apprenticeship
FRAMEWORK

Environmental Conservation (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.

For more details of the changes please read the following preface page to the framework document.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR04314

Issue date: 08 June 2018

Issued by
Lantra

apprenticeship
FRAMEWORKS ONLINE
www.afo.sscalliance.org

Document status:
Issued

Apprenticeships

CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 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 this date and not completed by 21 September 2018.

The SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements. This now allows for the acceptance of a wider range of UK-wide qualifications and also certain international qualifications, where these are supported by a suitable NARIC Statement of Comparability.

Full details relating to the exceptions eligibility criteria are contained in:

Section 5 of SASE for Intermediate Level Apprenticeships
Section 31 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements.

Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

Please note that the Transferable Skills tables within this document have not been updated to reflect the recent SASE changes and do not include the expanded range of acceptable qualifications. Refer to SASE for a full list of acceptable qualifications.

The updated version of SASE can be accessed here:
https://www.gov.uk/government/publications/specification-of-apprenticeship-standards-for-england

Environmental Conservation (England)

Contents

Framework summary 4
Framework information 6
Contact information 7
Revising a framework 8
Purpose of the framework 9
Entry conditions 12
- Level 2: Environmental Conservation 14
  - Pathway 1: Environmental Conservation 15
  - Pathway 2: Dry Stone Walling 28
- Level 3: Environmental Conservation 38
  - Pathway 1: Environmental Conservation 39
  - Pathway 2: Dry Stone Walling 50

Equality and diversity 60
On and off the job guided learning 62
Personal learning and thinking skills 68
Additional employer requirements 73

Framework summary

Environmental Conservation

Environmental Conservation

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Environmental Conservation

Competence qualifications available to this pathway:

C1 - Level 2 Diploma in Work-based Environmental Conservation

Knowledge qualifications available to this pathway:

K1 - Level 2 Award in Business for the Environmental and Land-based Sector

K2 - Level 2 Certificate in Land-based Activities

K3 - Level 2 Award in Coastal Zone Management

K4 - Level 2 Award in Ecological Surveys and Techniques

K5 - Level 2 Award in Countryside Access and Recreation

K6 - Level 2 Award in Conservation and Improvement of British Habitats

K7 - Level 2 Award in Ecological Assessment

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 2: Dry Stone Walling

Competence qualifications available to this pathway:

C1 - Level 2 Certificate in Dry Stone Walling

Knowledge qualifications available to this pathway:

K1 - Level 2 Award in Business for the Environment and Land-based Sector

K2 - Level 2 Certificate in Land-based Activities

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Environmental Conservation

Environmental Conservation

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Environmental Conservation

Competence qualifications available to this pathway:

C1 - Level 3 Diploma in Work-based Environmental Conservation

Knowledge qualifications available to this pathway:

K1 - Level 3 Award in Principle of Developing Environmental and Land-based Projects

K2 - Level 3 Award in Business Management for the Environment and Land-based Sector

K3 - Level 3 Award in Business Management in the Land-based Sector

K4 - Level 3 Award in Ecological Assessment

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 2: Dry Stone Walling

Competence qualifications available to this pathway:

C1 - Level 3 Certificate in Dry Stone Walling

Knowledge qualifications available to this pathway:

K1 - Level 3 Award in Business Management for the Environment and Land-based Sector

K2 - Level 3 Award in Business Management in the Land-based Sector

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Lantra

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

Issue number: 5	**This framework includes:**
Framework ID: FR04314	Level 2 Level 3
Date this framework is to be reviewed by: 30/09/2014	This framework is for use in: **England**

Short description

The framework offers a Level 2 and Level 3 Apprenticeship entry route into the environmental conservation industry, providing learners entering the profession with the skills and knowledge to work in the industry. The minimum duration of Level 2 is 15 months and Level 3 is 18 months.

Job opportunities cover a range of areas from conservation officer, recycling officer, ranger, access and recreation officer, dry stone waller or manager of volunteers.

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

Contact information

Proposer of this framework

The Environmental Conservation Industry Group, which includes employers and organisations such as The Environment Agency; Dry Stone Walling Association; The National Trust; Wildlife Trusts; Royal Society for the Protection of Birds (RSPB); Trust for Conservation Volunteers (TCV); colleges and other small providers.

