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Workplace Mentor Guidance

L4 Digital Forensic Technician Apprenticeship

13/12/2024

Contents

1. Overview	3
2. Mentoring	6
3. Induction	9
4. Networking	11
5. Performance reviews	13
6. Wellbeing	15
7. Learning providers	17
7.1 Selecting Your Learning Provider	17
7.2 Learning Programme	18
7.3 Portfolio of Evidence	19
7.4 Gateway	20
8. End Point Assessment	22
8.1 Observation of Practice in The Workplace	23
8.2 Professional Discussion Underpinned by The Portfolio of Evidence	24
9. Celebrate Success	26
10. Additional Needs	28
10.1 Care Leavers	28
10.1.1 Care Leavers Bursary	28
10.1.2 Care Experienced Support	28
10.2 Reasonable Adjustments	29
Appendix A. Blue Lights Digital Learning Program	31
Appendix B. Induction Activities for The DF Technician Apprentice	33
Appendix C. Mental Health Provision	35



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Overview

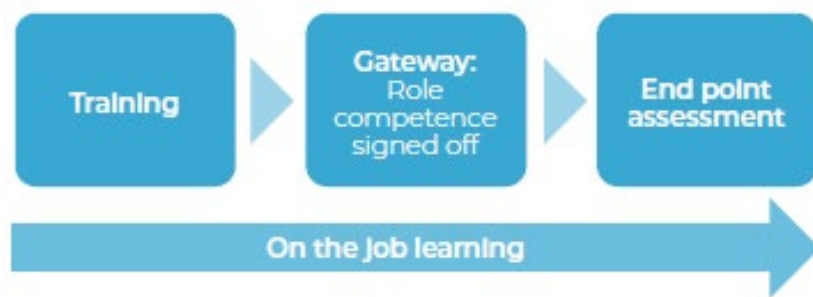
1. Overview

Welcome to this guidance to help your organisation adopt the processes required to support apprentices. Throughout the document you will be signposted to a range of resources designed to help you.

Apprenticeships are a great way for employers to 'grow your own' talent. They also provide an excellent route for apprentices to enter the labour market allowing individuals to train on the job and gain a qualification at the same time. This guidance is focused on the recently developed L4 Digital Forensic Technician Apprenticeship Standard, which is based on the national Digital Forensic Technician Professional Profile. Levy paying organisations will be able to draw down funding for the training and end point assessment of their apprentices, with government approved providers, up to the value of £18k for 24 months. If you are not a levy paying organisation, or your organisation has used all their levy funds, then you can still choose to use the apprenticeship.

You will have to make a 5% contribution (approx. £900) to the cost of the training and the government will pay the rest. As the employers you are responsible for the apprentice wage during this time and any travel costs required to attend learning if this is not at the normal place of work.

The apprenticeship has 3 stages over a 24-27-month period; Learning provision, gateway (Role competence signed off) and end point assessment.



There are a number of government approved learning Providers and End Point Assessment Organisations registered to deliver this apprenticeship and these can be found here.

[APPROVED ORGANISATIONS](#)

Details of one of the providers learning programmes that have been provided is listed in **Appendix A**, (note: other providers are approved to deliver this learning).

As well as providing 'on-the-job' training for your apprentice, you are encouraged to provide additional support to ensure your apprentice's success.

Types of support can include:

- a comprehensive induction,
- mentoring or regular one-to-one guidance,
- social enrichment and networking opportunities,
- performance reviews,
- mental health and wellbeing support.

Good management of apprentices is vital to ensure they adapt to the workplace and continue to grow with the business.

Further guidance on how you can support your apprentice is provided in this guide.

You can download the apprentice support guide, designed by the Learning and Work Institute on behalf of the Department for Education.

[DOWNLOAD SUPPORT GUIDE](#)



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Mentoring

2. Mentoring

When selecting a suitable mentor, they do not automatically have to be the apprentice's direct line manager. Instead, there may be another member of staff who can share their experiences and encourage the formation of strong, positive behaviours.

