

Trees and Timber (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: https://acecerts.co.uk/framework_library

Issue date: 19 March 2013

Issued By:
Lantra

Apprenticeship Certificates
England

https://acecerts.co.uk/framework_library

Document Status:
Issued

Trees and Timber

Contents

Framework information.....	6
Information on the Issuing Authority for this framework:	6
Lantra	6
Short description.....	6
Contact information.....	7
Proposer of this framework.....	7
Revising a framework	8
Why this framework is being revised	8
Summary of changes made to this framework	8
Qualifications removed	8
Qualifications added	8
Qualifications that have been extended.....	8
Purpose of this framework	9
Summary of the purpose of the framework.....	9
Defining Apprenticeships	9
The Trees and Timber Industry	9
Current qualifications/provision and evidence of continued demand/marketing activity	10
Aims and objectives of this framework (England)	11
The objectives are to:	11
Entry conditions for this framework.....	11
Duration of the Apprenticeship.....	12
Entry requirements for the Intermediate Apprenticeship.....	12
Entry requirements for the Advanced Apprenticeship	12
Initial assessment	13
Recognition of Prior Learning (RPL).....	13
Level 2, Pathway 1: Trees and Timber	15
Description of this pathway	15
Entry requirements for this pathway in addition to the framework entry requirements	15
Qualifications.....	17
Competence qualifications available to this pathway	17
Knowledge qualifications available to this pathway	17

Combined qualifications available to this pathway	19
Relationship between competence and knowledge qualifications.....	19
Transferable skills (England)	20
Inclusion of Information and Communications Technology (ICT)	21
Progression routes into and from this pathway	22
Progression from the Intermediate Apprenticeship	22
Employee rights and responsibilities	24
Employee Rights and Responsibilities (ERR) within the Intermediate Apprenticeship in Trees and Timber	24
Certification Requirements for ERR	24
Certification Requirements for ERR	25
Level 3, Pathway 1: Trees and Timber	27
Description of this pathway	27
Entry requirements for this pathway in addition to the framework entry requirements	27
Qualifications.....	29
Competence qualifications available to this pathway	29
Knowledge qualifications available to this pathway	29
Combined qualifications available to this pathway	31
Relationship between competence and knowledge qualifications.....	31
Transferable skills (England)	32
Inclusion of Information and Communications Technology (ICT)	33
Progression routes into and from this pathway	34
Progression onto the Advanced Apprenticeship.....	34
Progression from the Advanced Apprenticeship	34
Employee rights and responsibilities	36
Employee Rights and Responsibilities (ERR) within the Advanced Apprenticeship in Trees and Timber	36
There are nine national outcomes/standards that all learners must know and/or understand:	36
Certification Requirements for ERR	36
How equality and diversity will be met.....	38
Trees and timber industry	38
Resolutions and further work	39
On and off the job guided learning (England)	39
Total GLH for each pathway.....	39
Advanced Apprenticeship.....	40
Minimum off-the-job guided learning hours	40
Off-the-job GLH	40
Intermediate Apprenticeship	40
Advanced Apprenticeship.....	40
How this requirement will be met.....	41

Off-the-job guided learning should:	41
Examples of off-the-job learning for the Trees and Timber Intermediate Apprenticeship/Advanced Apprenticeship are:	41
This evidence will be collected through the following:.....	41
Evidence of off-the-job guided learning	41
Certification Requirements for GLH	41
Minimum on-the-job guided learning hours	42
On-the-job GLH.....	42
Intermediate Apprenticeship	42
Advanced Apprenticeship.....	42
How this requirement will be met.....	42
On-the-job guided learning should:	42
Examples of on-the-job guided learning that a learner will be focusing on within the workplace for the Trees and Timber Apprenticeship are:	43
This evidence will be collected through the following:.....	43
Evidence of on-the-job guided learning	43
Certification Requirements for GLH	43
Certification Requirements for GLH	45
Personal learning and thinking skills assessment and recognition (England)	46
Summary of Personal Learning and Thinking Skills	46
Certification Requirements for PLTS	46
Creative thinking.....	46
Independent enquiry	47
Reflective learning.....	47
Team working.....	47
Self management.....	48
Effective participation	48

Framework information

Information on the Issuing Authority for this framework:

Lantra

The Apprenticeship sector for occupations in environmental and land-based.

