

apprenticeship FRAMEWORK

Custodial Care

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

apprenticeship
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Custodial Care

Information on the Issuing Authority for this framework:

Skills for Justice (fire and rescue services etc)

The Apprenticeship sector for occupations in fire and rescue services, policing and law enforcement, custodial care, courts service, prosecution service, forensic science (also includes Maritime, Legal Services, Youth Justice, Probation/Offender Management, Community Justice).

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Short description

Custodial Care Services play a crucial part in the day to day running of the Justice System. Employers have helped to design this new Advanced Level Apprenticeship to attract new people into the sector to upskill the workforce replacing those who leave or retire and to professionalise the service. Advanced Apprentices will look after the security and welfare of adults, children and young people and will train as a Prison Officer / Prison Custody Officer, Detention Custody Officer, in an immigration or detention centre, or as an Escort Custody Officer, supervising and escorting prisoners between courts, prisons, immigration and detention centres.

Contact information

Proposer of this framework

A number of Prison Service providers proposed this framework to promote high standards across the service including Sodexo (formerly Kalyx), G4S, Reliance, Her Majesty's Prison Service, GEO Group, SERCO

Developer of this framework

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Purpose of this framework

Summary of the purpose of the framework

Custodial Care Services play a crucial part in the day to day running of the Justice System. Staff work as Prison Officers/Prison Custody Officers in prisons or Detention Officers in an immigration or detention centre and as Escort Custody Officers looking after the security and welfare of adults, children and young people.

Custodial Care is part of the wider Justice System, which in total employs up to half a million people in Policing and Law Enforcement, Community Justice, Courts Services, Prosecution Services and Forensic Science.

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

- the Justice system overall needs to recruit around 109,000 entrants to the sector by 2014 to replace those who retire or leave
- 8,000 of these posts will be at management and senior official level to drive change and improve performance and currently around a third of the workforce are qualified above Level 3
- twenty per cent of the workforce is qualified below Level 2 or does not have any qualifications and amongst this group there is a need to develop literacy and numeracy skills
- a significant number of employers report a decreased number of applicants to Justice sector jobs, especially in those roles not widely understood. Perceptions, by some, of the sector may be limiting the number of applicants
- people wishing to enter the sector are often unaware of the breadth of opportunity and different roles that the Justice sector offers, as well as the scope of career pathways from these roles, in particular the ways in which they could enter one area of the Justice sector by transferring skills gained in another area of Justice
- in particular, there is an issue with the sector not reflecting the community it is serving in terms of a more diverse ethnic make-up. Currently, 95% of people working within the Justice sector are white and just over half of the workforce is male

The vision for the Justice sector is to have a framework of flexible qualifications for all staff that meets the skills priorities for the sector, which adds value and offers opportunities for career progression and transfer to other roles across the sector. This new Advanced Level Apprenticeship has therefore been developed with the help of employers in Custodial Care to include the new mandatory qualifications for all those working in Custodial Care to meet their skills needs and professionalise the service.

Advanced apprentices will have different roles within different Custodial Care organisations,

according to the type of environment in which they are employed and the level of security required. Their work involves escorting prisoners/detainees, settling prisoners/detainees in when they arrive and supervising their everyday activities such as meals, showers or exercise. Advanced apprentices will carry out searches and security checks and make sure visitors understand and follow security procedures. The job also involves some administration, completing forms, writing reports and liaising with colleagues and management about incidents.

As a new framework, employers will be piloting the programme and anticipate an initial uptake of around 200 learners each year, with one employer potentially looking to offer the Advanced Level Apprenticeship to around 4000 staff.

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

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

Aims and objectives of this framework (England)

Aim:

The aim of this framework is to attract new people into Custodial Care from a wide range of backgrounds to replace those who leave or retire and to upskill and professionalise the workforce in England.