The mentor may be an individual with experience, perhaps entering the later stages of their career, in a position where they can share and pass on the skills and knowledge gained throughout their working life. This is a great example of apprenticeships supporting succession planning. Alternatively, the mentor may be someone who has recently become competent as a DF Practitioner and can therefore relate to the challenges of balancing the needs of learning and work. It is for the employing organisation to determine the appropriate mentor. The support and guidance provided by the mentor enables the apprentice to develop more holistic insights into their skills and aptitudes and take responsibility for their own development. The role of a mentor is to encourage, challenge, advise, guide, and support their apprentices in reaching their own conclusions. The College of Policing has a Coach/Mentor Professional Profile.

[VIEW PROFILE](#)

For planning, both on and off-the-job training needs to be structured that meets the individual apprentices' learning needs. These training activities will require close mentor support and facilitation, which when done well, ensures any theory gained can be applied within a working practice that improves work performance.

There are also benefits for the mentor:

- Career development Mentoring is widely recognised as a key skill within contemporary businesses. The training and personal development provided will help boost this skill and further enhance your existing relationship building skills,
- Increased creativity and fresh ideas. The two-way mentoring process offers excellent opportunities to develop and share new ideas,
- Personal satisfaction Alongside the increased satisfaction of helping others, mentoring also offers the chance to put something back through the imparting of expertise and specialist knowledge and skills.

Latest developments and thinking. It will also help you keep up to date with industry sector developments and strengthen your relationship with your employer.

An FCN Guide for [Mentoring and Tutoring](#) offers further advice on the role of a mentor. There is also a Blog which may be of interest to you; [How to be an Outstanding Apprenticeship Mentor - Institute for Apprenticeships and Technical Education](#). The College of Policing offer free mentor training, details of which are [Coaching and mentoring skills workshop](#). Your selected training provider may also offer mentor training support.

A workplace mentor may:

- share their knowledge and experiences,
- provide advice, guidance and feedback,
- act as a sounding board for ideas and action plans,
- offer encouragement and support,
- celebrate the apprentice's success,
- identify development opportunities,
- build an apprentice's confidence, independence, and self-belief,
- set goals,
- support personal development and wellbeing.



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Induction

3. Induction

Most employers will offer an induction programme for new employees but as career starters or career changers, apprentices may need additional support to understand their role and responsibilities.

An induction could include:

- one-to-one meetings for the apprentice to meet or shadow key members of the team so that they understand how their role fits with the wider organisation,
- information on what is expected of them, for example, dress code, time management and general work behaviours,
- details of how the apprentice's work fits with the wider team and where they can go to for support,
- a clear outline of their job role and objectives to help the apprentice understand what is expected of them,
- an introduction to company policies rather than asking the apprentice to read them.
- regular one-to-one meetings with the apprentice's line manager,
- a welcome handbook which provides a useful glossary of key business terms, organisational charts and key tasks for them to complete in the first weeks,
- an introduction to their workplace mentor and/or 'buddy'.

Appendix B was designed by the DF Apprenticeship Trailblazer Group and outlines induction activities you may want to consider. You can also watch a [webinar on onboarding and induction](#) produced by the Learning and Work Institute on behalf of the Department for Education. Visit the [gov.uk website](#) and the [Institute of Apprenticeship and Technical Education](#) for more information on inducting and supporting apprentices.



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Networking

4. Networking

Apprentices may feel isolated when they first join your business. Many employers find that social enrichment or networking opportunities help their apprentice to settle in and ensure they enjoy their apprenticeship experience.

You may want to consider:

- arranging for your apprentice to meet current or previous apprentices in your business (where possible),
- organising networking opportunities with wider colleagues and relevant industry or professional bodies to support with the apprentice's development,
- organising regular team or company-wide social activities becoming part of the Apprentice Ambassador Network,
- joining the Apprenticeship Diversity Champions Network,
- promoting the Disabled Apprentice Network.



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Performance reviews

5. Performance reviews

Regular performance reviews are a great way to improve communication with your apprentice and contributes to their personal development.

Managing the apprentice's performance will help your apprentice identify:

- what your business is trying to achieve and their role in achieving those goals,
- what skills and knowledge they need for the role,
- areas they need to develop,
- how well they are doing,
- if there are any performance problems and how to address them.

