



**Inteligencia Training
L4 Counter Fraud
Investigator Apprenticeship
Learner & Employer
Handbook**



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Introduction to Intelligencia Training

Intelligencia Training are the UK's leading provider of specialist apprenticeships in Intelligence Analysis and Counter Fraud Investigation maintaining client relationships with a number of high-profile Government agencies, the law enforcement community, local authorities, the custodial sector, banking and insurance companies, large retailers including utilities providers and the gaming / gambling sector.

Our apprenticeship programmes are designed to support the development of transferable knowledge, skills and behaviours which are requirements to be an effective analyst, and to provide a standardised approach across the sectors in which this role is performed.

A significant number of our apprentice achieve in a timely manner resulting in achievement rates for 18/19 being above 89%, 27.4 percentage points above the national minimum standard. (Data published in March 2020)



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What is an apprenticeship

With the UK Government's intention to deliver increasing volumes of apprenticeships as a viable alternative to University education, we believe it is essential to offer a range of dynamic apprenticeships that will challenge new and existing employees, especially in the intelligence, security and financial sectors. Equally, modern apprenticeships provide opportunities for role-relevant upskilling, increasing existing workforce capability and mobility, without necessarily requiring new recruitment.

Apprenticeships offer an opportunity for the application of new knowledge and skills within a role-specific setting, whilst developing relevant behaviours and associated soft skills that may not usually be developed within traditional commercial programmes.

Our programmes are delivered through a monthly workshop delivered at your site, and in some cases via online webinar

sessions. Our highly skilled tutors have occupational and technical competence, with previous experience operating within military, law enforcement and other intelligence sector roles. This has enabled us to contextualise a range of modules which are sector specific enabling apprentices to apply the knowledge and skills quickly in their roles, often adapting working practices, which employers have found to be very beneficial for both the individual apprentice and their wider workforce.

Apprentices enrolling onto programme are keen to develop their knowledge, skills, and behaviours to ensure that they become more effective in their roles and to enable them to support others in their team. The structure of our programme aims to facilitate this, by providing opportunities for apprentices to develop their skills across a range analytical technique, some of which they are unfamiliar with. Apprentices find this rewarding as they are given an insight into wider intelligence techniques enabling them to broaden their understanding



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History behind Counter Fraud Investigator Apprenticeship

In 2020 it was identified that nearly half of local Government Officials felt they lacked fraud awareness training. This was one of the key reasons cited why Government organisations feel they are vulnerable to external fraud.

In response to this clear indication to a lack of recognised counter-fraud training the Cabinet Office, HMRC, and the

Department for Health among other leading sector employers developed the Level 4 Counter-Fraud Investigator Standard. A recognised direct-entry pathway into Counter-Fraud Investigation.

In development of the Standard there would be a focus on the key knowledge, skills and behaviours that would allow for the fraud to be successfully investigated and managed from start to finish.

Programme Outline

The content of the programmes will be defined by the results of apprentices' skill scan. The order of sessions or the need to participate in sessions will be determined by the pre course initial assessment process.

All applied analytical techniques sessions and off the job projects are delivered with varying levels of complexity. Apprentices prior exposure and level of experience will determine the complexity level planned for.

An outline of available modules is as below:

Module 1 – Counter Fraud Overview (2 days)

Cross sector terms and definitions
Fraud Types and associated offences
Understanding your organisation and role
Overarching legislation

Module 2 – Case Initiation (1 day)

Fraud investigation model (and equivalents)
Initiation of an investigation
Understanding of Disclosure requirements
Investigative Outputs
PACE

Module 3 - Interviewing Theory (1 day)

Assumption and bias – impact and effects
Human Aspect – theory and behaviours
Interview Planning
PEACE model

Module 4 – Interviewing Witnesses/Victims (Theory and Practical Sessions – 2 days)

Soft skills associated with interview techniques – victims/witnesses
Evidence gathering from witness/victim
Statements
Conducting different types of interviews
Special measures
Subject matter experts and expert witnesses
Associated legislation

Module 5 – Evidence Gathering (Physical and Digital) (3 days)

Evidence Types and Forensic Opportunities
Powers and Audit
Evidence Gathering Process
Legal Considerations
Search Practical

Module 6 – Interviewing Offenders (2 days)

Soft skills associated with interview technique - offenders
Evidence gathering from Offender
Statements
Legal considerations
Practical