Developer of this framework

Name:	Jo-Anne Bryan
Organisation:	Lantra
Organisation type:	Sector Skills Council
Job title:	Project Manager - Apprenticeships
Phone:	02476 696996
Email:	apprenticeships@lantra.co.uk
Postal address:	Lantra Lantra House Stoneleigh Park Coventry Warwickshire CV8 2LG
Website:	www.lantra.co.uk

Issuing Authority's contact details

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

Revising a framework

Contact details

Who is making this revision:	Jo-Anne Bryan
Your organisation:	Lantra
Your email address:	joanne.bryan@lantra.co.uk

Why this framework is being revised

The removal of the Pearson/Edexcel Level 2 Award in Environmental and Land Based Business - 600/3275/3

Summary of changes made to this framework

The removal of the Pearson/Edexcel Level 2 Award in Environmental and Land Based Business - 600/3275/3

Qualifications removed

The removal of the Pearson/Edexcel Level 2 Award in Environmental and Land Based Business - 600/3275/3

Qualifications added

N/A

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 Environmental Conservation Industry

Environmental conservation covers a wide range of opportunities including the conservation of landscapes, habitats and species alongside the management of public access, recreation and interpretation to promote awareness, understanding and enjoyment of the countryside. The sector also covers associated landscape management skills at policy, planning and technical level together with the maintenance of rivers and waterways.

This provides a range of jobs within large and small, public and private and charitable organisations, such as the National Trust, National Parks, Wildlife Trusts, TCV, local authority countryside services and environmental consultancy.

The Apprenticeship reflects the dynamism and importance of the environmental sector to all individuals and has been developed to give people an understanding of the 21st century's needs of this broad sector. Apprentices will acquire knowledge, understanding and skills through “doing” and therefore gain a clear idea of what working life will be like.

Working in our sector can involve being outdoors practically managing sites by, for example: tree planting and felling; wildlife surveys; community engagement; recreation and education. Jobs provide opportunities to inspire people and engage with wildlife in order to manage and protect our natural heritage for the future.

Joe Taylor, Country Park Manager and Environmental Conservation Industry Group Chair says "The value of vocational learning and practical skills is increasingly being recognised by conservation organisations when recruiting staff and volunteers. This Apprenticeship incorporates the Work-Based Diploma in Environmental Conservation, and offers a diverse and directly relevant programme of learning. It has already been embraced by a number of employers including, for example, some National Park Authorities working in partnership with local colleges. I would encourage all conservation organisations with an interest in developing their staff, or in building on previous project-based skills initiatives, to find out more".

Lantra research from 2010 estimates that there are approximately 3,000 organisations and 17,000 people working in the environmental conservation industry in England; in addition to this there are an estimated 200,000 volunteers working in the UK in conservation. This research also found that around 73% of organisations in the UK employ fewer than ten employees. Therefore, each person has an important role to play within the organisation and this emphasises the need for employees to have a variety of skills to help the organisation grow and remain profitable.

Within the environmental conservation industry there has also been an increase in the demand for highly skilled staff. The current skills which employers feel will become increasingly important over the next few years are: business and management skills, technical/job specific skills (field survey and species identification, environmental/habitat management and wide land-based industry knowledge) and essential skills for example literacy and numeracy, which again emphasise the need for employees to have a variety of skills.

The industry increasingly values the Apprenticeship as a route into the sector, evidenced by growth in completions in England over the last three years and it is vital that those entering the industry can gain the high levels of technical skills required to work in the sector, which has never been more important with the issues of climate change, loss of bio-diversity, energy, food and fuel security and the need for sustainable business practice.

During the review of this Apprenticeship, Lantra involved the English members of the Environmental Conservation Industry Group, which includes employers and organisations such as The Environment Agency, Dry Stone Walling Association; The National Trust; Wildlife Trusts; RSPB; TCV; colleges and other small providers. Further information on the environmental conservation industry can be found at www.lantra.co.uk /Industries/Environmental-Conservation.

It is the view of the environmental conservation industry that because of the nature of their business, work-based learning through apprenticeships is a sure way to learn the necessary skills required to work in the environmental sector. This important route has therefore been highlighted by employers in the Environmental Conservation Industry Action Plan, which states the need to prioritise and increase the awareness and uptake of apprenticeships within the sector.

The environmental conservation framework offers two pathways with a number of routes which reflect the variety of opportunities within the sector.

- Job roles at Level 2 may include: estate worker, ranger, conservation officer, dry stone waller, education officer or community officer. Refer to job section for an explanation in Level 2 - pathways Environmental Conservation and Dry Stone Walling.
- Job roles at Level 3 may include: access/recreation officer, ecologist, environmental management officer, senior ranger, education officer or senior estate worker. Refer to job section for an explanation in Level 3 - pathways Environmental Conservation and Dry Stone Walling.

