework specialism in Youth Justice. (This is a post qualification specialism available to people who have obtained a professional qualification in Social Work)
	Foundation Degree in Youth Justice	

## Community Justice

Community Justice pathway	Accredited provision	Non-accredited provision
Work with Offending Behaviour	Degree in Social Work	
	SVQ Community Justice (working with offending behaviour) Level 3	
Work with Victims, Survivors and Witnesses	SVQ in Community Justice (Work with Victims, Survivors and Witnesses pathway) at Levels 3 and 4	<ul style="list-style-type: none"> <li>• National Induction</li> <li>• Casework management</li> <li>• Equality &amp; Diversity</li> <li>• Managing People</li> <li>• Training Skills</li> <li>• Core Learning Programme</li> </ul> <p><i>Note: Victim Support Volunteers have to complete a core learning programme which is based on the NOS underpinning the SVQ but this core learning programme does not lead to a qualification.</i></p>
	NVQ Learning & Development Level 3	
Crime Reduction & Community Safety	SVQ in Community Justice (Community Safety) at Level 3 and Level 4	<p>Crime Concern delivers some corporate induction and health and safety training centrally which is non-accredited.</p> <p>Other training is organised locally where needed and we have no information about the type of training that might be required, nor whether the provision delivered is likely to be accredited or non-accredited.</p>
	<i>Note: we are not aware how widely the above qualifications are used.</i>	
	NVQ A1 Assessor Award	
Youth Justice	SVQ in Youth Justice Services Levels 3 and 4	
Substance Misuse	There is a range of qualifications available to those in the drug and alcohol field and those who come into contact with substance users. This ranges from nationally accredited postgraduate courses delivered by HE Institutions, to Level 1 certificates. However, unlike some professions there is still no standard qualification	There is also a large range of non-accredited training available within the substance misuse field

## **Appendix 3: Membership of employer and stakeholder forums**

### **Skills for Justice Board Members**

Central Scotland Police HQ  
Department for Constitutional Affairs  
Directorate of Performance and Improvement  
HM Courts Service - North Wales  
HM Prison Barlinnie  
HM Prison Service  
Home Office  
IND College  
Ministry of Justice  
National Policing Improvement Agency  
Police Federation  
Police Service of Northern Ireland (L'sharragh)  
Public and Commercial Services Union  
Supporting Others through Volunteer Action (SOVA)  
Surrey Police  
The GEO Group UK Limited  
University of Lincoln  
Victims Witnesses and Survivors  
Wiltshire Police Authority  
Youth Justice Board

### **Country Group - England**

Association of Police Authorities  
Border and Immigration Agency  
British Transport Police  
Clinks  
Crime Concern  
Crown Prosecution Service  
G4S Justice Services  
Global Solutions Ltd  
Higher Education Funding Council for England  
HM Prison Service  
HM Revenue & Customs  
HMPS College  
Home Office  
Lancashire Constabulary  
Learning and Skills Council  
Merseyside Probation Service  
Ministry of Justice  
Napo  
National Community Safety Network  
National Probation Service  
NOMS  
Police Superintendents' Association of England and Wales  
Prison Reform Trust  
Public and Commercial Services Union  
Reliance STMS  
Serco Civil Government  
Supporting Others through Volunteer Action

The National Council for Voluntary Organisations  
Trade Union Congress  
Victim Support  
West Midlands Police  
Workforce Hub  
Youth Justice Board

**Country Group - Northern Ireland**

Community Safety Unit  
Department for Employment and Learning  
Department of Public Prosecution  
Extern  
Northern Ireland Court Service  
Northern Ireland Office  
Northern Ireland Prison Service  
Police College of Northern Ireland (G'ville)  
Police Service of Northern Ireland (L'sharragh)  
Probation Board for Northern Ireland  
Victim Support Northern Ireland  
Youth Justice Agency

**Country Group - Scotland**

APEX Scotland  
Central Scotland Police HQ  
Convention of Scottish Local Authorities COSLA  
Crown Office and Procurator Fiscal  
Dumfries & Galloway Council, Criminal Justice Social Work Services  
HM Prison Barlinnie  
Lanarkshire - Community Justice Authority  
Premier Prison Services  
Risk Management Authority  
Safeguarding Communities Reducing Offending  
Scottish Borders Council  
Scottish Court Service  
Scottish Government  
Scottish Police College  
Scottish Prison Service College  
Victim Support Scotland

**Country Group - Wales**

Border and Immigration Agency  
Dyfed-Powys Police Headquarters  
G4S Justice Services  
H M Revenue and Customs  
HM Courts Service - North Wales  
HM Courts Service - South Wales  
HMP Usk  
Napo  
National Probation Service  
North Wales Police Headquarters  
Police Federation of England and Wales  
Police Superintendents' Association of England and Wales  
Safer Merthyr Tydfil

Social Services Inspectorate - Welsh Assembly Government  
South Wales Police  
Supporting Others through Volunteer Action (SOVA Cymru)  
The Cares Group  
University of Wales Swansea  
Victim Support Wales  
Wales Training Consortium  
Welsh Assembly Government (Cardiff Bay)  
Youth Justice Board  
Youth Offending Team Rhondda Cynon Taff

