

apprenticeship FRAMEWORK

Horticulture (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: 14 February 2014

Issued By:
IA Name

Apprenticeship Certificates
England

https://acecerts.co.uk/framework_library

Document Status:
Issued

Horticulture

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 Horticulture Industry	9
2012/2013	10
2011/2012	10
Aims and objectives of this framework (England)	11
Entry conditions for this framework.....	11
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: Horticulture	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	18

Relationship between competence and knowledge qualifications.....	18
Knowledge units.....	18
Transferable skills (England)	20
Inclusion of Information and Communications Technology (ICT)	21
Progression routes into and from this pathway	22
Progression onto the Intermediate Apprenticeship in Horticulture:	22
Progression from the Intermediate Apprenticeship:.....	22
Employee rights and responsibilities	24
Employee Rights and Responsibilities (ERR) within the Intermediate Apprenticeship in Horticulture	24
Certification Requirements for ERR	24
Level 3, Pathway 1: Horticulture	26
Description of this pathway	26
Entry requirements for this pathway in addition to the framework entry requirements	26
Qualifications.....	28
Competence qualifications available to this pathway	28
Knowledge qualifications available to this pathway	28
Combined qualifications available to this pathway	29
Relationship between competence and knowledge qualifications.....	29
Knowledge units.....	29
Transferable skills (England)	31
Inclusion of Information and Communications Technology (ICT)	32
Progression routes into and from this pathway	33
Progression onto the Advanced Apprenticeship in Horticulture:	33
Progression from the Advanced Apprenticeship:	33
Employee rights and responsibilities	35
Employee Rights and Responsibilities (ERR) within the Advanced Apprenticeship in Horticulture ...	35
Certification Requirements for ERR	35
How equality and diversity will be met.....	37
Horticulture industry	37
Resolutions and further work	38
On and off the job guided learning (England)	38
Total GLH for each pathway.....	38
Advanced Apprenticeship.....	39
Minimum off-the-job guided learning hours	39
Intermediate Apprenticeship	39
Advanced Apprenticeship.....	39
How this requirement will be met.....	39
Examples of off-the-job training for the Horticulture Apprenticeship are:	40
Evidence of off-the-job GLH.....	40

Certification Requirements for GLH as of the 1st January 2014.....	40
Minimum on-the-job guided learning hours	40
Intermediate Apprenticeship	41
Advanced Apprenticeship.....	41
How this requirement will be met.....	41
On-the-job guided learning should:	41
Examples of on-the-job guided learning that a learner will be focusing on within the workplace for the Horticulture Apprenticeship are:	41
Evidence of on-the-job guided learning	42
Certification Requirements for GLH as of the 1st January 2014.....	42
Certification Requirements for GLH	43
Personal learning and thinking skills assessment and recognition (England)	44
Summary of Personal Learning and Thinking Skills	44
Certification Requirements for PLTS	44
Creative thinking.....	45
Independent enquiry	45
Reflective learning.....	45
Team working.....	45
Self management.....	46
Effective participation	46

Framework information

Information on the Issuing Authority for this framework:

Lantra

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

Issue number: 6	This framework includes:
Framework ID: FR02699	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: 29/09/2017	This framework is for use in: England

Short description

The Horticulture Intermediate and Advanced Apprenticeship framework is designed with industry to provide apprentices with the skills and knowledge required and support future progression in the industry. The minimum duration of the Intermediate Apprenticeship is 20 months and Advanced Apprenticeship is 24 months.

The Diploma in Work-based Horticulture within the framework has a number of routes and depending on the sub-sector apprentices are working in, there are a range of jobs, eg. Gardener, Landscaper, Nursery Worker, Fruit and Vegetable Production Worker, Greenkeeper.

Following completion of the Apprenticeship, learners can progress within Horticulture or through vocational courses at a land-based college.

Contact information

Proposer of this framework

The Horticulture industry including employers and associations such as: Royal Horticultural Society, Association of Professional Landscapers, Greenkeepers Training Committee, English Heritage, Soil Association, Institute of Groundsmen, Greenspace and a number of independent businesses.

Developer of this framework

Name:	Jo-Anne Bryan
Organisation:	Lantra
Organisation Type:	Sector Skills Council
Job Title:	Project Manager - Frameworks
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 horticulture work-based qualifications within the Intermediate and Advanced Apprenticeships have been updated to reflect the recently revised National Occupational Standards.