The training provider, the mentor, and the learner will agree a suitable time for the first progress review which will usually be held at your workplace, or virtual, within 12 weeks of the apprenticeship start date. The first meeting will provide an opportunity to clarify the purposes of mentoring support and to negotiate how you will work together.

The arrangements agreed should cover both formal regular meetings and informal contact between meetings, and will normally encompass the following:

- the aims of the early agenda setting meeting,
- exploration and negotiation of an informal mentoring agreement to clarify what the learner hopes to achieve through the mentoring partnership, and in what ways you will support their development,
- on-going informal support (including guidelines for ad hoc contact between meetings, e.g., can you be contacted at home, and if so when is such contact most convenient),
- regular formal meetings,
- a final review meeting. Examples of an apprenticeship agreement template and an apprenticeship commitment statement can be found on the government website which may be of support or guidance to you.

[Apprenticeship Agreement Template](#)

[Apprenticeship Commitment Statement](#)



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Wellbeing

6. Wellbeing

Due to the nature of the work undertaken in Digital Forensic Units, the TB Group considered the impact of viewing traumatic material on brain development and worked with the National Police Wellbeing Service to explore this.

There are a variety of initiatives and activities offered by forces to support all employees including apprentices. Some examples are included at **Appendix C**.

An evidenced based paper was commissioned and outlined that it was appropriate to allow young people to enter the profession. However, a number of recommendations were made to protect those working with such material:

- Before joining the scheme, all apprentices should be screened to identify those with existing psychiatric conditions and those who might require additional support (the NPWS have agreed to support forces achieve this),
- There should be six monthly or annual screenings of all apprentices with a one-to-one session with Occupational Health at least annually (or organisations Wellbeing provider),
- Training should prepare apprentices for viewing distressing images by ensuring they understand the purpose and know what they are expected to do with the information, certifying they are competent and capable of undertaking the work,
- Initially, the training should not involve any exposure to distressing images,
- There should be access to resilience-building groups, demobilising and defusing and supervisor wellbeing support,
- There should be accessible general and trauma therapy as required,
- Opportunities to take a gap in the training if an apprentice is experiencing a personal trauma.

[View Full Paper](#)

If your apprentice is struggling with mental health, such as anxiety, depression or low mood, they can access the [Work Mental Health Support Service](#), in addition to your organisation's wellbeing support offering. The additional support service is free and funded by the Department for Work and Pensions.

The service offers apprentices access to mental health experts who provide:

- emotional wellbeing support and advice,
- advice on simple workplace adjustments,
- successful coping strategies,
- a step-by-step support plan.



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Learning providers

7. Learning providers

7.1 Selecting Your Learning Provider

As the employer you have the choice of which training provider you choose to select for your apprentice learning from the list of approved Training providers for Digital Forensic Technician (level 4).

[View list of approved suppliers](#)

Choosing the right training provider is important so that you can make sure your business, and the way it operates, is supported.

Consider things like:

- what your expectations for the apprenticeship are,
- how well they communicate with you about the training,
- what other employers say about them,
- what apprentices say about them,
- what Ofsted say about them.

[You can search for an Ofsted report](#)

You will need to agree:

- ways of working,
- frequency of communication,
- frequency of apprentice progress review.

Details of a training provider, who has worked with the Digital Forensic Trailblazer Group to design the content of the learning programme, are included in **Appendix A**. However, there are other providers registered to deliver this learning.

Early adopter forces have utilised the following questions to select their learning provider:

- What is the cost per person for the training? (Cost up to £18k for the learning provision and the end point assessment will be paid through the levy fund),
- What mode is the teaching delivered in - day-release vs block-mode?
- What is the split between face-to-face and remote teaching?
- For face-to-face teaching, where will this take place?
- If training is delivered in block mode, what are the hours of training? Is this likely to necessitate accommodation? Can you provide this? What are the costs?
- Is vendor tool training included in the programme? if so, please provide details,
- Will attendees receive any other qualifications beyond their apprenticeship?
- What support will the apprentice receive from the learning provider during their apprenticeship? e.g., mentoring, progress meetings, 1-2-1s etc.