Further information on the environmental conservation industry can be found at: www.lantra.co.uk/research and on conservation careers at www.info.co.uk/ConservationCareers .

Aims and objectives of this framework (England)

The aim of the Level 2 and 3 Apprenticeships is to build on its predecessor by including updated qualifications to meet the skills needs of employers, attracting new applicants into the environmental conservation sector to fill vacancies and provide a progression pathway for apprentices to fill higher level jobs.

The objectives are to:

1. Increase the uptake of both the Intermediate Apprenticeship and Advanced Apprenticeship in Environmental Conservation by attracting new apprentices into the sector; especially those from the under-represented groups, to meet the changing skills needs of employers
2. Develop those working in environmental conservation to ensure that they attain the skills required to be competent and able to progress within their profession
3. Increase awareness of the benefits of the two levels of Apprenticeships with employers, all potential apprentices and education providers
4. Provide clear progression to and information on jobs, training and opportunities across the sector.

Career information within environmental conservation is available on Lantra's website www.lantra.co.uk/careers.

Entry conditions for this framework

If you are interested in working in Environmental Conservation, there are many different types of jobs, for example working on an estate managing the countryside, working as a ranger preserving the countryside or working as a dry stone waller repairing or rebuilding walls or landscape features. By taking an apprenticeship in Environmental Conservation 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 Environmental Conservation Apprenticeship it has been agreed with the industry that the duration of the Intermediate Apprenticeship is 15 months and the Advanced Apprenticeship is 18 months.

Entry requirements for the Intermediate Apprenticeship

There are no specific entry requirements to enter the Level 2 Intermediate Apprenticeship in Environmental Conservation, however, there are qualifications or experience that will help learners understand the sector prior to starting:

- Foundation Diploma in Environmental and Land-based Studies
- Level 1 Award in Practical Environmental and Conservation Skills
- Level 1 Diploma in Work-based Environmental Conservation
- Units taken as part of foundation learning
- Voluntary experience within the environmental conservation industry
- Have previously worked in, or are currently working within, the industry
- GCSEs/A levels

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

Entry requirements for the Advanced Apprenticeship

The environmental conservation industry wants the entry requirements for the Advanced Apprenticeship in Environmental Conservation to be flexible, so therefore has suggested that one of the following should be completed:

- Intermediate Apprenticeship in Environmental Conservation
- Intermediate Diploma in Environmental and Land-based Studies
- NVQ Level 2 in Environmental Conservation

- Level 2 Diploma in Work-based Environmental Conservation
- Level 2 Award in Practical Environmental and Conservation Skills
- Level 2 Certificate in Countryside and Environment
- Practical experience within the environmental conservation industry
- 3 GCSEs (A*-C)/A levels

(There are many qualifications within environmental conservation, 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 3 Diploma in Work-based Environmental Conservation these will be reviewed during the 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 the Transferable Skills section for more details.

Level 2

Title for this framework at level 2

Environmental Conservation

Pathways for this framework at level 2

Pathway 1:	Environmental Conservation
Pathway 2:	Dry Stone Walling

Level 2, Pathway 1: Environmental Conservation

Description of this pathway

Environmental Conservation includes the conservation of landscapes, habitat and species and public access. A minimum of 57 credits which is made up as follows:

- Competence qualification - 37 credits
- Knowledge qualification - a minimum of 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)
Estate Worker	Maintain and manage the environment for the benefit of people and wildlife, involving the management of different habitats: woodland, grassland, wetland and heathland and the maintenance of facilities for public access & recreation. Relevant qualifications include the Cert in Landbased Activities
Ranger	Responsible for activities that benefit the natural environment & associated public access & recreation; encourage visitors to the countryside, promote awareness, protect & preserve the countryside for future enjoyment. Relevant qualifications include the Award in Countryside Access & Recreation
Recycling Officer	Recycling officers are responsible for planning, developing and running local environmental and waste reduction and recycling policies and schemes. Relevant qualifications include the Level 2 Cert in Land-based Act
Conservation Officer	Conservation officers work to protect, manage and enhance landscapes, habitats and species, including woodland, grassland, wetland, moorland and marine habitats. Relevant qualifications include the Award in Conservation & Improvement of British Habitats

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Diploma in Work-based Environmental Conservation					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	500/9062/8	NPTC	37	342	N/A
C1b	500/8705/8	ABC Awards	37	342	N/A
C1c	500/8989/4	Edexcel	37	342	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Award in Business for the Environmental and Land-based Sector					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	500/9311/3	NPTC	10	60	N/A

K2 - Level 2 Certificate in Land-based Activities					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K2a	600/6729/9	Lantra Awards	16	129	N/A

Knowledge qualifications available to this pathway (cont.)