Summary of changes made to this framework

Updated horticulture work-based diplomas at levels 2 and 3.

Withdrawal of Edexcel's work-based diplomas at levels 2 and 3.

Additional Awarding Organisation (Highfield) offering the level 2 work-based diploma.

Qualifications removed

ABC Awards - Level 2 Diploma in Work-based Horticulture - 500/6756/4

City & Guilds - Level 2 Diploma in Work-based Horticulture - 500/6205/0

Edexcel - Level 2 Diploma in Work-based Horticulture - 600/3670/9

ABC Awards - Level 3 Diploma in Work-based Horticulture - 500/6735/7

Edexcel - Level 3 Diploma in Work-based Horticulture - 600/3714/3

Qualifications added

ABC - Level 2 Diploma in Work-based Horticulture (QCF) - 601/2450/7

City & Guilds - Level 2 Diploma in Work-based Horticulture (QCF) - 601/2631/0

Highfield - Level 2 Diploma in Work-based Horticulture (QCF) - 601/2331/X

ABC - Level 3 Diploma in Work-based Horticulture (QCF) - 601/2522/6

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 Horticulture Industry

Horticulture is a broad and varied industry that can be split into four main areas:

1. Landscaping comprising of many different types of business and employment, including both the public and private sectors. Businesses range from small contracting firms to large integrated, multi-national companies and local authorities.
2. Production horticulture is made up of small and medium-sized enterprises (SMEs) many of which are family run. This typically includes businesses producing fruit, vegetables, protected crops, plants, flowers, bulbs, nursery stock and trees.
3. Sports turf and golf greenkeeping which includes managing and maintaining sports turf/grounds that are to be used for sport but need to meet specific requirements. Typically they are small industries and may even be part of a larger organisation.
4. Parks, gardens and green space comprises of local authority parks and greenspace, private gardens, heritage and botanic gardens.

Research carried out by Lantra in 2013 found that micro-businesses dominate the land-based and environmental sector; 85% of Horticulture businesses employ fewer than ten people. Horticulture is a large industry within the land-based and environmental sector representing 18% of the businesses (27,860) and 24% of the employment, of which the majority are full-time employees; however, this emphasises the need for employees to have a variety of

skills to help organisations grow and remain profitable.

The Horticulture industry has an ageing workforce; in Amenity Horticulture, 60% are aged 40 or over and for Production Horticulture, 41% are aged 50 or over. Key decision makers within Production Horticulture are around 55 years of age and around half of these do not have successors. Therefore the Apprenticeship aims to encourage new recruits into the Horticulture industry by offering progression opportunities to ensure the future of the skills and knowledge within the industry.

Migrant workers form a significant proportion of the workforce, particularly in Production Horticulture and with the changes to how many migrants can work in England there will be a need to recruit applicants from other sources.

This Apprenticeship framework encompasses the skills needed by new entrants to ensure they have the right mix of skills and those already employed have the opportunity to upskill. This will ensure that employees within Horticulture have the skills required to be competent in their employment.

The Horticulture industry values the Apprenticeship as an entry route into the sector as it offers apprentices the opportunity to learn the skills and knowledge by completing hands-on work experience. The industry support for the Apprenticeship is evidenced by the growth in the completions of the Apprenticeship in England over the last two years as indicated below:

2012/2013

- Level 2 - 1126
- Level 3 - 246
- Total - 1372

2011/2012

- Level 2 - 781
- Level 3 - 73
- Total - 854

During the review of this Apprenticeship, Lantra involved the Horticulture industry including trade associations such as Soil Association, Horticultural Trade Association, Institute of Horticulture, Institute of Groundsmanship, Professional Gardeners Guild, local authorities and a number of independent businesses. By involving trade associations and independent businesses we ensure that the Apprenticeship framework is reflective of the current and future needs of the industry.

Horticulture is for those working to establish, manage, retail or cultivate plants for science, plant production or crop production or to use plants in landscapes to support the built

environment, for aesthetics, transport and utility infrastructure, sport or wildlife conservation.

