

# apprenticeship FRAMEWORK

## Higher Apprenticeship in Agriculture - Level 4 (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](https://acecerts.co.uk/framework_library)

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**Issued By:**  
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# Higher Apprenticeship in Agriculture - Level 4

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# Framework information

## Information on the Issuing Authority for this framework:

**Lantra**

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

Issue number: 1	This framework includes:
Framework ID: FR02539	Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input checked="" type="checkbox"/>
Date this framework is to be reviewed by: 28/09/2017	This framework is for use in: England

## Short description

The Higher Apprenticeship in Agriculture provides the skills, knowledge and competence required to become a unit or assistant farm manager. The programme includes generic business skills and depending on the type of farm also provides more specific higher level skills and knowledge relating to crops and livestock management.

The higher apprenticeship provides progression for those apprentices who have completed the Advanced Apprenticeship or for those who may have entered the sector having completed a full time programme at Level 3.

Successful completion of the Higher Apprenticeship provides opportunities to progress to higher learning through relevant degree programmes.

The minimum duration of the Higher Apprenticeship is 18 months.

# Contact information

## Proposer of this framework

Lantra has developed this framework using a number of mechanisms for engaging with employers and associations such as: National Farmers' Union, British Institution of Agricultural Consultants, National Sheep Association, British Dairy Farmers and a number of independent farmers.

### Developer of this framework

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# Revising a framework

## Why this framework is being revised

[Click here to enter text.](#)

## Summary of changes made to this framework

[Click here to enter text.](#)

## Qualifications removed

[Click here to enter text.](#)

## Qualifications added

[Click here to enter text.](#)

## Qualifications that have been extended

[Click here to enter text.](#)

# 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 Agriculture Industry

Agriculture includes the production of primary food and managing the land for environmental and sustainable development. The sector can be divided into a number of sub-sectors or industries categorised into:

- Agricultural crops - the production of arable crops such as cereals, vegetables, root and bulb crops. Some have diversified into bio-fuels, trees and short term coppice.
- Agricultural livestock - the production of beef, sheep, pigs, poultry, dairy and other non mainstream livestock.
- Agricultural contracting - providing services to farmers such as crop spraying, foot trimming, sheep shearing as well as agronomy or nutritional advice.

The main enterprise on a farm will vary according to geographical location and local markets. There have been many advancements in recent years with the introduction of new technology, farming methods and legislation resulting in changes to practices and the skills required to keep agriculture at the forefront of the economy.

The global demand for food is expected to rise by 60% by 2050, putting agricultural production under pressure to provide more outputs. This will mean production efficiencies will need to improve and farmers will need to become more adaptable if they are going to meet targets.

Lantra's research 2012 identified the need to improve the skills and knowledge of the sector, in particular, business, finance and marketing skills, alongside higher level technical skills and knowledge. This is also supported by the more recent AgriTech Strategy 2013 which aims to improve the uptake of skills and the overall public perception of the industry. Therefore, this higher apprenticeship will provide a vital route to bring new entrants into the sector at this level.

This research found that 10,000 people will be needed at level 4 by 2020, which maybe from full-time education, but with the development of the Higher Apprenticeship this provides an alternative for those new entrants who do not wish to study full-time.

Roles that the Higher Apprenticeship will support are Unit Manager and Assistant Farm Manager.

Further information on the Agriculture industry can be found at: [www.lantra.co.uk](http://www.lantra.co.uk).

## **Aims and objectives of this framework (England)**

The aim of the Higher Apprenticeship in Agriculture is to attract new entrants into the Agriculture industry and provide progression opportunities for employees wishing to move towards higher level jobs, by including relevant qualifications that are flexible and reflective of the skills needs of the industry.

The objectives are to:

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

Career information within the Agriculture industry is available on Lantra's website [www.lantra.co.uk/careers](http://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 Agriculture industry. Employers are encouraged to get involved in the recruitment and selection stages, to ensure they get to know the apprentices before their employment.

There are many different farms, some will be just arable, some just livestock and some a mixture. As a Unit Manager or Assistant Farm Manager you could be responsible for just one of these areas or a range.

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 Agriculture Apprenticeship it has been agreed with the industry that the minimum duration of the Higher Apprenticeship is 18 months.

## Requirements for the Higher Apprenticeship

The Agriculture industry want the entry requirements for the Higher Apprenticeship to be flexible, so therefore has suggested that one of the following should be completed:

- Level 3 Diploma in Work-based Agriculture
- Level 3 Certificate in Work-based Agriculture
- Level 3 Award in Agriculture
- Level 3 Extended Certificate in Agriculture
- Level 3 Diploma in Agriculture
- Level 3 Certificate in Pig Husbandry Skills
- Level 3 Advanced Apprenticeship in Agriculture
- Level 3 NVQ in Agriculture Crops/Livestock
- Practical experience within the Agricultural industry
- Voluntary work within the Agricultural industry
- 2 AS/A levels.

Progression opportunities onto the Agriculture Higher Apprenticeship also exist for adult learners who have experience within the Agriculture industry who are looking for a career change.

## 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 Higher 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 4 work-based qualification, these will be reviewed during an initial assessment to see if Recognition of Prior Learning can be claimed.