Module 7 – Analytical Techniques to support Fraud Investigations (2 days)

Pattern and Trend Analysis
Comparative Case Analysis
Network Analysis

Module 8 – Case Building (2 days)

Definition in relation to different case/investigation types
Disclosure – practical application
Pathways (civil, criminal)
Productions Orders and required outputs
Actions to take
Legal requirements

Module 9 – Presenting Evidence in Court (2 days)

Theory – Court processes and procedures
Practical – courtroom (use of actors, guest speakers, participation, defence and prosecution)

Module 10 - Planning/problem solving/team building (1 day)

Required development and evidence of role associated behaviours

Module 11 – Internet Research & Investigation (1 day)

Module 12 – Cyber Security Awareness (1 day)

Module 13 – Mental Health 1st Aid (1 day)

Module 14 – Mock End Point Assessment

End Point Assessment

What is End-Point Assessment (EPA)?

EPA is the final stage which apprentices undertake after their formative training has been completed. It is designed to be an objective and impartial assessment of an apprentice's knowledge, skills, and behaviours.

Gateway

When the apprentice has completed their formative training, there will be a short period of time where the employer, training provider and apprentice will assess their progress to determine whether or not the apprentice is ready to undertake EPA.

Generally, the Gateway stage is where all aspects of the apprenticeship training must be completed and signed off by all parties. Apprentices who are required to complete Functional Skills as part of their programme must achieve these during their practical training, otherwise prior to entering the gateway.

How Does End Point-Assessment Work?

Towards the end of an apprenticeship, the employer and training provider will begin preparing the apprentice for the EPA. The schedule for all the assessments will be determined by the End-Point Assessor, who is hired by the End Point Assessment Organisation (EPAO).

EPA is made up of a number of assessment elements which the apprentice must pass in order to complete the apprenticeship.

These assessments are designed to give the apprentice the opportunity to demonstrate all the required knowledge, skills and behaviours outlined in the Apprenticeship Standard. These are the criteria required for them to be fully competent in their role.

End Point Assessment for Counter Fraud Investigator

The End Point Assessment for Counter Fraud Investigator consists of three components:

- 1. Professional discussion:** Based upon a portfolio that has been signed off by employer upon completion. to allow the apprentice to evidence their application of knowledge, skills, and behaviours within their current role. This can be drawn from all areas of work undertaken throughout the programme (90 mins)
- 2. Investigation report:** A 2000 / 2500 word report giving the overview of an investigation that has been submitted at the EPA gateway.

Covers following aspects of investigation:

Legislation and Dept/Service Agency Policies

Evidence Gathering Duties

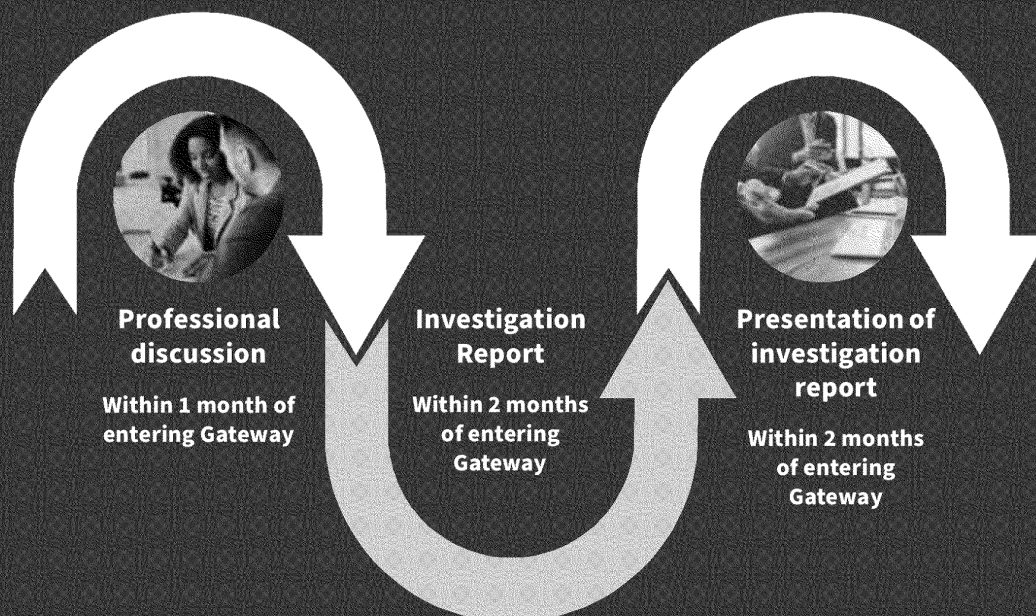
Interviewing

Case Progression

Content of report mapped to KSB techniques to generate key findings, assessments and recommendations

- 3. Presentation on investigation report:** Based upon the investigation report 30 mins with questions at the end.