- Job Roles at Level 2 may include: Gardener, Landscaper, Nursery Worker, Fruit and Vegetable Production Worker, Machinery Operator, Greenkeeper, Groundsman, Gravedigger.
- Job Roles at Level 3 may include: Horticultural Technician, Deputy Head Greenkeeper, Deputy Head Groundsman, Garden Designer, Landscape Manager, Senior Gardener, Gardener (Historic and Botanic), Parks Officer.

Further information on the Horticulture industry can be found at: www.lantra.co.uk.

Aims and objectives of this framework (England)

The aim of the Intermediate and Advanced Apprenticeships is to build on the success of its predecessor by including updated qualifications to meet the skills needs of employers, attracting new applicants into the Horticulture industry to fill vacancies and provide a progression pathway for apprentices to higher level jobs.

The objectives are to:

1. Continue the previous success of the Intermediate Apprenticeship and increase the uptake of both the Apprenticeship and Advanced Apprenticeship in Horticulture.
2. Encourage more of the Intermediate apprentices to progress onto the Advanced Apprenticeship.
3. Upskill those working in the Horticulture sub-sectors to ensure that they attain the skills required to be competent in their profession.
4. Increase awareness of the two levels of Apprenticeship with learners and employers.
5. Provide clear progression and information on the range of opportunities available, via Further and Higher Education where appropriate.

Career information within the Horticulture 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 Horticulture 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 working outdoors, enjoy working with plants or are interested in maintaining grounds used for sport and/or recreation, horticulture may be the career for you.

There are many different types of jobs available in horticulture, for example, you may wish to become a gardener growing and maintaining plants or a greenkeeper looking after specific grounds. By taking an Apprenticeship in Horticulture you will be able to work towards one of these jobs.

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 Horticulture Apprenticeship it has been agreed with the industry that the minimum duration of the Intermediate Apprenticeship is 20 months and the Advanced Apprenticeship is 24 months.

Entry requirements for the Intermediate Apprenticeship

There are no specific entry requirements for the Intermediate Apprenticeship in Horticulture, however, there are qualifications and courses that will help learners understand the sector prior to starting:

- Level 1 Certificate in Land-based Operations
- Level 1 Diploma in Horticulture
- Level 1 Diploma in Work-based Horticulture
- Level 1 NVQ in Amenity/Production Horticulture
- Level 1 Diploma in Practical Horticulture Skills
- 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
- GCSEs/A levels.

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

Entry requirements for the Advanced Apprenticeship

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

- Intermediate Apprenticeship in Horticulture
- Level 2 Diploma in Work-based Horticulture
- Level 2 NVQ in Amenity/Production Horticulture
- Level 2 Certificate in Practical Horticulture Skills
- Level 2 Diploma in the Principles and Practices of Horticulture
- Level 2 BTEC Extended Certificate in Horticulture
- Level 2 BTEC Diploma in Horticulture
- Level 2 Extended Certificate in Sports and Amenity Turf Maintenance
- Level 2 Certificate in Gardening

- Level 2 Certificate in Garden Design.
- Practical experience within the Horticulture industry
- 14-19 Diploma in Environmental and Land-based Studies
- 3 GCSEs (A*-C)/A levels

(There are many qualifications within horticulture, those named above are a few suggestions).

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 Intermediate 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 Recognition of Prior Learning 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 Recognition of Prior Learning (RPL) where appropriate.

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

Level 2

Title for this framework at level 2

Horticulture

Pathways for the framework at level 2:

Pathway 1: Horticulture

Level 2, Pathway 1: Horticulture

Description of this pathway

Horticulture is for those working to establish, manage, retail or cultivate plants. A minimum of 47 credits which is made up of the following:

- Combined competence/knowledge qualification - 37 credits (competence 27 credits and knowledge 10 credits)
- Level 1 Functional Skills in English - 5 credits
- Level 1 Functional Skills in Mathematics - 5 credits

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

No additional pathway entry requirements.