K3 - Level 2 Award in Coastal Zone Management

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	600/3276/5	Edexcel	10	60	N/A

K4 - Level 2 Award in Ecological Surveys and Techniques

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	600/3303/4	Edexcel	10	60	N/A

K5 - Level 2 Award in Countryside Access and Recreation

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	600/3302/2	Edexcel	10	60	N/A

K6 - Level 2 Award in Conservation and Improvement of British Habitats

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	600/3297/2	Edexcel	10	60	N/A

Knowledge qualifications available to this pathway (cont.)

K7 - Level 2 Award in Ecological Assessment					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K7a	600/4319/2	Open College Network West Midlands Region	12	96	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

K1, K2, K3, K4, K5, K6 or K7 provide the underpinning knowledge for C1 delivered by either C1a, C1b or C1c. Candidates must do either K1, K2, K3, K4, K5, K6 or K7.

If apprentices choose K1, the minimum number of credits achieved will be 47.

For those apprentices wishing to progress into a supervisory role or self employment (eg. contracting) are required to gain business knowledge, so would therefore benefit from taking the Award in Business for the Environmental and Land-based Sector.

If apprentices choose K2, the minimum number of credits achieved will be 53.

Apprentices completing the Certificate in Land-based Activities will gain knowledge which underpins the skills within the work-based diploma and would benefit from taking a mixture of the following units. A minimum of 16 credits must be achieved:

- Understanding Health and Safety within the Land-based Activities (3 credits)

- Establishing plants or seeds in soil (4 credits)

- Identify tree species and their properties (5 credits)

- Use and maintain non-powered and hand held powered tools and equipment (3 credits)

- Introduction to crop systems (6 credits)

- Construct and maintain boundaries (2 credits)

- Environmental Sustainability (2 credits)

- Farm Conservation (3 credits)

- Preparing ground for seeding and planting (4 credits)

- Hedgerow planting (3 credits)

- Encourage involvement in recycling (3 credits)

- Prepare to undertake and report on a field survey (4 credits)

- Working as a Volunteer (2 credits)

- Teamworking Skills (3 credits)

If apprentices choose K3, the minimum number of credits achieved will be 47.

For those apprentices wishing to specialise in marine or coastal conservation would benefit from taking the Award in Coastal Zone Management.

If apprentices choose K4, the minimum number of credits achieved will be 47.

For those apprentices wishing to specialise in ecology or habitat and species conservation would benefit from taking the Award in Ecological Surveys and Techniques.

If apprentices choose K5, the minimum number of credits achieved will be 47.

For those apprentices wishing to specialise in public access to the countryside would benefit from taking the Award in Countryside Access and Recreation.

If apprentices choose K6, the minimum number of credits achieved will be 47.

For those apprentices wishing to specialise in landscape, habitat or species conservation would benefit from taking the Award in Conservation and Improvement of British Habitats.

If apprentices choose K7, the minimum number of credits achieved will be 49.

For those apprentices wishing to specialise in ecology or wider environmental management, would benefit from taking the Award in Ecological Assessment.

All of the above underpin units within the level 2 work-based diploma in environmental conservation, dependent on the route taken and job role of the apprentice.

Transferable skills (England)

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

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

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

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

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

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

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

Inclusion of Information and Communications Technology (ICT)

Information Communication Technology Functional Skills has not been included within the Intermediate Apprenticeship. Following consultation with employers in the sector, it has been identified that the qualifications did not fit industry needs for this level of Apprenticeship because the use of ICT in environmental conservation is limited, although it is recognised that IT systems maybe used in some parts of the industry.

ICT Functional Skills is not mandatory within the Intermediate Apprenticeship, however the apprentice should be encouraged when necessary as they provide valuable skills. This will be monitored and reviewed in the future.

Progression routes into and from this

pathway

The Level 2 Intermediate Apprenticeship in Environmental Conservation is increasingly valued by the as an entry route into the industry.