**Occupational Committee - Police**

Academic Adviser to the Police Service  
ACPO National Workforce Modernisation  
Assets Recovery Agency  
Association of Scottish Police Superintendents  
BM Gay Police Association  
Central Scotland Police HQ  
Hertfordshire Constabulary  
HM Revenue & Customs  
HM Revenue & Customs Operations  
Home Office  
Kent Police  
Metropolitan Police Service  
Ministry of Defence and Guarding Agency  
National Black Police Association  
National Centre for Policing Excellence  
National Policing Improvement Agency  
New Scotland Yard  
Police Federation of England and Wales  
Police Reforms Division  
Police Service of Northern Ireland (L'sharragh)  
Police Superintendents' Association of England and Wales  
Royal Military Police  
Scottish Police Federation  
Superintendents' Association of Northern Ireland  
UNISON  
West Midlands Police

**Occupational Committee - Forensic Science**

Council for the Registration of Forensic Practitioners  
Forensic Science Northern Ireland  
Forensic Science Service  
Forensic Science Society  
Grampian Police  
HM Revenue & Customs  
Home Office  
LGC Forensics  
National Policing Improvement Agency  
North Wales Police Authority  
Organisation Consulting Partnership  
PROSPECT  
Scottish Police Services Authority Forensic Services

Serious Organised Crime Agency  
Strathclyde Police  
Surrey Police  
United Kingdom Accreditation Service  
University of Northumbria  
University of Strathclyde  
University of Teesside

**Occupational Committee - Courts**

Essex Courts Service  
HM Inspectorate of Court Administration  
Ministry of Justice  
Northern Ireland Court Service  
Public and Commercial Services Union  
Sheriff Court - Airdrie  
Tribunals Service  
Victim Support National Office

**Occupational Committee - Prosecution**

Crown Office and Procurator Fiscal  
Crown Prosecution Service  
HM Revenue and Customs Prosecutions Office  
Public Prosecution Service

**Occupational Committee - Custodial Care**

G4S Justice Services  
Guernsey States Prison  
HM Inspector of Constabulary, Her Majesty's Prison Service, HMP Usk  
HM Inspectorate of Prisons  
HM Prison Service  
HM Prison Service College  
HMP Lindholme  
Home Office  
Home Office Immigration Service  
Isle of Man Prison  
Jersey States Prison  
Kaylx Services  
Military Corrective Training Centre  
Northern Ireland Prison Service College  
PCS Prison Services Group  
Prison Governor's Association  
Prison Officers Association  
Reliance STMS  
Scottish Prison Service College  
Serco Home Affairs Division  
Supporting Others through Volunteer Action

**Occupational Committee - Community Justice**

Crime Concern  
Directorate of Performance and Improvement  
EATA  
Extern  
HM Prison Service

Home Office  
Napo  
National Association of Probation and Bail Hostels  
National Community Safety Network  
NOMS  
Probation Board for Northern Ireland  
Probation Boards Association  
Supporting Others through Volunteer Action  
UNISON  
Victim Support  
Youth Justice Board

## Appendix 4: Consultation events

<b>Sector Skills Agreement (SSA) consultation events</b>	<b>Date</b>
England Cross Sector Forum	January 2007
Scotland Country Group	March 2007
Wales Country Group	February 2007
Northern Ireland employer, provider and stakeholder consultation events	January & February 2007
Custodial Care Occupational Committee (UK wide)	January 2007
Community Justice Occupational Committee (UK wide)	January 2007
Courts Occupational Committee (UK wide)	January 2007
Children's Workforce Network Subgroup	March 2007
Policing and Law Enforcement Programme Management Group	March 2007
East of England Regional Employer Forum	February 2007
East Midlands Regional Employer Forum	January 2007
London Regional Employer Forum	March 2007
South East Regional Employer Forum	February 2007
South West Regional Employer Forum	January 2007
West Midlands Regional Employer Forum	January 2007

<b>SQS interviews conducted with Skills for Justice staff.</b>	
<b>Job title</b>	<b>Interview date</b>
Acting Chief Executive / R&D Director	16/07/07
SQF Manager / Acting R&D Director	16/07/07
SSA Manager	16/07/07
Research Manager	16/07/07
Wales Country Manager	06/09/07
Children & Young People sector lead	10/09/07
Policing & law enforcement sector lead	10/09/07
Scotland Country Manager	11/09/07
Courts, prosecution & forensic science sector lead	13/09/07
Senior Operations Manager	13/09/07
England Country Manager	18/09/07
Northern Ireland County Manager	18/09/07

<b>Meetings of country groups and occupational committees (August to October 2007)</b>	
<b>Meeting</b>	<b>Date</b>
HM Prison Service Qualifications Forum	27/09/07
Community Justice Occupational Committee	17/10/09
Courts Services Occupational Committee	25/10/07
Police Programme Management Group	02/10/07
Police Trade Union Forum	Oct 07
Police Forum	Nov 07
England country group	3/09/07
Scotland country group	11/10/07
Wales country group	11/10/07



The UK Commission aims to raise UK prosperity and opportunity by improving employment and skills. Our ambition is to benefit employers, individuals and government by advising how improved employment and skills systems can help the UK become a worldclass leader in productivity, in employment and in having a fair and inclusive society: all this in the context of a fast-changing global economy.

Because employers, whether in private business or the public sector, have prime responsibility for the achievement of greater productivity, the UK Commission will strengthen the employer voice and provide greater employer influence over the employment and skills systems.

Having developed a view of what's needed, the UK Commission will provide independent advice to the highest levels in government to help achieve those improvements through strategic policy development, evidence-based analysis and the exchange of good practice.

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