Job title(s)	Job role(s)
Gardener	Gardeners grow and maintain plants in a variety of different settings. These include public and historical parks, private and botanical gardens, plant nurseries, sports facilities, roadside verges and open green spaces.
Landscape	Landscape designers undertake similar work to a gardener, however mainly in the private sector working on areas such as commercial premises or private households. Landscape designers plant and manage borders and green spaces, build ponds and water features and undertake hard landscaping work such as driveways.
Nursery Worker	Nursery workers in garden centres sell plants and flowers to the public that they buy in. Some nurseries may grow their own plants to sell. Recently, garden centres have branched out further into garden tools/machinery, conservatory/garden furniture, as well as protective clothing.
Fruit and Vegetable Production Worker	This work could be within glasshouses or on large farms and varies from season to season. Some sites may specialise in certain fruit or vegetables but most will be involved in planting, tending, harvesting and storing all types of fruit or vegetables.
Machinery Operator	A machinery operator will use a variety of different machinery to undertake a variety of different jobs. These could include using a tractor to plough or drill or other machinery for harvesting crops. The role may also include maintaining and cleaning the machinery.
Greenkeeper	A greenkeeper is responsible for the maintenance, care and overall appearance of a golf course. It is their job to maintain a good and safe playing surface and ensure the course offers a consistent challenge and an enjoyable experience to golfers.
Groundsperson	Groundsmen/women maintain a range of sports surfaces such as football, cricket and rugby pitches, tennis courts, bowling greens and horse racing courses.
Gravedigger	Maintaining cemeteries, graveyards and memorial gardens, making sure they remain places where visitors can experience a sense of peace in a beautiful and serene setting. Good practical horticultural skills, from planting to tree maintenance and grass-cutting are needed.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 2 Diploma in Work-based Horticulture (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/2450/7	ABC Awards	37	280	
B1b	601/2631/0	City & Guilds	37	241-333	
B1c	601/2331/X	Highfield	37	280	

Relationship between competence and knowledge qualifications

There is one qualification, Level 2 Diploma in Work-based Horticulture, which includes both competence and knowledge.

The competence and knowledge elements will be achieved through completion of the mandatory and optional units listed within the awarding organisation's (ABC Awards, C&G or Highfield) guidance and will total a minimum of **37 credits**. At least 10 credits must be achieved through the knowledge units and be assessed via independent methods.

The competence units will be separately assessed to the knowledge units listed below.

The choice of knowledge units will depend on the role and workplace the apprentice is working in and will need to be agreed with the apprentice, employer and provider at the start of the programme.

Knowledge units

- Monitoring and maintaining health and safety (2 credits knowledge)
- Maintain and develop personal performance (1 credit knowledge)
- Establishing and maintaining effective working relationship with others (1 credit knowledge)
- Levelling and preparing sites for landscaping (3 credits knowledge)
- Clearing horticultural and landscaping sites (1 credit knowledge)
- Establishing crops or plants in growing medium (2 credits knowledge)

- Preparing ground for seeding and planting (2 credits knowledge)
- Establishing plants and/or seeds in soil (2 credits knowledge)
- Maintain the health of sports turf (3 credits knowledge)
- Maintain the condition of sports turf surfaces (4 credits knowledge)
- Renovate and repair sports surfaces (2 credits knowledge)
- Prepare and excavate internment plots (Dig graves) (2 credits knowledge)
- Prepare, backfill and restore graves and internment plots (3 credits knowledge)
- Use and maintain non-powered and hand held powered tools and equipment (1 credit knowledge)
- Use and maintain pedestrian controlled powered equipment (1 credit knowledge)
- Use and maintain ride-on powered equipment (2 credits knowledge)
- Monitor and report on the growth and development of crops and plants (2 credits knowledge)
- Remove unwanted plant growth to maintain development (3 credits knowledge)
- Carry out harvesting operations (2 credits knowledge)
- Plant nomenclature, terminology and identification (3 credits knowledge)
- Communicate information within the workplace (1 credit knowledge)
- Load and unload physical resources within the work area (1 credit knowledge)
- Prepare and operate a tractor and attachments (2 credits knowledge)
- Identify and report the presence of pests, diseases and disorders (2 credits knowledge)

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 Horticulture is valued by the Horticulture industry as an entry route into the industry.

Progression onto the Intermediate Apprenticeship in Horticulture:

There are no specific entry requirements to enter the Horticulture Intermediate Apprenticeship, however, there are qualifications or experience that will help learners prior to starting:

- Level 1 Certificate in Land-based Operations
- Level 1 Diploma in Horticulture
- Level 1 Diploma in Work-based Horticulture
- Level 1 Diploma in Practical Horticulture Skills
- Level 1 NVQ in Amenity/Production Horticulture
- Level 1 Award/Certificate/Diploma in Work-based Land-based Operations
- Units taken as part of Foundation Learning
- Practical experience within the Horticulture industry
- 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 Intermediate Apprenticeship, this will be assessed during an initial assessment allowing Recognition of Prior Learning (RPL) where appropriate.