Objectives:

- to attract more applicants into Custodial Care at Level 3 including those from under-represented groups
- to contribute to increasing the number of existing staff qualified to Level 3
- to provide a standardised programme of learning and development, incorporating transferable skills which apply across Custodial Care and the wider Justice sector

- to develop problem solving, communication, team working and literacy and numeracy skills, which are a priority for the sector
- to provide opportunities for career progression into management in Custodial Services or the wider Justice sector

Entry conditions for this framework

Apprentices should be willing to work in a team environment whilst also being willing to work using their own initiative, have attention to detail and must be keen to work in this sector. The roles which this framework relates to often work under a shift based system, so an apprentice must be prepared to work days, nights, weekends and bank holidays as required by their employer.

Due to the nature of work within Custodial Care there are a number of entry restrictions relating to age, nationality, residency, medical and physical fitness and other requirements. Requirements vary between the different services and are at times subject to change. You are advised to check current requirements with the relevant services.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Custodial Care

Pathways for this framework at level 3

Pathway 1: Custodial Care

Level 3, Pathway 1: Custodial Care

Description of this pathway

Custodial Care

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is **84**. This is achieved through completion of the Knowledge, Competence and Transferable Skills qualifications.

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional entry requirements for this pathway. General entry requirements are specified in the general entry conditions section.

Job title(s)	Job role(s)
Prison Officer/Prison Custody Officer	Contribute to an orderly, safe and secure environment, working directly with prisoners, supervising and managing their activities. They promote pro-social behaviour, encouraging prisoners to address their offending behaviour, ensuring that all rules, orders and instructions are followed.
Detention Custody Officer	Work with detainees (not prisoners) in an immigration or detention centre. Officers are responsible for detainees day to day needs until they are escorted to their country of origin.
Escort Custody Officer	Supervise and escort prisoners between police custody suites, courts and prisons. They accompany in custom built vehicles, ensuring the safety and security of prisoners at all times. They also escort overseas from prisons, immigration centres and detention centres.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Custodial Care					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0152/5	Edexcel	37	137	N/A
C1b	600/0247/5	NCFE	37	137	N/A
C1c	600/0753/9	City & Guilds	37	137	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Diploma in Knowledge of Custodial Care					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0379/0	Edexcel (BTEC)	37	224	N/A
K1b	600/1080/0	City & Guilds	37	224	N/A

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

K1a-b provides the underpinning knowledge and understanding for C1a-c

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification (with enhanced functional content)	C	5
Key Skills qualification in Literacy achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

ICT is not included as it is not relevant to effective performance in the occupations in this framework. Where ICT is used an optional unit has been added to the knowledge based qualification.

Progression routes into and from this pathway

Progression into this pathway

Progression into this pathway is from a variety of routes including:

- direct entry from a school or college

- 14-19 Diploma in Public Services
- direct entry from another occupation
- direct entry for existing staff working within Custodial Care
- work experience
- training and qualifications such as the Level 2 NVQ in Custodial Care and the Level 2 Apprenticeship in Custodial Care (available from April 2011)

Progression from this pathway

Jobs:

- senior roles within Custodial organisations, for example a Prison Officer with more experience may progress to become a Senior Prison Officer and then work towards a role at Governor level after gaining significant experience
- specialised roles within the prison service such as resettlement, multi-agency working, mentoring, mental health awareness, restorative Justice and information and guidance
- other roles within the Justice sector, for example; Police Officer, Police Community Support Officer (PCSO)

Further training and qualifications including:

- Level 3 Award/Certificate in Working with Vulnerable Young People
- Level 3 Award/Certificate in Working with Substance Misuse
- Level 3 Development Award/NVQ in Working with Offending Behaviour
- Community Justice NVQ (various pathways at Levels 3 and 4)
- Youth Justice NVQ Levels 3 and 4
- Policing NVQ Levels 3 and 4
- 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
- Higher Education including Criminology, Criminal Justice, Criminal Law, Police Studies, Forensic Science, Community Justice and Youth Justice
- Foundation Degrees in Criminology, Police Studies/Policing, Community Justice, and Youth Justice

For more information on careers see the Skills for Justice website at:

<http://www.skillsforjustice.com/careers.asp?PageID=164>

UCAS points for this pathway: N/A

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR. The Skills for Justice Workbook for Apprentices must be completed as part of the Apprenticeship framework. The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager.