Issue number: 5	This framework includes:
Framework ID: FR02092	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 25/09/2015	This framework is for use in: England

Short description

The framework offers an entry route into the land-based and environmental sector which includes the trees and timber industry, providing learners entering the profession with the skills and knowledge to work in the industry. The minimum duration for the L2 framework is 18 months and the Level 3 is 20 months.

This framework may lead to job opportunities within the trees and timber industry such as: an arborist, a forestry worker, tree surveyor, forest ranger or tree work supervisor.

Following the successful completion of the Apprenticeship, there are many opportunities available, which could include specialising within the industry, completing other vocational courses or progressing into Further and/or Higher Education.

Contact information

Proposer of this framework

Lantra's trees and timber industry group, which includes employers and organisations such as: English Forests Industries Partnership, Forestry Commission, Arboricultural Association, Forestry Contract Association and many other small businesses.

Developer of this framework

Name:	Jo-Anne Bryan
Organisation:	Lantra
Organisation Type:	Sector Skills Council
Job Title:	Project Manager - Apprenticeships
Email:	apprenticeships@lantra.co.uk
Postal address:	Lantra Lantra House Stoneleigh Park Coventry CV8 2LG
Website:	www.lantra.co.uk

Issuing Authority's contact details

Issued by:	Lantra
Issuer contact name:	Julie Murphy
Issuer contact phone:	02476 419703
Issuer Email:	issuingauthority@lantra.co.uk

Revising a framework

Why this framework is being revised

The inclusion of two additional level 3 knowledge qualifications:

- City & Guilds Level 3 Certificate in Forestry and Arboriculture (QCF) - 500/8719/8
- EDEXCEL BTEC Level 3 Certificate in Forestry and Arboriculture (QCF) - 500/9450/6

Summary of changes made to this framework

The inclusion of two additional level 3 knowledge qualification:

- City & Guilds Level 3 Certificate in Forestry and Arboriculture (QCF) - 500/8719/8
- EDEXCEL BTEC Level 3 Certificate in Forestry and Arboriculture (QCF) - 500/9450/6

Qualifications removed

None.

Qualifications added

- City & Guilds Level 3 Certificate in Forestry and Arboriculture (QCF) - 500/8719/8
- EDEXCEL BTEC Level 3 Certificate in Forestry and Arboriculture (QCF) - 500/9450/6

Qualifications that have been extended

None.

Purpose of this framework

Summary of the purpose of the framework

Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme under an Apprenticeship Agreement designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

The Trees and Timber Industry

The purpose of the Trees and Timber Apprenticeship framework is to encourage entry into and progression within the industry.

The trees and timber industry plays an important role in the land-based and environmental sector and can be split into the following main work streams; arboriculture and forestry.

Arboriculture and forestry both involve working with and around trees. Forests and woodland are an important resource for timber, amenity and recreation, tourism and biodiversity. Forestry focuses on the management of forests and woodland, whereas arboriculture centres on the cultivation, management and care for individual trees, or groups of trees, with the primary aim of maintaining them for amenity purposes. Although both areas of work include working with individual and groups of trees they have a different outcome and this means that the process and equipment used is different from one another.

The industry is highly specialised and can involve working with a vast array of machines, materials and equipment; from planting stock and chemicals through to chainsaws, harvesters and computer software. A wide range of skills and knowledge is therefore required as there is a significant variety of jobs and tasks involved.

Often when qualified, workers are called upon by government, companies and individuals alike to work alone or in small teams in the field, this requires good knowledge of health and safety legislation and working alone policies. This type of work requires specific skills and knowledge in which learners will gain from completing an apprenticeship in trees and timber.

Micro-businesses dominate the workforce within the trees and timber industry. 94% of forestry businesses employ fewer than ten members of staff, compared to 68% of businesses across all sectors. The fact that they are often remote micro-businesses means that there is a reliance on staff being qualified with up to date technology.

The trees and timber workforce is also an ageing workforce with more than half of the employees in the industry aged over 40 and only 11% of the industry are under 25. This is partly due to the nature of the industry with legislation relating to equipment used within the industry, and age restrictions that apply. The Trees and Timber Apprenticeship framework is now available at Level 2 and 3 to offer apprentices a progression route into and within the industry.

Current qualifications/provision and evidence of continued demand/marketing activity

During the review of this Apprenticeship, Lantra involved the English members of it's trees and timber industry group, which included employers and organisations such as: English Forests Industries Partnership, Forestry Commission, Arboricultural Association, Forestry Contract Association and many other small businesses.