7.2 Learning Programme

The training provider is responsible for 20% 'off-the-job' training for the apprenticeship. They ensure the knowledge, skills and behaviours of the Digital Forensic Technician Apprenticeship Standard are learnt during the programme and the apprentices are prepared for their assessment at the end of the programme.

This can be delivered as a day release, blocks of face-to-face learning, fully online or a blend of approaches. Participants of the Trailblazer Group recommended a preference for blocks of face-to-face learning, supplemented by online learning events, equating to 20% of the learner's time. Blue Lights Digital (**Appendix A**) have adopted this design in their apprenticeship delivery.

The mentor should ensure they are familiar with the schedule of the learning programme to ensure sufficient time is allocated to the apprentice. It is anticipated, that where possible, aligning force learning and competence plans to the apprenticeship learning schedule will offer the most efficient training of the apprentice.

7.3 Portfolio of Evidence

Throughout the apprenticeship learning programme the apprentices will be asked to compile a portfolio of evidence demonstrating how they have met the knowledge, skills and behaviours of the apprenticeship standard.

There are no set formats for this portfolio, and the learning provider will advise and support the apprentice around their approach. It should only contain evidence related to the KSBs being assessed. It will contain sufficient discrete pieces of evidence (typically 6-12, however this is a guide only) which should be mapped against the KSBs which underpin the final assessment. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records,
- workplace policies and procedures,
- witness statements,
- annotated photographs,
- video clips (maximum total duration 60 minutes; the apprentice must be in view and identifiable).

This is not a definitive list; other evidence sources can be included.

It will be key for the mentor to familiarise themselves with the portfolio requirements and encourage the apprentice to complete this as they progress and to not leave it until the end of the 24-month programme.

Encourage the apprentice to use the STAR method to plan their evidence and to show their skills and experience in the portfolio.

What STAR stands for:

S	SITUATION	The situation you had to deal with.
T	TASK	The task you were given to do.
A	ACTION	The action you took.
R	RESULT	What happened because of your action and what you learned from the experience.

7.4 Gateway

Once the learning programme is complete, the employer and training provider will review their apprentice's knowledge, skills, and behaviours to see if they are ready to take their EPA and that the apprentice is competent in role, this is referred to as Gateway.

The apprentice can then be put forward for an independent end point assessment (details of which are defined on the EPA Plan). The apprentice will have 3 months to complete their End Point Assessment (EPA). Tips on how to prepare your apprentice for their EPA can be found [here](#).

[VIEW TIPS](#)

Near the end of the learning programme your learning provider will help prepare your apprentice for their EPA.

For the Level 4 Digital Forensic Apprenticeship the apprentice will submit their portfolio of evidence to the End Point Assessment Organisation (EPAO); British Computer Society (BCS). The portfolio is not assessed, however, is used by the EPAO to determine questions used in the professional discussion of the end point assessment.



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End Point Assessment

8. End Point Assessment

End-point assessment (EPA) is an assessment of the knowledge, skills and behaviours that your apprentice has learned throughout an apprenticeship, which confirms that they are occupationally competent.

Assessments have been designed by employers in the sector and are conducted by an independent assessment organisation, currently the British Computer Society (BCS) for the Digital Forensic Technician Apprenticeship.

There are two assessment methods for this apprenticeship which can be undertaken in any order;

OBSERVATION

In the observation with questions, an independent assessor competent in role observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

PROFESSIONAL DISCUSSION

In the professional discussion, an independent assessor and the apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Overall, the EPA and apprenticeship can be graded as distinction, pass or fail. If the apprentice fails one or more assessment methods, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice will only get their apprenticeship certificate after they have passed all the elements of their EPA, including the required standards of English and Maths (if the apprentice did not fulfil these requirements at the start of the programme).

On completion of the EPA, the apprenticeship will be eligible for professional recognition with:

BCS. Professional register of IT Technicians

CIISEC. Chartered Institute for Information Security

INSTITUTE OF CYBER DIGITAL INVESTIGATION PROFESSIONALS.