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

Progression from the Intermediate Apprenticeship:

Apprentices successfully completing the Intermediate Apprenticeship have opportunities to progress within the industry by progressing to the Advanced Apprenticeship in Horticulture or other Further Education courses such as:

- Level 3 Certificate in Work-based Horticulture
- Level 3 Diploma in Work-based Horticulture
- Level 3 Certificate in Garden Design
- Level 3 Diploma in Garden and Planting Design
- Level 3 BTEC Diploma/Extended Diploma in Horticulture
- Level 3 Diploma in Principles and Practices of Horticulture.

Typical jobs apprentices will be able to progress onto on completion of the Level 2 Intermediate Apprenticeship will depend on the qualifications and experience gained during the Intermediate Apprenticeship but could include: Landscaper, Greenkeeper, Nursery Worker.

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 the Advanced Apprenticeship section.

Further information on careers in the Horticulture 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 Intermediate Apprenticeship in Horticulture

Within the Intermediate Apprenticeship in Horticulture apprentices need to complete the ERR workbook. Lantra's Horticulture 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:

1. 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
2. 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
3. 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
4. Understands the role played by their occupation within their organisation and industry
5. Has an informed view of the types of career pathways that are open to them
6. Knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. Knows where and how to get information and advice on their industry, occupation, training and career
8. Can describe and work within their organisation's principles of conduct and codes of practice
9. 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.

Level 3

Title for this framework at level 3

Horticulture

Pathways for the framework at level 3:

Pathway 1: Horticulture

Level 3, Pathway 1: Horticulture

Description of this pathway

Horticulture is for those working to establish, manage, retail or cultivate plants. A minimum of 67 credits which is made up of the following:

- Combined competence/knowledge qualification - 67 credits (competence 57 credits and knowledge 10 credits)
- Level 2 Functional Skills in English - 5 credits
- Level 2 Functional Skills in Mathematics - 5 credits

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

No additional pathway requirements.

Job title(s)	Job role(s)
Horticultural Technician	Horticultural technicians grow and care for plants, which may be for commercial, educational or research purposes. Horticultural technicians may focus on specific areas, such as tree disease or exotic flowers. Others may act as technical advisors to farmers, giving advice about plants and plant care
Deputy Head Greenkeeper	A deputy head greenkeeper will report directly to the head greenkeeper and is responsible for ensuring the team of greenkeepers carries out the maintenance, care and overall appearance of a golf course whilst maintaining a good playing surface.
Deputy Head Groundsman	Work with the head groundsman to ensure that the playing surface is maintained in a good and safe condition. Groundsmen work with a range of sports surfaces such as football, cricket and rugby pitches and horse racing courses which may be made of either natural or synthetic turf or a combination.
Garden Designer	Garden designers are experienced in dealing with all aspects of garden and landscape design. They generally provide a complete design service to clients enabling garden owners to enhance and make the most of their gardens.
Senior Gardener	A senior gardener will manage a small team to maintain and improve parks and gardens in a variety of situations. It will be the responsibility of the senior gardener to ensure that the work is completed on schedule and to the correct standard.
Gardener (Historic and Botanic)	Gardeners grow and look after plants in various historical parks, private and botanical gardens. Many gardens are open to the public, so the gardener may engage in visitor management. Gardeners work to maximise visitor enjoyment by maintaining excellent standards of presentation.
Parks Officer	Parks officers work for local councils and private companies managing parks and open and green spaces for the benefit of local residents and visitors. They supervise and allocate work to teams of gardeners and landscaping staff.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 3 Diploma in Work-based Horticulture (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/2522/6	ABC Awards	57	370	N/A
B1b	500/6255/4	City & Guilds	57	370	N/A

Relationship between competence and knowledge qualifications

There is one qualification, the Level 3 Diploma in Work-based Horticulture, which includes both competence and knowledge.