This Apprenticeship framework has been revised to take into account the revisions to the Treework National Occupational Standards, which were revised to reflect the changing needs of the industry. Through the revision, industry have made sure the Apprenticeship offers learners the opportunity to develop basic treework skills and a progression route into the industry by continuing to offer the level 2 and 3 Apprenticeship.

The Level 2 and Level 3 Diplomas in Work-based Trees and Timber include three mainstreams of work within the industry, Arboriculture, General Woodland and Forestry Treework and Coppicing and Greenwood Trades. At level 2, the industry has fed back that within the Arboriculture route, there is a need for chainsaw units to become mandatory, as it is essential for the industry that these skills are gained when entering the industry. However, within the General Woodland and Forestry Treework pathway, the industry has requested that flexibility within the structure is not lost, hence there continues to be a small number of mandatory units but a wider choice of optional units and within the Coppicing and Greenwood Trades pathway there are specific units that this part of the industry requires.

At level 3, all pathways have minimal mandatory units which offer the flexibility to the learner to complete a qualification that is suitable for them.

A steady progression of the Intermediate Apprenticeship take up has been noted over the last three years, which has seen a 150% increase in completions, which consequently encouraged the

development of the Advanced Apprenticeship framework.

The trees and timber framework at both levels reflect the general job roles within the main work streams. Due to the trees and timber industry being so diverse job roles used within this framework can only be used as a guide as employers will use different job titles for individual's carrying out the same role. Typical jobs available include:

- Intermediate Apprenticeship may include: forest worker, forest ranger, general worker, or base level arborist (groundworker)
- Advanced Apprenticeship may include: assistant head forester, contractor (harvesting and/or establishment), social forester, woodland manager, team leader/supervisor.

Further information on the trees and timber industry can be found at: www.lantra.co.uk.

Aims and objectives of this framework (England)

The aim of the Intermediate and Advanced Apprenticeship in Trees and Timber is to build on the predecessor by including updated qualifications that are flexible and reflective of the skills needs of the industry, attract new entrants into Trees & Timber and provide progression opportunities within the industry and continuing in education.

The objectives are to:

1. To attract new entrants into the industry providing up-to-date industry specific training, especially those from under-represented groups.
2. Increase the professionalism of the industry.
3. Upskill those currently working in Trees and Timber to ensure they have the skills required to be competent in their profession.
4. Increase awareness and benefits of the Intermediate and Advanced Trees and Timber Apprenticeship with employers and young people.
5. Provide a clear progression route for those wanting to develop their skills and career within trees and timber.

Career information within the Trees and Timber industry is available on Lantra's website www.lantra.co.uk/careers

Entry conditions for this framework

The entry conditions for the framework is the employer's and training provider's confidence in your ability to develop the skills and knowledge required to work within the Trees and Timber industry. Employers are encouraged to get involved in the recruitment and selection stages, to ensure they get to know the apprentices before their employment.

If you are interested in or are already working within the land-based and environmental sector and specifically the trees and timber industry, this Apprenticeship will assist in your progression. There are many types of jobs within the industry, refer to the jobs section for more information.

As an apprentice, you will need to be employed for a minimum of 30 hours per week and have an Apprenticeship Agreement which is signed by yourself and your employer.

Duration of the Apprenticeship

Through the development of the Trees and Timber Apprenticeship it has been agreed with the industry that the minimum duration of the Intermediate Apprenticeship is 18 months and the Advanced Apprenticeship is 20 months.

Entry requirements for the Intermediate Apprenticeship

There are no specific entry requirements for the Trees and Timber Intermediate Apprenticeship, however, there are qualifications and/or experience that will help learners prior to starting:

- Level 1 Certificate in Land-based Operations
- Level 1 Certificate/Diploma in Land-based Studies
- Level 1 Award/Certificate/Diploma in Work-based Land-based Operations
- Units taken as part of foundation learning
- Have previously worked in, or are currently working within the industry
- Voluntary experience within the trees and timber industry
- GCSEs/A Levels.

There may be some sub-sectors of the trees and timber industry that apprentices under 18 are not permitted to work in or with certain equipment due to legislation.

Progression opportunities onto the Trees and Timber Intermediate Apprenticeship also exist for adult learners who have experience within the trees and timber industry or who are looking for a career change or progression.