EPA Time Frames for Completion





Safeguarding and Welfare

Intelligencia training prioritises the protection and wellbeing of all our apprentices. Our tutors and senior managers are suitably trained and qualified to identify and respond to a breadth of safeguarding concerns.

Whilst the nominated trainer is always available to discuss any safeguarding or welfare concerns that may arise, there are also nominated points of contacts below:

Ian Richardson

Designated Safeguarding Lead

Ian [REDACTED] **GRO**

The Designated Safeguarding Lead (DSL) has the overall responsibility for providing a strategic overview of safeguarding arrangements within the organisation to ensure we are meeting regulatory requirements, whilst providing operational support to the Designated Safeguarding Officer (DSO) in responding and acting on safeguarding concerns

Hazel Sarath

Designated Safeguarding Officer

Hazel [REDACTED] **GRO**

The DSO has the responsibility to respond to disclosures by undertaking the appropriate investigations, maintaining records, and escalating where necessary to the appropriate referral agencies. This may include more than one agency depending on the nature of the concern.

The Local Authority Designated Officer's (LADO) contact details for a specific area of responsibility will be provided on request and can be reached via email or phone.

Staff, learners and employers need to be aware of the different types of abuse and wider issues incorporated within the safeguarding, all of which, need to be reported and acted upon with the same level of transparency. Those vulnerable to abuse include children and vulnerable adults. The following are some of the more current safeguarding concerns to be aware of.

Cuckooing

Cuckooing is a practice where people take over a person's home and use the property to facilitate exploitation. There are different types of cuckooing which include using the property to deal, store or take drugs; using the property to sex work; taking over the property as a place for them to live or taking over the property to financially abuse the tenant.

The most common form of cuckooing is where drug dealers take over a person's home and use it to store or distribute drugs. It is common for the drug dealers to have access to several cuckooed addresses at once and to move quickly between them to evade detection.

People who choose to exploit will often target the most vulnerable in society such as those dependent on drugs, individuals with learning difficulties, mental health issues, physical disabilities or socially isolated.

County Lines

County lines is the organised criminal distribution of drugs from the big cities into smaller towns and rural areas using children and vulnerable people often with mental health or addiction problems - to act as drug runners or move cash so the dealers can stay under the radar of law enforcement. Generally, heroin, cocaine, and amphetamines are the focus of County lines distribution.

The influence of County lines is nationwide. Once caught up in county lines, exploited individuals are at risk of extreme physical and/or sexual violence, gang retributions and trafficking.

Female Genital Mutilation

Female Genital Mutilation or FGM is the partial or total removal of the external female genital organs or any other organs for non-medical reasons. This generally occurs between infancy and 15 years old and is referred to as "cutting", "female circumcision", "initiation", "Sunna" and "infibulation". It is considered that approximately 65,000 girls in the UK are considered to be at risk. These are primarily girls from Kenyan, Somali, Sudanese, Sierra Leonean, Egyptian, Eritrean and Egyptian nationalities. FGM has been seen in Afghan, Yemeni and Pakistani communities in the UK.

Gang Culture

Spotting the signs that a young person is being drawn into a gang is a key element to prevention. Certain groups of children are more vulnerable and likely to be drawn into gang culture and professionals should be able to recognise when a young person is susceptible to risk of gang involvement. Many of the common indicators are also signs for other types of harmful activity, e.g. child sexual exploitation and county lines.

There are however, some significant indicators to identify where a young person may be vulnerable to being drawn into gang culture, and also signs that imply that a person is already involved with a gang. Some of these signs are lives in an area with high gang activity, has become involved in antisocial and criminal behaviour early, which has led to persistent offending and juvenile convictions, associates with friends, peers who are involved in antisocial and aggressive behaviour, lives in an area where drugs are readily available; or is exposed to drug use, lives in areas with high levels of poverty, unemployment, social housing and crime. In isolation, they may not raise obvious concerns that a child is involved in gang activity. However, professionals should use a combination of both indicators/signs to ensure that they have the fullest picture of the child's circumstances and therefore may make the best judgement in determining the risk.