8.1 Observation of Practice in The Workplace

Observation is used as a method due to the practical nature of the occupation. The assessor can witness the apprentice undertaking tasks required for occupational competence.

As the apprentice is working on real case work this requires a long duration (7 hours observation) this must allow for operational interruptions as there is an element of unpredictability. The questions that are asked during the observation are to act as clarification.

The observation must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade. The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The independent assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary. The independent assessor will ask at least 5 questions. To remain as unobtrusive as possible, the independent assessor will ask questions during natural stops between tasks and after completion of work rather than disrupting the apprentice's flow.

The observation with questions may take place in parts but must be completed within 2 working days. A working day is typically 7.5 hours. The reason for this split is to provide flexibility for the assessor, apprentice and employer. Apprentices must be observed, by an occupationally competent independent assessor. Completing operational casework in which they will demonstrate the KSBs assigned to this assessment. The EPAO will arrange for the observation to take place in consultation with the employer. The EPAO must give the apprentice 2 weeks' notice of the observation. The employer will make available casework which is at different stages of progression, which will enable the apprentice to evidence against the KSBs.

8.2 Professional Discussion Underpinned by The Portfolio of Evidence

The professional discussion will be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided. The professional discussion should take place in a quiet room, free from distractions and influence. The independent assessor will ask at least 8 questions. Follow-up questions are allowed where clarification is required. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 90 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary. It provides the opportunity for the apprentice to demonstrate a distinction criterion for their apprenticeship.



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Celebrate Success

9. Celebrate Success

It is important to celebrate your apprentice's achievements and successes to make them feel valued.

You can:



As an employer, you can also be celebrated.

See who were the [Apprenticeships Top 100 employers in 2024](#).

You can also enter your company for the award [here](#)



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Additional Needs

10. Additional Needs

10.1 Care Leavers

Your apprentice may need extra support if they are care experienced. Employers can receive £1,000 additional funding to provide this support to eligible care leaver apprentices.

This is paid through the training provider: £500 will be paid 90 days after the apprenticeship starts, and another £500 after 365 days. Training providers can also receive this funding, and employer/ providers can receive both the employer and training provider payments. Your apprentice may be entitled to receive the apprenticeships care leavers' bursary, which is £3,000 for those who started on or after 1 August 2023.

10.1.1 Care Leavers Bursary

This bursary is separate to the additional employer and training provider funding mentioned above. There is information for care experienced apprentices on the [Apprentice Support Centre](#) which you can direct your apprentice towards.

10.1.2 Care Experienced Support

Local authorities have a legal duty to support care leavers until the age of 25. Local authorities have a legal duty to support care leavers unto the age of 25. You may be able to get support with items like travel expenses, work clothes or documentation. [care leaver covenant's support from local authorities and central government](#)

10.2 Reasonable Adjustments

Where required reasonable adjustments can be made for the End Point Assessment (EPA). This will be discussed with the employer, apprentice and EPAO.

[Guidance](#) has been prepared by the Institute of Apprenticeships and Technical Education which provides examples of adjustments that can be made to different assessment methods.

EPAOs must consider all requests for reasonable adjustments on an individual, case-by-case basis. Employers and apprentices may find [GOV.UK information on reasonable adjustments and Support for apprentices with a learning difficulty or disability](#) helpful.

After supporting the apprentice however, they still feel this is not the role for them, they can be signposted to a number of resources to support them.

- [Careers advice](#) - job profiles, information and resources | National Careers Service
Provides free and impartial advice and guidance.
- [Finding a job - GOV.UK](#) Helping finding employment.



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Appendices

Appendix A. Blue Lights Digital Learning Program

Blue Lights Digital is proud to be a provider for the DF Technician, Level 4 Apprenticeship. Our programme is designed and delivered by experts in the Digital forensics field. We use a blended learning model of face-to-face sessions, webinars and online self-study modules.

In Year 1, apprentices move from the fundamentals of digital forensic technical knowledge and principles through to building up a more complex understanding and competency. They gain software tool certification as they develop their proficiency in the role of a Digital Forensic Technician. (Tool certification will vary depending on current up to date software on the market).