Entry requirements for the Advanced Apprenticeship

The entry requirements for the Advanced Apprenticeship in Trees and Timber is flexible, however, one of the following or an equivalent qualification/experience must be completed:

- Intermediate Apprenticeship in Trees and Timber
- Level 2 Diploma in Work-based Trees and Timber
- NVQ Level 2 in Forestry or Arboriculture
- Level 2 Award for an Advanced Ground-based Operator (Felling, Individual Uprooted Trees and Multiple Windblown Trees)
- Level 2 Award in Techniques for Dealing with Damaged Trees
- Practical experience within the trees and timber industry
- 3 GCSEs (A*-C)/A Levels.

Initial assessment

Training providers and employers should use an initial assessment process which is fit for purpose. This will ensure that applicants starting on the Apprenticeship/Advanced Apprenticeship have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs, recognising prior qualifications and experience.

Recognition of Prior Learning (RPL)

If applicants have units towards the level 2 and/or 3 work-based qualifications, these will be reviewed during an initial assessment to see if RPL can be claimed.

Learners who have completed the 14-19 Diploma may have completed units or short courses which will provide underpinning knowledge towards the Intermediate Apprenticeship, this will be assessed during an initial assessment allowing RPL where appropriate.

All apprentices must achieve the required Functional Skills. Applicants may already hold the equivalent qualifications. Please refer to Transferable Skills section for more details.

Level 2

Title for this framework at level 2

Trees and Timber

Pathways for the framework at level 2:

Pathway 1: Trees and Timber

Level 2, Pathway 1: Trees and Timber

Description of this pathway

Managing and maintaining trees and timber for amenity and commercial purposes. A minimum of 57 credits which is made up as follows:

- Competence qualification - 37 credits
- Knowledge qualification - 10 credits
- Level 1 Functional Skill in English - 5 credits
- Level 1 Functional Skill in Mathematics - 5 credits.

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

There are no additional pathway requirements

Job title(s)	Job role(s)
Coppice and (Greenwood) Craft Worker	The coppice craft worker will undertake practical coppice management and add value to the coppice products by producing a range of greenwood crafts.
Forest Worker	Forestry workers care for and manage woodland areas and forests. This involves carrying out practical activities to establish and maintain forested areas, and the harvesting of timber. Some forestry workers may work with contractors specialising in one specific aspect of the work, such as harvesting
Forest Ranger	The role of a forest ranger is usually found within local authorities or the Forestry Commission. This role can vary and includes a mixture of hands on work, site management and some greenwood work. A forest ranger promotes awareness of the forest and protects and conserves the natural environment
General Worker	The general worker position is the introductory level in the arboriculture profession. Duties include assisting ground workers and climbers, chipping brush, cutting wood, and site clean up after tree care operations
Base Level Arborist (Ground worker)	The ground worker duties include assisting climbers, chipping brush, cutting wood, and site clean up after tree care operations. The ground worker is also responsible for ensuring that no unauthorised people come into the area where the work is being carried out

Qualifications

Competence qualifications available to this pathway

C1 - City & Guilds Level 2 Diploma in Work-based Trees and Timber (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/7616/1	City & Guilds	37	252-310	N/A

Knowledge qualifications available to this pathway

K1 - Edexcel BTEC Level 2 Award in Environmental and Land-based Business (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/3275/3	Pearson Education Ltd	10	60	N/A

K2 - City & Guilds Level 2 Award in Business for the Environment and Land-based Sector (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/3275/3	Pearson Education Ltd	10	60	N/A

K3 - City & Guilds Level 2 Certificate in Forestry and Arboriculture (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/8552/9	City & Guilds	15	90	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Apprentices must complete C1 (competence qualification) and one knowledge qualification (K1, K2 or K3) from those listed within this pathway.

The knowledge qualifications are externally verified and underpin the competence qualification.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

If YES, please state the grade/level required for ICT:

Click here to enter text.

Progression routes into and from this pathway

The Intermediate Apprenticeship in Trees and Timber is valued by the trees and timber industry as an entry route into the industry.

There are no specific entry requirements to enter the Intermediate Apprenticeship in Trees and Timber, however, there are qualifications or experience that will help learners understand the sector prior to starting:

- Voluntary experience within the trees and timber industry
- Have previously worked in, or are currently working within, the industry
- Level 1 Certificate in Land-based Operations
- Level 1 Certificate Diploma in Land-based Studies
- Level 1 Award/Certificate/Diploma in Work-based Land-based Operations
- Units taken as part of foundation learning
- GCSEs/A Levels.

Learners who have completed the 14-19 Diploma may have completed units or short courses which will provide underpinning knowledge towards the apprenticeship, this will be assessed during an initial assessment allowing Recognition of Prior Learning (RPL) where appropriate.