The course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
- understands the role played by their occupation within their organisation and industry
- has an informed view of the types of career pathways that are open to them
- knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
- knows where and how to get information and advice on their industry, occupation, training and career
- can describe and work within their organisation's principles of conduct and codes of practice
- recognises and can form a view on issues of public concern that affect their organisation and industry

How to meet the requirements for ERR

A declaration must be signed and dated by the apprentice, learning provider and employer to confirm that the apprentice has covered the target areas and criteria.

Evidence of achievement of ERR

The declaration, in Appendix A of the Workbook for Apprentices, must be returned to Skills for Justice with the certificate claim form, on completion of the Apprenticeship framework.

For a copy of the Skills for Justice Workbook for Apprentices, please see the following link:

www.skillsforjustice.com/careers.asp

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

A key concern of the sector is that it does not reflect the community it serves.

- black and Minority Ethnic (BME) groups and women are currently under represented as Prison Officers/Prison Custody Officers in England. Within Custodial Care the workforce is 61% male and 94% white. This roughly reflects the general make up of the wider workforce in the Justice sector, which is around 53% male and 95% white.
- over half of the Justice workforce is between the age of 35 and 54 and around 12% are aged over 55.

Likely reasons which have contributed to this imbalance include:

- a perception of the sector as high risk, poorly paid and a perceived lack of career opportunities may be limiting the number of applicants
- people wishing to enter the sector are often unaware of the breadth of opportunity and different roles that the Justice sector offers, as well as the scope of career pathways from these roles, in particular the ways in which they could enter one area of the Justice sector by transferring skills gained in another area of Justice
- lack of an Apprenticeship route which offers a high quality standardised programme of training and development within Custody Services and across the wider Justice sector
- stereotypical views of the Prison Service as a white, male dominated workforce
- vacancies are sometimes advertised in areas where there are little or no BME communities

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

- producing careers information, advice and guidance including, career progression pathways and case studies
- development of Apprenticeships to create progression routes into and from occupations within Custodial Care Services
- Women and Work initiatives involving training, case studies, videos, organisational impact studies and an Alumni page at www.skillsforjustice.com/template01.asp

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

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

-management coaching and mentoring course for women

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

Apprenticeships are seen as a vital route to encourage a greater diversity of individuals into the industry, therefore entry conditions to this framework are extremely flexible, mentoring has been included to offer additional support and increase the chances of apprentices staying, and there is a mandatory unit for equality and diversity.

Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the industry, using the 8 protected characteristics of:

1. age
2. disability
3. gender
4. gender reassignment
5. marriage and civil partnerships
6. pregnancy and maternity
7. race
8. religion and belief
9. sexual orientation

Skills for Justice will monitor take up and achievement of all Apprenticeships as part of its Apprenticeship Strategy and take steps to address any barriers to take up and achievement as part of its Sector Qualifications Strategy.

On and off the job guided learning (England)

Total GLH for each pathway

Total GLH for this pathway:

The total amount of Guided Learning Hours (GLH) which includes both on and off the job guided learning is 478 GLH. For the average apprentice this will take approximately 12 months.

Minimum off-the-job guided learning hours

Minimum off the job GLH for this pathway:

An apprentice will need to complete a minimum of 341 GLH off the job (71% of the total GLH),

over approximately 12 months for this framework.