The competence and knowledge elements will be achieved through completion of the mandatory and optional units listed within the awarding organisation's (ABC Awards or C&G) guidance and will total a minimum of **57 credits**. At least 10 credits must be achieved through the knowledge units and be assessed via independent methods.

The competence units will be separately assessed to the knowledge units listed below.

The choice of knowledge units will depend on the role and workplace the apprentice is working in and will need to be agreed with the apprentice, employer and provider at the start of the programme.

Knowledge units

- Promote, monitor, and maintain health and safety and security (3 credits knowledge)
- Specify the maintenance of landscapes (3 credits knowledge)
- Plan and manage the control of pests, diseases and disorders (2 credits knowledge)
- Estimate and programme resource requirements for landscaping (3 credits knowledge)
- Manage your own resources (2 credits knowledge)
- Monitor landscape maintenance and inspect landscape features and facilities (2 credits knowledge)
- Evaluate ground and environmental conditions to establish grassed and planted areas (2 credits knowledge)

knowledge)

- Prepare sites for soft landscape establishment (2 credits knowledge)
- Establish grass swards (2 credits knowledge)
- Plan the maintenance, repair and renovation of sports turf areas (3 credits knowledge)
- Plan and set out sports areas (2 credits knowledge)
- Maintain irrigation systems (2 credits knowledge)
- Provide nutrients to plants or crops (3 credits knowledge)
- Monitor the development of crops or plants (2 credits knowledge)
- Manage information for action (3 credits knowledge)

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 Horticulture 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 in Horticulture:

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

- Intermediate Apprenticeship in Horticulture
- Level 2 Diploma in Work-based Horticulture
- Level 2 NVQ in Amenity/Production Horticulture
- Level 2 Certificate in Practical Horticulture Skills
- Level 2 Diploma in the Principles and Practices of Horticulture
- Level 2 BTEC Extended Certificate in Horticulture
- Level 2 BTEC Diploma in Horticulture
- Level 2 Extended Certificate in Sports and Amenity Turf Maintenance
- Level 2 Certificate in Gardening
- Level 2 Certificate in Garden Design
- Practical experience within the Horticulture industry
- 14-19 Diploma in Environmental and Land-based Studies
- 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 Horticulture Advanced Apprenticeship also exist for adult learners who have experience within the Horticulture 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 Higher Education courses such as a HNC/D, Foundation Degree or Degree (BSc). Examples of courses available across the UK include:

- Horticulture

- Horticulture with Plantmanship
- Amenity Horticulture
- Plant Science
- Garden and Landscape Design
- Horticulture Production Management.

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

- Plant Genetic Manipulation
- Horticulture (Crop Production)
- Landscape Management.

Some useful websites to visit regarding Higher Education are www.ucas.co.uk, or <http://ukpass.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 Horticulture Technician and Farm Manager. Progression will be dependent on the qualifications and experience an individual possesses, as achievement alone of the Level 3 Advanced Apprenticeship does not guarantee entry to these opportunities.

Further information on careers in the Horticulture 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 Horticulture

Within the Advanced Apprenticeship in Horticulture apprentices need to complete the ERR workbook. Lantra's Horticulture 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 already undertaken an Intermediate Apprenticeship may have already completed the ERR workbook or they may have undertaken an accredited unit. These apprentices will not be required to repeat this section but they will be required to provide evidence of completion within their portfolio.

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

1. 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
2. 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
3. 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
4. Understands the role played by their occupation within their organisation and industry
5. Has an informed view of the types of career pathways that are open to them
6. Knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. Knows where and how to get information and advice on their industry, occupation, training and career
8. Can describe and work within their organisation's principles of conduct and codes of practice
9. 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

Horticulture industry

The horticulture industry employees are mainly males (73%), which is 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 horticulture employment as traditionally a male dominated industry despite many roles in horticulture being carried out by females. It is interesting to note that Further Education enrolments onto Horticulture related learning programmes are also mainly male at an average of 57% compared with work-based learning enrolments 89%.

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.

Businesses in Horticulture vary enormously, as it is such a diverse industry, split into 2 main areas - amenity and production horticulture. The industry offers a huge range of opportunities, such as landscaping, sports turf and golf greenkeeping, private heritage and botanic gardens, commercial grounds, public parks and greenspace, garden centres and nurseries.