Progression opportunities onto the Trees and Timber Intermediate Apprenticeship also exist for adult learners who have experience within the trees and timber industry or who are looking for a career change or progression.

Progression from the Intermediate Apprenticeship

Apprentices successfully completing the Intermediate Apprenticeship have opportunities to progress within the industry by continuing onto the Advanced Apprenticeship in Trees and Timber or other Further Education courses such as:

- Level 3 Certificate/Diploma in Forestry and Arboriculture
- Level 3 Extended Diploma in Forestry and Arboriculture
- Level 3 Certificate in Environmental Sustainability.

Typical jobs apprentices will be able to progress onto on completion of the Intermediate Apprenticeship will depend on the qualifications and experience gained, but could include: social forester, assistant forester or assistant woodland manager.

Further information on careers in the trees and timber industry including job profiles, progression maps and case studies can be found at www.lantra.co.uk/careers.

For apprentices who wish to continue their development of skills and qualifications beyond Level 3, opportunities exist to progress further into Higher Education with Foundation Degrees/Degrees. These are explained in the progression from Advanced Apprenticeship section.

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) within the Intermediate Apprenticeship in Trees and Timber

Within the Intermediate Apprenticeship in Trees and Timber apprentices need to complete the ERR workbook. Lantra's Trees & Timber ERR workbook contains a number of tasks with short answer questions covering the nine outcomes listed below, which learners can complete at their own pace. The workbook can be found on Lantra's website www.lantra.co.uk/ERR.

There are nine national outcomes/standards that all learners must know and/or understand:

- 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 and 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 and safety and equality and 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.

Certification Requirements for ERR

All providers and apprentices must complete the new Apprentice Declaration and Authorisation Form when claiming for the Apprentice's apprenticeship certificate.

The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer
- confirm their achievement of all ERR requirements
- confirm their achievement of all 6 PLTS

- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate. This form should be uploaded onto Apprenticeship Certification England (ACE) when claiming completion of the framework.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 3

Title for this framework at level 3

Trees and Timber

Pathways for the framework at level 3:

Pathway 1: Trees and Timber

Level 3, Pathway 1: Trees and Timber

Description of this pathway

Managing and maintaining trees and timber for amenity and commercial purposes. A minimum of 58 credits which is made up as follows:

- Competence qualification - 38 credits
- Knowledge qualification - 10 credits
- Level 2 Functional Skill in English - 5 credits
- Level 2 Functional Skill in Mathematics - 5 credits

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

There are no additional pathway entry requirements.

Job title(s)	Job role(s)
Coppice and (Greenwood) Craft Manager	The coppice and craft manager will plan, implement and monitor activities which promote achieve sustainable coppice management and greenwood craft production. Apprentices would benefit from taking the Level 3 Award in Business Management for the Environment and Land-based Sector
Assistant Arboricultural Officer	The arboricultural officer may be based in the planning, grounds maintenance or environmental services section within local authorities. They will have overall responsibility for the management of the tree stock within the authority and of the work of tree maintenance staff, including contractors.
Assistant Head Forester	An assistant head forester may have progressed from a working role in the woodland. In addition to being responsible for the management of a forestry workers, they will also undertake the planning of planting and harvesting activities and the monitoring and management of planted areas.
Contractor (Harvesting and/or Establishment)	Contracting covers harvesting and establishment. Harvesting deal specifically with the felling and preparation of timber for marketing. Establishment prepare sites and replant cleared areas to re-establish woodlands. Apprentices would benefit from taking the Level 3 Award in Business
Social Forester	Social foresters work with trees and woodland to deliver social benefits to groups within society. Social foresters work with people to promote improved well being and mental health. A social forester needs to have a range of practical forestry skills and skills to work with diverse groups of people
Woodland Manager	The role could entail planning the growth of a forest, assessing individual trees, everyday activities and supervising other workers and volunteers an planning production of coppice. Planning, production and marketing of wood products including charcoal production
Team Leader/Supervisor	Working for a contracting company managing a small team of forestry workers, duties will vary depending on the nature of the woodland. You will also ensure that you deal with on site enquiries and health & safety requirements. Apprentices would benefit from taking the Level 3 Award in Business

Qualifications

Competence qualifications available to this pathway

C1 - City & Guilds Level 3 Diploma in Work-based Trees and Timber (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/6970/3	City & Guilds	38	240-260	N/A