Mental Health and Wellbeing

We realise that undertaking an apprenticeship programme can often add to the stresses of balancing competing professional and personal commitments. We also recognise the link between mental health and wider safeguarding considerations, and therefore, have a commitment to promoting effective mental health across all of our apprenticeship programmes. Mental Health training, as well as support tool kits, are available throughout the programme. We also provide an opportunity to speak to a Mental Health Practitioner at any stage of the programme. This can be coordinated at any time, through the apprentices allocated trainer.



Prevent and British Values

Intelligencia Training is also committed to effective community cohesion and reducing the risk of extremism in the UK.

In line with the Counter Terrorism and Security Act 2015 we actively seek to build resilience to radicalisation by focusing on British Values, and increasing apprentice's awareness towards critical thinking skills, which are naturally embedded throughout the modules. Apprentices will have the opportunity to actively build their capability to research and respect alternative opinions and perspective, alongside developing an understanding and appreciation for rule of law.

The four British Values developed within our apprenticeship programmes are: -

- ▶ **Democracy**
- ▶ **Rule of law**
- ▶ **Individual liberty**
- ▶ **Respect and tolerance**

In response to a Prevent concern the following Prevent Regional Coordinators may be contacted.

NORTH WEST: Nigel Lund

GRO

WEST MIDLANDS: Hifsa Haroon Iqbal

GRO

EAST MIDLANDS: Sam Slack

GRO

EASTERN ENGLAND: Dave Layton-Scott (East)

GRO

SOUTH WEST: Salam Arabi-Katbi

GRO

SOUTH EAST: Alamgir Sheriyar

GRO

LONDON: Jake Butterworth

GRO

Jennie fisher

GRO

20% Off -The-Job (OTJ) requirements

As part of a levy funded apprenticeship, there is a funding requirement to undertake and maintain 20% “Off- the- Job” training. This requirement often causes confusion for both apprentices and their employers. The OTJ training will be planned between the apprentice, employer, and Intelligencia Training before the programmes begins and will form part of the Apprenticeship Commitment Statement, and Apprenticeship Agreement.

Off the job training is broadly defined as activities in which learning takes place, outside the remit of regular day to day work, but contributes to your professional development and knowledge, skills and behaviours linked to the apprenticeship standard.

Activities may include, but not limited to:-

- ▶ **Classes and Workshops**
- ▶ **Online learning/Webinars**
- ▶ **Supporting Reading**
- ▶ **Research**
- ▶ **Role Play and Simulation Exercises**
- ▶ **Shadowing**
- ▶ **Mentoring**
- ▶ **Attending Meetings**
- ▶ **Projects**
- ▶ **Professional Network Events**
- ▶ **Visits and Engagement with other Departments**
- ▶ **Writing Assignments**
- ▶ **Peer Discussion**
- ▶ **Exam Prep**

On the job training

It is imperative that the skills learnt on the apprenticeship are brought into the workplace to enhance the learner’s knowledge, skills and behaviours. They contribute to the output of the organisation, whilst also supporting the development of wider transferable skills.

One of the ways for this to be facilitated is via a workplace investigation report to support learning and demonstrate competency prior to entering EPA gateway. The intent is to fully develop skills within the workplace producing a useable and effective set of investigation skills whilst preparing the learner for EPA. Apprentices will be fully supported by their tutor and line manager throughout the stages.

Functional Skills

In line with the government strategy, Intelligencia Training is fully committed to supporting apprentices in upskilling their English, maths, and digital skills to enable them to successfully carry out their daily routines, and to achieve functional skills qualifications as required.

All apprentices will have the opportunity to work towards a level 2 qualifications regardless of the apprenticeship requirements for English, Maths, and ICT (where applicable).

Initial and Diagnostic Assessment

As part of the eligibility and enrolment process all apprentices are required to complete online BKSBS Initial Assessments (IA) which will assess their current level of skills for both English and Maths.