Progression onto the Environmental Conservation Intermediate Apprenticeship

There are no specific entry requirements to enter the Level 2 Intermediate Apprenticeship in Environmental Conservation, however, there are qualifications or experience that will help learners understand the sector prior to starting:

- Foundation Diploma in Environmental and Land-based Studies
- Level 1 Award in Practical Environmental and Conservation Skills
- Level 1 Diploma in Work-based Environmental Conservation
- Units taken as part of foundation learning
- Voluntary experience within the environmental conservation industry
- Have previously worked in, or are currently working within, the 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 apprenticeship, this will be assessed during an initial assessment allowing Recognition of Prior Learning (RPL) where appropriate.

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

Progression from the Environmental Conservation Intermediate Apprenticeship

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

- Level 3 Diploma in Work-based Environmental Conservation
- Level 3 Certificate in Environmental Sustainability
- Level 3 Award in Principles of Developing Environmental and Land-based Projects
- Level 3 Extended Diploma/Diploma in Environmental Conservation.

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: access and recreation officer, conservation officer, education/interpretation officer, ranger or estate worker.

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

Following the successful completion of the Advanced Apprenticeship, there are many opportunities available which could include specialising within the profession, completing other vocational courses or complementing into Further and/or Higher Education. These are explained in the progression from the Advanced Apprenticeship section.

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) within the Intermediate Apprenticeship in Environmental Conservation

Within the Intermediate Apprenticeship in Environmental Conservation there are two options for apprentices to choose to gain the ERR element of this framework. This gives apprentices the flexibility to complete the ERR in a way that is most appropriate to them. These two options will be explained to apprentices at the start of their programme during induction.

The two options are:

1. Lantra's Environmental Conservation 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.

Evidence of achievement of the ERR workbook must be uploaded onto Apprenticeship Certification England (ACE) before an Apprenticeship Completion Certificate can be issued. This must be the sign off sheet at the back of the book which must be signed by the apprentice, employer and training provider.

Or

2. Unit J/602/5253 - Principles of employee rights and responsibilities in the land-based industries (2 credits).

Currently this is an accredited unit offered by British Horseracing Education and Standards Trust (BHEST). Those who complete the ERR unit will need to evidence their achievement with a completion certificate from the awarding organisation.

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 and 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 and safety and equality and 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 as of the 1st January 2013.

As of the 1st January 2013 all providers and apprentices must also 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 claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate. This form should be uploaded onto Apprenticeship Certification England (ACE) when claiming completion of the framework.

Level 2, Pathway 2: Dry Stone Walling

Description of this pathway

Dry Stone Walling includes the repairing or rebuilding of walls or landscape features in keeping with their environment. A minimum of 39 credits which is made up as follows:

- Competence qualification - 19 credits
- Knowledge qualification - a minimum of 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 requirements.

Job title(s)	Job role(s)
Dry Stone Waller	Assisting with the building of dry stone walls and field enclosures, or assist with building new walls in fields or structures within parks and gardens. Relevant qualifications include the Level 2 Award in Business Management for the Environment and Land-based Sector.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Certificate in Dry Stone Walling					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	500/7446/5	Lantra Awards	19	137	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Award in Business for the Environment and Land-based Sector					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	500/9311/3	NPTC	10	60	N/A

K2 - Level 2 Certificate in Land-based Activities					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K2a	600/6729/9	Lantra Awards	16	129	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

K1 or K2 provide the underpinning knowledge for C1. Candidates must complete C1 and either K1 or K2.

If apprentices choose K1, the minimum number of credits achieved will be 29. Apprentices working towards becoming a Dry Stone Waller would benefit from taking the business knowledge qualification to prepare them for running their own business.

If apprentices choose K2, the minimum number of credits achieved will be 35. Apprentices may choose this option if they are employed on an estate as a dry stone waller. Apprentices completing the Certificate in Land-based Activities will gain knowledge which underpins the skills within the Certificate in Dry Stone Walling and would benefit from taking a mixture of the following units. A minimum of 16 credits must be achieved:

Apprentices will need to take the following units:

- Understanding Health and Safety within the Land-based Activities (3 credits)

- Use and maintain non-powered and hand held powered tools and equipment (3 credits)

- Construct and maintain boundaries (2 credits)

- Environmental Sustainability (2 credits)

- Farm Conservation (3 credits)

- Working as a Volunteer (2 credits)

- Introduction to Dry Stone Walling (3 credits)

- Emergency First Aid Skills (1 credit)

Transferable skills (England)

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

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

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

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

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

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

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

Inclusion of Information and Communications Technology (ICT)

Information Communication Technology Functional Skills has not been included within the Intermediate Apprenticeship. Following consultation with employers in the sector, it has been identified that the qualifications did not fit industry needs for this level of Apprenticeship because the use of ICT in environmental conservation is limited, although it is recognised that IT systems maybe used in some parts of the industry.