Knowledge qualifications available to this pathway

K1 - City & Guilds Level 3 Award in Business Management for the Environment and Land-based Sector					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/9232/7	City & Guilds	10	60	N/A

K2 - Lantra Awards Level 3 Award in Principles of Developing Environmental and Land-based Projects					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/9352/6	Lantra Awards	10	65	N/A

K3 - City & Guilds Level 3 Certificate in Forestry and Arborticulture (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/8719/8	City & Guilds	30	180	N/A

K4 - EDEXCEL BTEC Level 3 Certificate in Forestry and Arboriculture (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	500/9450/6	Pearson Education Ltd	30	180	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

K1, K2, K3 and K4 provide the underpinning knowledge for learners to complete C1. Apprentices must complete either K1, K2, K3 or K4.

When apprentices complete C1 and either K1, K2, K3 or K4 the minimum number of credits achieved will be 48.

Coppices/Craft Managers/Supervisors/Team Leaders within the tree industry at this level run a department or small business - eg. a forestry contractor, so will therefore benefit from taking the Award in Business Management.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

If YES, please state the grade/level required for ICT:

Click here to enter text.

Progression routes into and from this pathway

The trees and timber industry values the Advanced Apprenticeship as an entry/progression route into the industry. From the Intermediate Apprenticeship there is direct progression onto Level 3, or learners may progress straight onto the Advanced Apprenticeship from another programme.

Progression onto the Advanced Apprenticeship

The trees and timber industry wants the entry requirements for the Advanced Apprenticeship to be flexible, so therefore has suggested that one of the following must be completed:

- Intermediate Apprenticeship in Trees and Timber
- NVQ Level 2 in Forestry or Arboriculture
- Level 2 Diploma in Work-based Trees and Timber
- Level 2 Award for an Advanced Ground-based Operator (Felling, Individual Uprooted Trees and Multiple Windblown Trees)
- Level 2 Award in Techniques for Dealing with Damaged Trees
- Practical experience within the trees and timber industry
- 3 GCSEs (A*-C)/A Levels.

14-19 Diploma learners who have completed the Higher Diploma may have completed units within this, which could provide underpinning knowledge and will be assessed during an initial assessment so that Recognition of Prior Learning (RPL) can be applied if appropriate.

Progression opportunities onto the Trees and Timber Advanced Apprenticeship also exist for adult learners who have experience within the trees and timber industry or who are looking for a career change.

Progression from the Advanced Apprenticeship

Apprentices successfully completing the Advanced Apprenticeship have opportunities to progress within the industry by progressing to other Higher Education courses such as a HNC/D, Foundation Degree (Fdg/FdSc) or Degree (BSc). Examples of courses available across the UK include:

- Forest Sciences
- Conservation and Forest Ecosystems
- Forestry and Woodland Management
- Forestry and Woodland Conservation
- Ecological Science (Forestry)
- Sustainable Forest Management
- Arboriculture and Urban Forestry

- Lowland Woodland Management
- Level 4 Technician Certificate in Arboriculture.

For apprentices who wish to continue their development of skills and qualifications beyond Degree level, opportunities exist to progress further into Higher Education with courses such as a Post Graduate Diploma (PGdip) or Master's Degree (MSc), including:

- Forestry
- Environmental Forestry
- Agroforestry
- Sustainable Tropical Forestry
- Arboriculture
- Professional Diploma in Arboriculture (Level 6).

Some useful websites to visit regarding Higher Education are www.ucas.co.uk or www.prospects.ac.uk, both of these have information about courses and providers along with specific information on entry requirements.

Apprentices looking to progress in their employment from the Advanced Apprenticeship may be able to work towards managerial positions such as arboricultural officer, head forester or forestry consultant. Progression will be dependent on the qualification and experience an individual possesses, as achievement alone of the Advanced Apprenticeship does not guarantee entry to these opportunities.

Further information on careers in the trees and timber industry including job profiles, progression maps and case studies can be found at www.lantra.co.uk/careers.

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) within the Advanced Apprenticeship in Trees and Timber

Within the Advanced Apprenticeship in Trees and Timber apprentices need to complete the ERR workbook. Lantra's Trees & Timber ERR workbook contains a number of tasks with short answer questions covering the nine outcomes listed below, which learners can complete at their own pace. The workbook can be found on Lantra's website www.lantra.co.uk/ERR.

Apprentices who have undertaken an Intermediate Apprenticeship at Level 2 may have already completed the ERR workbook. These apprentices will not be required to repeat this section but they will be required to provide evidence of completion at the time of certification of the Advanced Apprenticeship.