Apprentices who need to achieve L2 functional skills as part of their apprenticeship programmes will then undertake further diagnostic assessments to identify specific areas for development. This will form the basis of their Individual Learning Plan. (ILP)

Duration of Functional Skills

Learners will work towards achieving their functional skills qualifications within the first six months of their apprenticeship. This may vary, depending on their individual starting point, and whether they require any additional support.

Please note: Learners must achieve L2 functional skills before they enter the gateway.

Exemptions

Apprentices may have prior learning and qualifications which may be used as exemptions for functional skills. This should be confirmed and evidenced at eligibility stages prior to induction. Intelligencia Training will refer to the latest ESFA guidance for validity.

Apprentices using exemptions will still have the opportunity to develop their English and Math's skills through the completion of course work or accessing functional skills webinars and learning resources. Individuals may also want to undertake formal assessments to maintain the currency of their skills if they wish to do so.

- International GCSEs, regulated or unregulated, or equivalent level 1/level 2 certificates grade A* to C/9 to 4
- GCSEs grade A* to C, obtained in Wales, including Math's numeracy
- GCSEs grade A* to C, obtained in Northern Ireland
- Scottish Intermediate certificates grade A to C

- Scottish Standard Grades (credit level) grade 1 to 2
- Scottish National 5 certificates grade A to C
- international O levels grade A* to C
- A and AS levels at any pass grade
- full International Baccalaureate (IB) level 3 Diploma (LARS reference 50034157)
- International Baccalaureate Certificate in Math
- core math's qualifications at level 3

What is involved in Functional Skills?

The L4 Apprenticeship Standard currently incorporates 2 functional skills at Level 2: English and Math's. Apprentices will be required to undertake the following controlled assessments at the end of their functional skills training. These assessments will be scheduled in as part of their programme and invigilated by an independent person.

Delivery Model

Skills	Assessment	Duration
Math	Online paper- using a calculator and non-calculator	1 hour
English- reading	Online paper	1 hour
English - writing	Online paper	1 hour
English - Speaking, listening and communication	Presentation Question and answer session Group discussion	8 mins Approximately 3-5 minutes Approximately 10-15 minutes Timings are subject to number of participants. Minimum of 3 and maximum of 5.

Intelligencia training have implemented a blended learning approach consisting of remote webinars and workshops. Our Functional Skills Tutors are specialists in English and Math's and have a wealth of experience in delivering to adults in a work-based environment. They will contact the learners directly providing them with plan of delivery and a schedule of dates they can access webinars. These have been planned to take into consideration apprentices shift patterns.

Apprentices will be required to complete extension work in between sessions, which will include mock assessments, so they can practice their skills prior to their final assessment taking place. They will also be able to access resources remotely, at any given time, through BKSBS.

Workplace Support

Line manager and hierarchy also play a critical part in the achievement of the apprenticeship. Apprentices may benefit from having a workplace coach or mentor, who can support the apprentice with their skills development within their daily role. Ideally this would be somebody who has completed the apprenticeship previously or has the relevant occupational experience and technical skills that matches the requirements of the apprenticeship standard.

There will be regular communication between Intelligencia Training and the employer to discuss progression and support.

Activities that employers should be involved in include:

- Determining a role specific apprenticeship pathway and timeframe
- Supporting with 20% OTJ training by helping to plan activities, time and resources to achieve the required hours each month and support individual's self-development
- Determining suitable topics for on- the- job projects
- Attendance at formal presentation sessions linked to on the job projects
- Reviewing your monthly progression and providing additional time and support from training staff or internal mentors as required
- Being actively involved in the quarterly review process
- Being actively involved in the quarterly review process.

Tripartite Quarterly Review Process

In order to meet compliance and funding requirements apprentices, their employers and Intelligencia Training are required to undertake and complete a quarterly review process, where individuals will have the opportunity to discuss their progress to date, and any concerns they may have in relation to their programme.

This process will be completed electronically and scheduled every 12 weeks from the apprentices start date. Apprentices and employers will be required to review the contents of the form,

adding relevant comments before returning to a member of the quality assurance team. The review dates will be scheduled within the commitment statement so there is visibility for all parties as to when these will take place across the duration of the programme.