ICT Functional Skills is not mandatory within the Intermediate Apprenticeship, however the apprentice should be encouraged when necessary as they provide valuable skills. This will be monitored and reviewed in the future.

Progression routes into and from this pathway

The Level 2 Intermediate Apprenticeship in Environmental Conservation is valued as an entry route into the industry. This pathway (Dry Stone Walling) is suitable for learners wishing to enter the environmental conservation sector where they could be working as a dry stone waller or estate worker.

Progression onto the Environmental Conservation (Dry Stone Walling) Intermediate Apprenticeship

There are no specific entry requirements to enter the Level 2 Intermediate Apprenticeship in Environmental Conservation (Dry Stone Walling), however, there are qualifications or experience that will help learners understand the sector prior to starting:

- Foundation Diploma in Environmental and Land-based Studies
- Level 1 Certificate in Dry Stone Walling
- Level 1 Award in Practical Environmental and Conservation Skills
- Level 1 Diploma in Work-based Environmental Conservation
- Units taken as part of foundation learning
- Voluntary experience within the environmental conservation industry
- Have previously worked in, or are currently working within, the 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 apprenticeship, this will be assessed during an initial assessment allowing Recognition of Prior Learning (RPL) where appropriate.

Progression opportunities onto Environmental Conservation (Dry Stone Walling) Intermediate Apprenticeship also exist for adult learners who have experience within the environmental conservation industry or who are looking for a career change.

Progression from the Environmental Conservation (Dry Stone Walling) Intermediate Apprenticeship

Apprentices successfully completing the Intermediate Apprenticeship have opportunities to progress within the industry by progressing to the Advanced Apprenticeship in Environmental Conservation (Dry Stone Walling) or other Further Education courses such as:

- Level 3 Diploma in Work-based Environmental Conservation
- Level 3 Certificate in Dry Stone Walling
- Level 3 Certificate in Environmental Sustainability
- Level 3 Award in Principles of Developing Environmental and Land-based Projects
- Level 3 Extended Diploma/Diploma in Environmental Conservation.

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: estate worker or dry stone waller.

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

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

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) within the Intermediate Apprenticeship in Environmental Conservation

Within the Intermediate Apprenticeship in Environmental Conservation there are two options for apprentices to choose to gain the ERR element of this framework. This gives apprentices the flexibility to complete the ERR in a way that is most appropriate to them. These two options will be explained to apprentices at the start of their programme during induction.

The two options are:

1. Lantra's Environmental Conservation 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.

Evidence of achievement of the ERR workbook must be uploaded onto Apprenticeship Certification England (ACE) before an Apprenticeship Completion Certificate can be issued. This must be the sign off sheet at the back of the book which must be signed by the apprentice, employer and training provider.

Or

2. Unit J/602/5253 - Principles of employee rights and responsibilities in the land-based industries (2 credits).

Currently this is an accredited unit offered by British Horseracing Education and Standards Trust (BHEST). Those who complete the ERR unit will need to evidence their achievement with a completion certificate from the awarding organisation.

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 and 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 and safety and equality and 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 as of the 1st January 2013.

As of the 1st January 2013 all providers and apprentices must also 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 claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate. This form should be uploaded onto Apprenticeship Certification England (ACE) when claiming completion of the framework.

Level 3

Title for this framework at level 3

Environmental Conservation

Pathways for this framework at level 3

Pathway 1:	Environmental Conservation
Pathway 2:	Dry Stone Walling

Level 3, Pathway 1: Environmental Conservation

Description of this pathway

Environmental Conservation includes the conservation of landscapes, habitat and species and public access. A minimum of 77 credits which is made up as follows:

- Competence qualification - 57 credits
- Knowledge qualification - a minimum of 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 entry requirements.

Job title(s)	Job role(s)
Access/ Recreation Officer	Access officers are responsible for managing public access, often in a defined geographical area or along a defined route. Their work may include undertaking surveys, negotiating improvements and employing enforcement action. Relevant quals include Principles of developing environmental projects
Ecologist	Ecologists study the complex and delicate relationships between animals, plants, people and their physical surroundings, commonly referred to as an ecosystem or the environment. Relevant qualifications include the Award in Ecological Assessment
Senior Ranger	Senior Rangers manage activities benefiting the environment & public access & recreation. They lead on encouraging visitors to the countryside, promoting awareness and enjoyment, and protecting and conserving the countryside. Relevant quals include Principles of developing environmental projects.
Education/ Interpretation Officer	The role of an education and interpretation officer has people engagement as its key feature. The role requires a sound knowledge of environmental processes, and the ability to communicate with a wide range of people
Senior Estate Worker	Responsible for maintaining resources and budgets an estate. Including the management of field staff and/or volunteers working on different habitats. Work also involves the maintenance of facilities for public access and recreation. Relevant qualifications include the Level 3 Award in Business
Environmental Management Officer	EMOs carry out environmental monitoring, comment on the environmental impact of proposed developments & investigate & enforce environmental legislation in relation to air and water quality, flood or land management or contaminated land. Relevant qualifications include the Level 3 Award in Business