There are nine national outcomes/standards that all learners must know and/or understand:

- 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 and 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 and safety and equality and 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.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;

- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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

How equality and diversity will be met

Trees and timber industry

The trees and timber industry employees are mainly males (93%), which is significantly higher than the sector average of 68% (UK) male employees and England's average at 65%. Whilst the industry doesn't preclude females from working in the sector, it is suggested that the imbalance is due to an out-dated perception of trees and timber employment as traditionally a male dominated industry despite many roles in trees and timber being carried out by females. It is interesting to note that Further Education enrolments onto Trees and Timber related learning programmes are also mainly male at an average of 96% compared with work-based learning enrolments 99%.

There are wide range of hands-on roles for people of all ages and abilities together with an increasing need for skilled managerial, high-tech and specialist people. Lantra's research predicts that 110,000 people will be needed over the next decade across the land-based sector.

The trees and timber industry is a vast and varied industry and is split into 2 main areas, forestry and arboriculture. Forests and woodlands are an important resource for recreation, tourism and sport. The forestry sector contributes to reductions in greenhouse gas emissions by producing energy crops and wood fuel, which can help to offset emissions from burning fossil fuels. Employers are looking for employees who show enthusiasm and have basic employability skills such as team working and communication skills.

There are no actual barriers to recruitment into the industry. There may be some physical restrictions in parts of the trees and timber industry especially if climbing trees and working with heavy equipment and machines. This should not rule anyone out as there may be opportunities elsewhere in the industry.

Care should be taken by providers and employers that unfair discrimination does not occur.

Apprenticeships are seen as an important route to encourage and facilitate a greater diversity of individuals into the industry. Training providers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to the industry, using the nine legally 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

Resolutions and further work

The units within the Diploma in Work-based Trees and Timber have been written in collaboration with partner awarding organisations to ensure that they are free from bias, accessible to all apprentices and are applicable to a wide range of roles and businesses within trees and timber. Because of the diverse nature of the trees and timber sector the Diploma in Work-based Trees and Timber has been developed from these units to allow maximum flexibility and choice within the rules of combination.

Lantra will work with its Trees and Timber Industry Group to promote the need for skilled managerial, high-tech and specialist people. This will also take into account the need to increase female and ethnic participation in the industry. Activities will include:

- Increasing the awareness of the Apprenticeship and Advanced Apprenticeship in Trees and Timber with specific promotions, in particular focusing on under-represented groups such as females
- Increasing marketing and communications highlighting the opportunities to a wide range of careers within and related to the sector
- Using Lantra's careers web pages to inform careers advisors and apprentices of the opportunities available in the industry.

On and off the job guided learning (England)

Total GLH for each pathway

Total Guided Learning Hours

Intermediate Apprenticeship

The total amount of GLH which includes both on and off-the-job guided learning for the Trees and Timber Intermediate Apprenticeship is 517 GLH.

The minimum duration for this pathway is 18 months. The requirement, therefore, is for an

apprentice to undertake a minimum of 345 hours in year 1 and 172 in the remaining 6 months of the programme.

Advanced Apprenticeship

The total amount of GLH which includes both on and off-the-job guided learning for the Trees and Timber Advanced Apprenticeship is 486 GLH.

The minimum duration for this pathway is 20 months. The requirement, therefore, is for an apprentice to undertake a minimum of 292 hours in year 1 and 194 in the remaining 8 months of the programme.

Minimum off-the-job guided learning hours

Off-the-job GLH

Off-the-job Guided Learning Hours (GLH) is defined as time for learning activities away from normal work duties. The amount of off-the-job GLH is shown below:

Intermediate Apprenticeship

- Trees and Timber Intermediate Apprenticeship – a minimum of 198 off-the-job guided learning hours must be delivered over the 18 month period. 132 off-the-job guided learning hours must be delivered within the first year, followed by 66 hours in the remaining 6 month period. This exceeds the minimum requirement of 30% off-the-job GLH per year.

Advanced Apprenticeship

- Trees and Timber Advanced Apprenticeship – a minimum of 216 hours off-the-job guided learning hours must be delivered over the 20 month period. 130 off-the-job guided learning hours must be delivered within the first year, followed by 86 hours in the remaining 8 month period. This exceeds the minimum requirement of 30% off-the-job per year.

How this requirement will be met

Off-the-job guided learning should:

- 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.