There are no actual barriers to recruitment into the industry. There may be some physical restrictions in parts of the horticulture industry especially whilst 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 Horticulture 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 Horticulture because of the diverse nature of the Horticulture sector the competence and knowledge qualifications have been developed from these units to allow maximum flexibility and choice within the rules of combination.

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

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

Through the Horticulture industry, issues relating to standards, training and business productivity have been identified and the group has developed an industry action plan to prioritise issues such as recruitment and upskilling within 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 Guided Learning Hours (GLH) which includes both on and off-the-job guided learning for the Horticulture Intermediate Apprenticeship is 535 GLH.

The minimum duration for apprentices undertaking this pathway to complete the programme is

20 months. The requirement, therefore, is for an apprentice to undertake a minimum of 321 hours in year 1 and 214 in the remaining 8 months of the programme.

Advanced Apprenticeship

The total amount of Guided Learning Hours (GLH) which includes both on and off-the-job guided learning for the Horticulture Advanced Apprenticeship is 623 GLH.

The minimum duration for apprentices undertaking this pathway to complete the programme is 24 months. The requirement, therefore, is for an apprentice to undertake a minimum of 311.5 hours in each year of the programme.

Minimum off-the-job guided learning hours

Off-the-job 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

- Horticulture Intermediate Apprenticeship - a minimum of 400 off-the-job guided learning hours must be delivered over the 20 month period. 240 off-the-job guided learning hours must be delivered within the first year, followed by 160 hours in the remaining 8 month period. This exceeds the minimum requirement of 30% off-the-job GLH per year.

Advanced Apprenticeship

- Horticulture Advanced Apprenticeship - a minimum of 439 off-the-job guided learning hours must be delivered over the 24 month period. 219.5 off-the-job guided learning hours must be delivered within each year. This exceeds the minimum requirement of 30% off-the-job GLH 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
- Allowed access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- Delivered during contracted working hours
- 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, guided study.

Examples of off-the-job training for the Horticulture Apprenticeship are:

- Knowledge of different plant species
- Understanding plant species' requirements e.g. soil type, light requirement
- Functional Skills in English and Mathematics
- First aid training
- Taught sessions contributing to Employment Rights and Responsibilities knowledge
- Induction where activities are covered away from normal work duties.

Evidence of off-the-job GLH

- Level 2/3 Knowledge based units
- Level 1/2 Functional Skills in English and Mathematics - 45 GLH per functional skill
- Employee Rights and Responsibilities
- Personal Learning and Thinking Skills
- Induction

Off-the-job training 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 as of the 1st January 2014.

As of the 1st January 2014 all providers and apprentices must complete the new Apprentice Declaration & 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 organisation 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 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

- Horticulture Intermediate Apprenticeship – a minimum of 135 on-the-job guided learning hours must be delivered over the 20 month period. 81 on-the-job guided learning hours must be delivered in year 1 and 54 GLH in the remaining 8 months.

Advanced Apprenticeship

- Horticulture Advanced Apprenticeship – a minimum of 184 on-the-job guided learning hours must be delivered over the 24 month period. 92 on-the-job guided learning hours must be delivered in each year of the programme.

How this requirement will be met

Job roles within the Horticulture Apprenticeship require a high level of 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, guided study.

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

- Safe use of equipment and machines
- Different species' requirements
- Environmental awareness
- Employability skills
- Team working and communications
- Task specific workplace instructions or team briefings
- Taught sessions by the workplace line manager/instructor as opposed to formal planned taught sessions off-the-job on Employee Rights and Responsibilities knowledge
- Induction where activities are covered within normal work duties
- Coaching of learners.

Evidence of on-the-job guided learning

- Level 2/3 Diploma in Work-based Horticulture
- Level 1/2 Functional Skills in English and Mathematics - 45 GLH per functional skill

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

Certification Requirements for GLH as of the 1st January 2014.

As of the 1st January 2014 all providers and apprentices must complete the new Apprentice Declaration & 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 organisation 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 Horticulture 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 Horticulture qualification. The awarding organisations (ABC Awards, C&G and Highfield) have developed with Lantra a Record of Achievement, which is based on quality assured evidence collected throughout the Apprenticeship. This ensures that the PLTS outcomes are formally assessed.

Lantra requires learners to complete the Horticulture 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 . This form should then be kept within the learners portfolio.

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 within their portfolio.

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