How this requirement will be met

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

- 224GLH Level 3 Diploma in Knowledge of Custodial Care
- 45GLH Level 2 Functional Skill in Maths (or alternative - see transferable skills section)
- 45GLH Level 2 Functional Skill in English (or alternative - see transferable skills section)
- 5GLH Appraisals related to this Apprenticeship programme
- 10GLH for ERR and Induction (to reflect the % of time for induction and ERR delivered/completed off the job)
- 12GLH minimum for mentoring

GLH should:

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

Evidence of off the job GLH

- Level 3 Diploma in Knowledge of Custodial Care
- Level 2 Functional Skills certificates for Maths and English or Level 2 Key Skills certificates for Communication and Application of Number
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook)
- Coaching and mentoring record, log or diary - not required at certification

Providers will be responsible for ensuring that the minimum off the job GLH has been met when applying for Apprenticeship certificates. For more information on certification see the following link:

<http://www.skillsforjustice.com/template01.asp?pageid=40>

Minimum on-the-job guided learning hours

For this pathway an apprentice will need to complete a minimum of 137 on the job GLH.

How this requirement will be met

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

- 137 GLH Level 3 NVQ Diploma in Custodial Care

On the job GLH should:

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

Evidence for on the job GLH:

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

Providers will be responsible for ensuring that the minimum on the job GLH has been met when applying for Apprenticeship certificates. For more information on certification see the following link:

<http://www.skillsforjustice.com/template01.asp?pageid=40>

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

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

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

How to meet the requirements for PLTS:

On completion of the framework the learning provider, apprentice and line manager should complete the declaration in Appendix A of the Workbook for Apprentices to confirm that PLTS have been demonstrated.

The Workbook for Apprentices and PLTS Mapping document can be downloaded at the following link: www.skillsforjustice.com/template01.asp

As part of this framework apprentices must achieve the standards set out below:

Creative thinking

Creative Thinking involves:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways
- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change

Creative thinking can be delivered and demonstrated through the following units:

- AA1 Equality & Diversity

- AF1 Ensure your own actions reduce risks to health and safety
- FD2 Maintain security and order in the custodial environment
- GC9 Contribute to the prevention and management of inappropriate behaviour

Independent enquiry

Independent Enquiry involves:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.

Independent enquiry can be delivered and demonstrated through the following units:

- AE1 Maintain and develop your own knowledge, skills and competence
- AF1 Ensure your own actions reduce risks to health and safety
- FD2 Maintain security and order in the custodial environment
- GC9 Contribute to the prevention and management of inappropriate behaviour

Reflective learning

Reflective Learning involves:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences

Reflective learning can be delivered and demonstrated through the following units:

- AA1 Equality & Diversity
- AE1 Maintain and develop your own knowledge, skills and competence
- AF1 Ensure your own actions reduce risks to health and safety
- FD2 Maintain security and order in the custodial environment
- GC9 Contribute to the prevention and management of inappropriate behaviour

Team working

Team Working involves:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others.

Team working can be delivered and demonstrated through the following units:

- AA1 Equality & Diversity
- AF1 Ensure your own actions reduce risks to health and safety
- FD2 Maintain security and order in the custodial environment
- GC9 Contribute to the prevention and management of inappropriate behaviour

Self management

Self Management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships

Self management can be delivered and demonstrated through the following units:

- AA1 Equality & Diversity
- AE1 Maintain and develop your own knowledge, skills and competence
- AF1 Ensure your own actions reduce risks to health and safety
- FD2 Maintain security and order in the custodial environment
- GC9 Contribute to the prevention and management of inappropriate behaviour

Effective participation

Effective Participation involves:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well as yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions

- acting as an advocate for views and beliefs that may differ from your own.

Effective participation can be delivered and demonstrated through the following unit:

- AA1 Equality & Diversity
- AF1 Ensure your own actions reduce risks to health and safety
- FD2 Maintain security and order in the custodial environment
- GC9 Contribute to the prevention and management of inappropriate behaviour

Additional employer requirements

N/A

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www.apprenticeshipframeworksonline.semta.org.uk