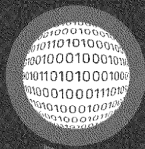
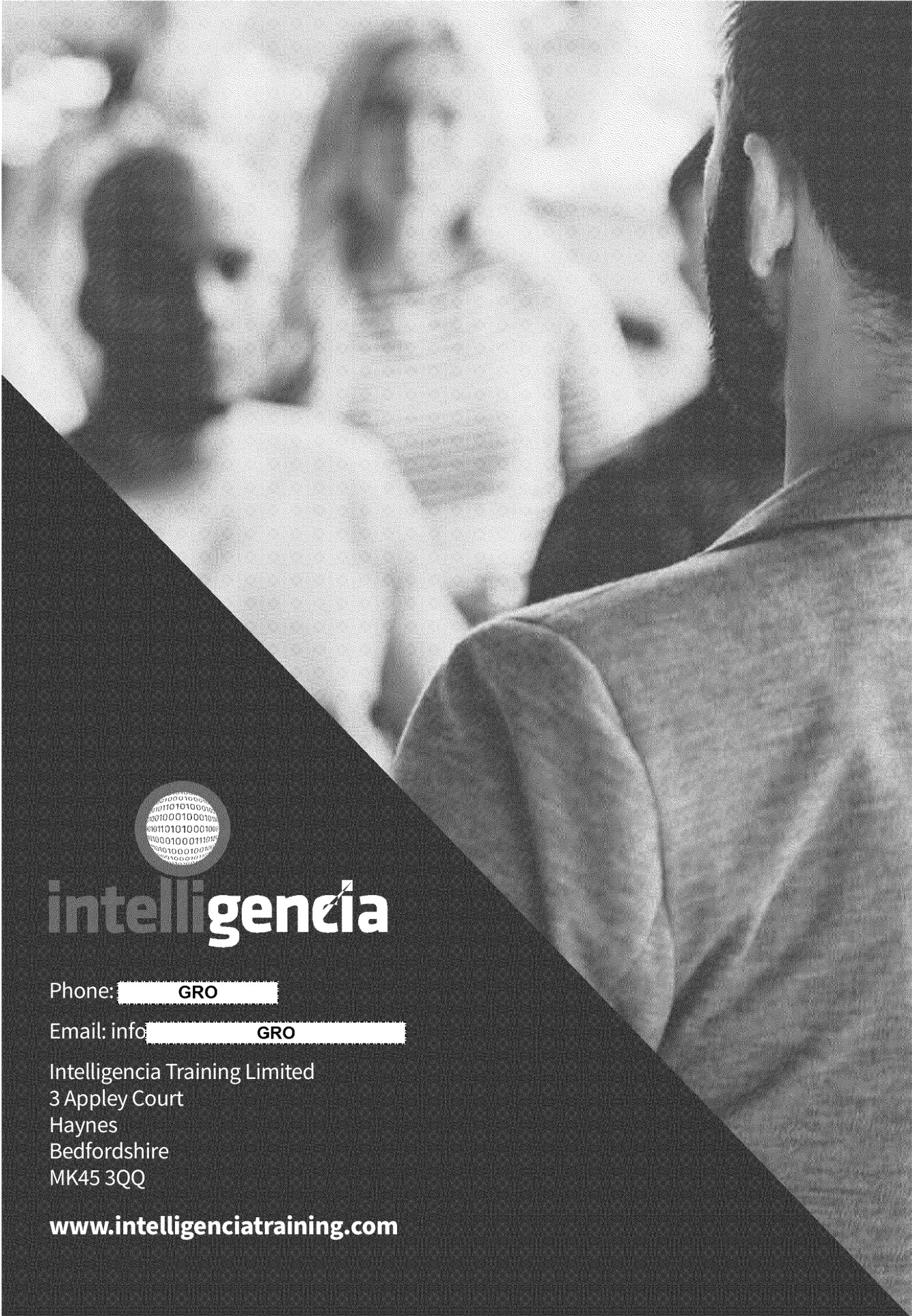
As this process is open to both internal and external audit arrangements, there is an expectation that there is 100% compliance. In order to monitor this, Intelligencia Training will report on learner and employer engagement at senior management and board level, escalating directly to clients as and when required.

Career, Education, Information Advice and Guidance (CEIAG)

Intelligencia Training will remain impartial in regard to providing CEIAG and will work alongside employers to ensure that apprentices are aware of job opportunities within their organisation, and to prepare individuals well, to ensure they have the confidence to progress on

to higher level qualifications and the next steps in their chosen career.

This will include the use of transferable skills, enabling apprentices to move from one area of the business to another.



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