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Diploma in Work-based Environmental Conservation					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	500/9054/9	NPTC	57	442	n/a
C1b	500/8706/X	ABC Awards	57	442	n/a
C1c	500/8990/0	Edexcel	57	442	n/a

Knowledge qualifications available to this pathway

K1 - Level 3 Award in Principle of Developing Environmental and Land-based Projects					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	500/9352/6	Lantra Awards	10	65	n/a

K2 - Level 3 Award in Business Management for the Environment and Land-based Sector					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K2a	500/9232/7	NPTC	10	60	n/a

Knowledge qualifications available to this pathway (cont.)

K3 - Level 3 Award in Business Management in the Land-based Sector					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K3a	600/3304/6	Edexcel	10	60	n/a

K4 - Level 3 Award in Ecological Assessment					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K4a	600/4289/8	Open College Network West Midlands Region	12	84	n/a

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

K1, K2, K3 or K4 provide the underpinning knowledge for C1 delivered by either C1a, C1b or C1c. Candidates must do either K1, K2, K3 or K4.

If apprentices choose K1, K2 or K3, the minimum number of credits achieved will be 67.

Most of the job roles within this pathway will include some form of project management within environmental conservation, therefore apprentices will benefit from taking the project management knowledge qualification, which underpins the work-based diploma. For those apprentices wishing to progress into section leader roles or self-employment (contracting/consultancy), then they would benefit from taking the Award in Business Management.

If apprentices choose K4, the minimum number of credits achieved will be 69.

For those apprentices wishing to specialise in ecology, consultancy or wider environmental management would benefit from taking the Award in Ecological Assessment.

Transferable skills (England)

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

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

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

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

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

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

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

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

Inclusion of Information and Communications Technology (ICT)

Information Communication Technology Functional Skills has not been included within the Advanced Apprenticeship. Following consultation with employers in the sector, it has been identified that the qualifications did not fit industry needs for this level of Apprenticeship because the use of ICT in environmental conservation is limited, although it is recognised that IT systems maybe used in some parts of the industry.

ICT Functional Skills is not mandatory within the Advanced Apprenticeship, however the apprentice should be encouraged when necessary as they provide valuable skills. This will be monitored and reviewed in the future.

Progression routes into and from this pathway

The environmental conservation industry increasingly values the Level 3 Advanced Apprenticeship as an entry/progression route into the industry. From the Level 2 Intermediate Apprenticeship there is direct progression onto Level 3, or learners may progress straight onto the Advanced Apprenticeship from another programme.

Progression onto the Environmental Conservation Advanced Apprenticeship

The environmental conservation industry wants 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 Environmental Conservation
- Intermediate Diploma in Environmental and Land-based Studies
- NVQ Level 2 in Environmental Conservation
- Level 2 Diploma in Work-based Environmental Conservation
- Level 2 Award in Practical Environmental and Conservation Skills
- Level 2 Certificate in Countryside and Environment
- Practical experience within the Environmental Conservation industry
- 3 GCSEs (A*-C)/A levels

14-19 Diploma learners who have completed the Intermediate 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 Environmental Conservation Advanced Apprenticeship also exist for adult learners who have experience within the environmental conservation industry or who are looking for a career change.

Progression from the Environmental Conservation Advanced Apprenticeship

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

- BSc Environmental Conservation
- Fdg/FdSc Marine Biology and Coastal Management
- BSc Conservation Biology
- BSc Wildlife Management.

For apprentices who wish to continue their development of skills and qualifications beyond

Degree level, opportunities exist to progress further into Higher Education with courses such as a Postgraduate Diploma (PGDip) or Master's Degree (MSc/MRes), including:

- MRes Ecology
- PGDip/MSc Conservation and Land Management
- MSc Coastal and Marine Resource 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 ecologist, property/estates manager or senior conservation officer. Progression will be dependent on the qualification 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/next steps in the environmental conservation industry including job profiles, progression maps and case studies can be found at www.lantra.co.uk/careers and www.nextstep.direct.gov.uk.