# Level 4

Title for this framework at level 4

## Agriculture

Pathways for the framework at level 4:

Pathway 1:            Agricultural Business Management

# Level 4, Pathway 1: Agricultural Business Management

## Description of this pathway

The Agricultural Business Management pathway is appropriate for an Assistant Farm Manager. A minimum of 97 credits which is made up as follows:

- Competence qualification - 82 credits
- Knowledge qualification - 15 credits

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

No additional entry requirements for this pathway.

Job title(s)	Job role(s)
Unit Manager	A unit manager is responsible for the management of a particular enterprise, ie. a sheep or dairy unit. This will mean responsibility for health, welfare and the performance of the livestock. They may also have responsibility for staff.
Farm Manager	A farm manager either runs their own business or are employed to run a farm efficiently and profitably for someone else.
Assistant Farm Manager	An assistant farm manager is expected to take charge when the farm manager is away. They may have responsibility for staff, allowing the farm manager to focus on other tasks. They may have responsibility for certain enterprises on the farm, reporting progress, performance and finances.

# Qualifications

## Competence qualifications available to this pathway

C1 - City & Guilds Level 4 Diploma in Work-based Agricultural Business Management (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/2842/7	City & Guilds	82	203-221	N/A

## Knowledge qualifications available to this pathway

K1 - Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/6840/1	Pearson Education Limited	15	60	N/A

## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

Higher Apprentices must complete C1 (competence qualification) and K1(knowledge qualification).

The knowledge qualification underpins 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](http://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](http://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](http://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

## Requirements for the Higher Apprenticeship

The Agriculture industry want the entry requirements for the Higher Apprenticeship to be flexible, so therefore has suggested that one of the following should be completed:

- Level 3 Diploma in Work-based Agriculture
- Level 3 Certificate in Work-based Agriculture
- Level 3 Award in Agriculture
- Level 3 Extended Certificate in Agriculture
- Level 3 Diploma in Agriculture
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- Level 3 Advanced Apprenticeship in Agriculture
- Level 3 NVQ in Agriculture Crops/Livestock
- Practical experience within the Agricultural industry
- Voluntary work within the Agricultural industry
- 2 AS/A levels.

Progression opportunities onto the Agriculture Higher Apprenticeship also exist for adult learners who have experience within the Agriculture industry who are looking for a career change.

## Progression from the Higher Apprenticeship in Agriculture

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

- Agriculture
- Agriculture and Countryside Conservation
- Agriculture with Animal Science
- Agriculture with Business Studies

For apprentices who wish to continue their development of skills and qualifications beyond Degree level, opportunities exist to progress to courses such as a Masters Degree, including:

- Crop Biotechnology and Entrepreneurship
- Plant Genetic Manipulation
- Conservation and Land Management
- International Animal Health.

Some useful websites to visit regarding Higher Education are [www.ucas.co.uk](http://www.ucas.co.uk); or

<http://www.ukpass.prospects.ac.uk>; both of these have information about courses and providers along with specific information on entry requirements.

Apprentices looking to progress within their employment from the Higher Apprenticeship may be able to work towards managerial positions such as Farm Manager. Progression will be dependent on the qualifications and experience an individual possesses, as achievement alone of the Higher Apprenticeship does not guarantee entry to these opportunities.

Further information on careers in the Agriculture industry including job profiles, progression maps and case studies can be found at [www.lantra.co.uk/careers](http://www.lantra.co.uk/careers)

## Employee rights and responsibilities

N/A

### 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

## Agriculture industry

The Agriculture industry (UK) employees are mainly male (77%), 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 Agriculture employment as traditionally a male dominated industry despite many roles in Agriculture being carried out by females. It is interesting to note that Further Education enrolments onto Agriculture related learning programmes are also mainly male at an average of 81% compared with work-based learning enrolments 94%.

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.

Agriculture is not always seen as a career of choice because of the perceptions that there are no or limited progression opportunities. Equally, misconceptions that all jobs involve working outdoors in all weathers with long and unsociable hours and that much of the employment is in family business handed down through the generations magnify recruitment barriers in the wider competitive labour market.

However, these are identified as trends which are specific to the nature of the Agriculture sector and there are no actual barriers to recruitment into the industry. There may be some physical restrictions in parts of the Agriculture industry especially whilst working with heavy equipment and machines or with large livestock. 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 partnership
6. Pregnancy and maternity

7. Race
8. Religion or belief
9. Sexual orientation.

## **Resolutions and further work**

The units within the Diploma in Work-based Agricultural Business Management 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 Agriculture.

Because of the diverse nature of the Agriculture sector the Diploma in Work-based Agricultural Business Management has been developed from these units to allow maximum flexibility and choice within the rules of combination.

Lantra will work with the Agriculture industry and the providers in the sector 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 Agriculture Higher Apprenticeship 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**

GLH does not apply to Higher Apprenticeship frameworks.

## **Minimum off-the-job guided learning hours**

N/A

**How this requirement will be met**

N/A

**Minimum on-the-job guided learning hours**

N/A

**How this requirement will be met**

N/A

## 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

N/A

## 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](http://www.acecerts.co.uk/framework_library)