APPRENTICESHIP YEAR 1 START	
Induction Webinar	1 Day
Compulsory Webinar	1 Day
Module 1 - Introduction to Digital Forensics Chain of custody, exhibit handling, introduction to policies, procedures and guidance.	5 Days Face to face
Module 2 - Introduction to Computer Forensics File systems, Windows artefacts, acquisition with writeblocking, hardware identification, digital crime scene and first responder, basic processing, categorisation of data, Windows, MacOS, Linux	5 Days Face to face
Module 3 - Introduction to Mobile Device Forensics Logical acquisition, types of handset, Isolation from network, data storage devices, basic data capture, basic processing.	5 Days Face to face
Open Door Webinar	1 Day
DTACI Training: Enhanced knowledge and understanding of the digital environment from both a risk and opportunity perspective within a criminal investigation. Includes: the role of a digital tactical advisor, basic data cleaning on communications data records, the operation of the internet and IP addressing, investigative opportunities from a home Wi-Fi router.	5 Days Face to face
Compulsory Webinar	1 Day
Module 4 - Computer Forensics Using boot media to capture computer evidence, live capture of computer evidence, RAM capture, Windows artefacts, server forensics.	5 Days Face to face
Open Door Webinar	1 Day
Module 5 - Mobile Forensics Advanced acquisition techniques, file system acquisition of mobile devices, physical acquisition of mobile devices.	5 Days Face to face
Compulsory Webinar	1 Day

In Year 2, apprentices continue their studies into an increasing synthesis of knowledge, culminating with hands-on digital forensics investigation mock practical's involving problem solving and questioning. Support is continued throughout the apprentices' assessment period to facilitate the graduation of outstanding Digital Forensics Technicians.

YEAR 2 START	
Compulsory Webinar - Introduction to Year 2	1 Day
Module 12 - File Headers and Carving Identify file extensions, identify file headers, Identify file types through headers, identify file mismatches via headers and extensions, recover deleted files through header identification.	2 Days LMS
Compulsory Headers and Carving Review Webinar	1 Day
Compulsory Webinar	1 Day
Module 13 - Compound Files Recognise	2 Days LMS
Compulsory Compound Files Review Webinar	1 Day
Compulsory Webinar	1 Day
Module 14 - Internet of Things Identify.	3 Days Face to face
Module 17 - Practical Based Lectures and Workshops Based on problem solving questioning	4 Hours per apprentice
Module 18 - Practical Based Lectures and Workshops Using in role case studies	1 Day Face to face
Mop-up Webinars	Defined based on apprentices' needs
ASSESSMENT PERIOD	
APPRENTICESHIP END	

For more information please visit: [BLUE LIGHTS TRAINING](#)

Appendix B. Induction Activities for The DF Technician Apprentice

Based on example induction checklist from Nottinghamshire Police

The purpose of induction is to ensure the effective integration of staff into the organisation. Without induction, employees can get off to a bad start and never really understand the organisation or their role within it. A good induction ensures that employees are made to feel welcome and have the knowledge to become effective in their role as quickly as possible. Induction also covers important topics relating to security and health and safety which employers are required to provide instruction on.

Prior to Starting:

- Welcome meeting with line manager (to be booked in for the first morning),
- Ensure workstation is ready and any reasonable adjustments have been considered,
- Appoint someone to be their mentor,
- Identify any training / driving / IS Software / packages that may be required and liaise with L&D and Service Desk.

Information to cover on the first day:

- Introduction to immediate colleagues and tour of working area,
- Discuss the purpose of the role,
- Arrange for issue of ID Badge,
- Familiarise with the environment,
- Access and Information: User login and password,
- Access and introduction to specific systems specific to role,
- First aid / Emergency evacuation procedures,
- H&S Procedures,
- Telephone / Email usage,
- Discuss standards of behaviour and Code of Ethics,
- Explain where they can find relevant policies and procedures on the intranet,
- Explain security procedures and confidentiality requirements.