Examples of off-the-job learning for the Trees and Timber Intermediate Apprenticeship/Advanced Apprenticeship are:

- Tree and plant species and their characteristics
- Timber mensuration and measurement
- Health and safety and working alone legislation/policies
- The study of Communication/English and Application of Number/Maths
- Emergency first aid training
- Taught sessions contributing to employee rights and responsibility knowledge
- Induction where activities are covered away from normal work duties
- Manual handling training.

This evidence will be collected through the following:

- Level 2/3 Diploma in Work-based Trees and Timber
- Level 2/3 Knowledge based qualifications
- Level 1/2 functional skills in English and Mathematics - 45 GLH per functional skill
- Employee rights and responsibilities
- Personal learning and thinking skills
- Induction.

Evidence of off-the-job guided learning

Off-the-job guided learning must be recorded in a diary, workbook, portfolio or attendance records. This evidence needs to be checked and signed by the assessor and employer.

Certification Requirements for GLH

All providers and apprentices must complete the new Apprentice Declaration and Authorisation

Form when claiming for the Apprentice's apprenticeship certificate.

The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer
- confirm their achievement of all ERR requirements
- confirm their achievement of all 6 PLTS
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate. This form should be uploaded onto Apprenticeship Certification England (ACE) when claiming completion of the framework.

Minimum on-the-job guided learning hours

On-the-job GLH

On-the-job guided learning is defined as skills, knowledge and competence gained within normal work duties. The amount of on-the-job GLH is shown below.

Intermediate Apprenticeship

- Trees and Timber Intermediate Apprenticeship - a minimum of 319 on-the-job guided learning hours must be delivered over the 18 month duration of the programme. 213 on-the-job guided learning hours must be delivered in year 1 and 106 in the remaining 6 months.

Advanced Apprenticeship

- Trees and Timber Advanced Apprenticeship - a minimum of 270 on-the-job guided learning hours must be delivered over the 20 month the duration of the programme. 162 on-the-job guided learning hours must be delivered in year 1 and 108 in the remaining 8 months.

How this requirement will be met

Job roles within the Trees and Timber Apprenticeships require a high level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience.

On-the-job guided learning 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.

Examples of on-the-job guided learning that a learner will be focusing on within the workplace for the Trees and Timber Apprenticeship are:

- Identifying different species
- Signs of tree health
- Safe use of equipment
- Environmental awareness
- Employability skills
- Team working and communications
- Task specific workplace instruction or team briefings
- Taught sessions by the workplace line manager/instructor
- Induction where activities are covered within normal work duties.

This evidence will be collected through the following:

- Level 2/3 Diploma in Work-based Trees and Timber
- Level 1/2 functional skills in English and Application of Number - 45 GLH per functional skill.

Evidence of on-the-job guided learning

On-the-job guided learning must be recorded in a diary, workbook, portfolio or attendance records. This evidence needs to be checked and signed by the assessor and employer.

Certification Requirements for GLH

All providers and apprentices must complete the new Apprentice Declaration and Authorisation Form when claiming for the Apprentice's apprenticeship certificate.

The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer
- confirm their achievement of all ERR requirements
- confirm their achievement of all 6 PLTS
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job

All apprentices must sign this form at the end of programme to give their authority for the claimant,

named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate. This form should be uploaded onto Apprenticeship Certification England (ACE) when claiming completion of the framework.

Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

This section sets out the requirements for completion of all the Personal Learning and Thinking Skills (PLTS) outcomes and then goes on to give more detailed information about how each one is to be evidenced.

Within the Trees and Timber Apprenticeship there are many opportunities for learners to demonstrate and collect evidence for each of the PLTS outcomes through the units within the Diploma in Work-based Trees and Timber. The awarding organisation (City and Guilds) has developed with Lantra a Record of Achievement, which is based on quality assured evidence collected throughout the Apprenticeship. This ensures that the PLTS are formally assessed.

Lantra requires learners to complete the Trees and Timber PLTS Record of Achievement and providers/assessors will need to check the evidence provided and complete the sign off sheet that can be found on Lantra's website www.lantra.co.uk/apprenticeships .

Apprentices who have already undertaken an Intermediate Apprenticeship may have already completed PLTS. These apprentices will not be required to repeat this section but they will be required to provide evidence of completion at the time of certification of the Advanced Apprenticeship.

It will be the responsibility of the centre to ensure this information is retained for the internal verifier to ensure quality assurance.

Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;

- Provide constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

apprenticeship **FRAMEWORK**

For more information visit-
www.acecerts.co.uk/framework_library