Information to cover within the first week:

- Probation process explained, and meeting dates set up,
- Supervision / 1:1 arrangement,
- Force Vision and Values explained,
- Explain Bullying and Harassment- reporting routes,
- Explain the role of support networks,
- Force Vision and Values explained,
- Arrange job specific training,

- Ensure all corporate E-learning packages are completed,
- An induction to Government Security Classification (GSC),
- Equality Act 2010,
- Fire Safety E- Learning,
- Induction Safety E-Learning,
- Data Protection Foundation level,
- Overview of the apprenticeship.

Within the First 4 weeks:

- Meet with the apprenticeship mentor,
- Arrange a joint meeting with the mentor, apprentice and learning provider,
- Overview of the unit's accreditation,
- Overview of quality management system including documents, request to edit, NCR process and feedback,
- Quality Induction presentation and FSR Codes introduction,
- Read Quality Manual,
- Meet with other teams within the Digital Forensic Unit.

Appendix C. Mental Health Provision

Force A

Support from Occupational Health Unit (OHU) which is a yearly questionnaire to assess how people seem to be coping with the stress of the job and further support from OHU if it is identified as necessary and involves work related stress. If a line manager is aware that a staff member is struggling, they can be referred to OHU at any time for additional support, but OHU only help if it is considered 'workplace trauma'.

Peer support scheme where people can discuss anything they like with a colleague who has additional training to help with signposting to services. There is a Trauma Risk Management process for exposure to particularly traumatic incidents, where individuals can be referred to have a debrief that identifies their risk of developing trauma from this and be referred for support if necessary.

An employee assistance programme which can be contacted is in place and they will offer up to six counselling sessions if someone needs it.

A Chaplaincy service is available for use by those who want it.

Pre-employment checks are being considered for the future to establish mental health baselines for individuals before they start work and identify any help that may be required.

Six-monthly face-to-face appointments with a mental health professional with particular experience in dealing with workplace trauma are also currently being investigated.

Force B

Support from OHU which is a yearly questionnaire to assess how people seem to be coping with the stress of the job and further support from there if it is identified as necessary and involves work related stress. If a line manager is aware a staff member is struggling, they can be referred to OHU at any time for additional support, but OHU only help if it is considered 'workplace trauma'.

Mentor support where individuals are assigned a colleague from their team to discuss any worries or concerns.

Peer support scheme where people can discuss anything they like with a colleague from outside the department who has additional training to help with signposting to services. There is a Trauma Risk Management process for exposure to particularly traumatic incidents, where individuals can be referred to have a debrief that identifies their risk of developing trauma from this and be referred for support if necessary.

An employee assistance programme which can be contacted is in place and they will offer up to six counselling sessions if someone needs it.

A Chaplaincy service is available for use by those who want it.

Pre-employment checks are being considered for the future to establish mental health baselines for individuals before they start work and identify any help that may be required.

Force C

A screening questionnaire is issued annually to all staff.

An employee assistance programme is in place for both in work and out of work issues.

Exposure to CSAM material

- Assess apprentices past exposure to CSAM. If they have been previously exposed to this material, we do not expose them any further,
- Assess their likelihood of being exposed to CSAM in their current role. If it is very low the decision will be taken not to expose them to distressing material in the event they may see it in casework.

This is followed by a three-part presentation.

- Firstly, discuss mental health and the support that can be accessed.
- Next, introduce a presentation created in conjunction with the NCA (For the apprentices we stop at Cat B material).
- Following this we encourage them to play Tetris (There are studies that show playing games such as Tetris can help prevent the long-term storage of traumatic memories)
- Then we provide a further 'wrap around' presentation, this includes the signs of stress, how to monitor them in yourself and others, and a section to support interaction with material in the least traumatic way possible (Sound off for videos, read only what you need to in text logs etc).

This is followed by a 'check-in' with everyone individually, mostly focused on:

- How they feel,
- How the presentation was handled,
- If they have support at home and people they can talk to,
- If there is anything they need from us now.

This is supported by an additional check after a week; however apprentices are made aware that they can reach out before this 'check in' if they would like to.

This approach is designed to assess the likelihood/risk of an apprentice being exposed to CSAM material especially for the first time, to ensure that this takes place in an environment where they have support and care rather than alone.