UCAS points for this pathway: N/A

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) within the Advanced Apprenticeship in Environmental Conservation.

Within the Advanced Apprenticeship in Environmental Conservation there are two options for apprentices to choose to gain the ERR element of this framework. This gives apprentices the flexibility to complete the ERR in a way that is most appropriate to them. These two options will be explained to apprentices at the start of their programme during induction.

The two options are:

1. Lantra's Environmental Conservation 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.

Evidence of achievement of the ERR workbook must be uploaded onto Apprenticeship Certification England (ACE) before an Apprenticeship Completion Certificate can be issued. This must be the sign off sheet at the back of the book which must be signed by the apprentice, employer and training provider.

Or

2. Unit J/602/5253 - Principles of employee rights and responsibilities in the land-based industries (2 credits).

Currently this is an accredited unit offered by British Horseracing Education and Standards Trust (BHEST). Those who complete the ERR unit will need to evidence their achievement with a completion certificate from the awarding organisation.

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 at the time of certification of the Advanced Apprenticeship.

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 and 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 and safety and equality and 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 as of the 1st January 2013.

As of the 1st January 2013 all providers and apprentices must also 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 claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate. This form should be uploaded onto Apprenticeship Certification England (ACE) when claiming completion of the framework.

Level 3, Pathway 2: Dry Stone Walling

Description of this pathway

Dry Stone Walling includes the repairing or rebuilding of walls or landscape features in keeping with their environment. A minimum of 48 credits which is made up as follows:

- Competence qualification - 28 credits
- Knowledge qualification - a minimum of 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 entry requirements.

Job title(s)	Job role(s)
Dry Stone Waller	Self-employed working on a contract basis to build, repair and maintain boundary walls, field enclosures, unmortared masonry buildings or structures within parks and gardens. Apprentices would benefit from taking the Level 3 Award in Business Management for the Environment and Land-based Sector.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Certificate in Dry Stone Walling					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	500/7447/7	Lantra Awards	28	189	n/a

Knowledge qualifications available to this pathway

K1 - Level 3 Award in Business Management for the Environment and Land-based Sector					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	500/9232/7	NPTC	10	60	n/a

K2 - Level 3 Award in Business Management in the Land-based Sector					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K2a	600/3304/6	Edexcel	10	60	n/a

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

K1 or K2 provide the underpinning knowledge for C1. The minimum number of credits achieved will be 38.

Apprentices working towards becoming a Dry Stone Waller would benefit from taking the business knowledge qualification (K1 or K2) to prepare them for running their own business.

Transferable skills (England)

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

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

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

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

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

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

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

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

Inclusion of Information and Communications Technology (ICT)

Information Communication Technology Functional Skills has not been included within the Advanced Apprenticeship. Following consultation with employers in the sector, it has been identified that the qualifications did not fit industry needs for this level of Apprenticeship because the use of ICT in environmental conservation is limited, although it is recognised that IT systems maybe used in some parts of the industry.

ICT Functional Skills is not mandatory within the Advanced Apprenticeship, however the apprentice should be encouraged when necessary as they provide valuable skills. This will be monitored and reviewed in the future.

Progression routes into and from this pathway

The environmental conservation industry increasingly values the Level 3 Advanced Apprenticeship as an entry/progression route into the industry. From the Level 2 Intermediate Apprenticeship there is direct progression onto Level 3, or learners may progress straight onto the Advanced Apprenticeship from another programme.

Progression onto the Advanced Apprenticeship

The environmental conservation industry wants the entry requirements for the Advanced Apprenticeship to be flexible, so therefore has suggested that one of the following should be completed. This list is not exhaustive and is open to negotiation:

- Intermediate Apprenticeship in Environmental Conservation
- Intermediate Diploma in Environmental and Land-based Studies
- NVQ Level 2 in Environmental Conservation
- Level 2 Diploma in Work-based Environmental Conservation - Dry Stone Walling pathway
- Level 2 Award in Practical Environmental and Conservation Skills
- Level 2 Certificate in Countryside and Environment
- Level 2 Certificate in Dry Stone Walling
- Practical experience within the environmental conservation industry
- 3 GCSEs (A*-C)/A levels

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

Progression opportunities onto the Dry Stone Walling Advanced Apprenticeship also exist for adult learners who have experience within the environmental conservation industry or who are looking for a career change.

Progression from the Advanced Apprenticeship

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

- BSc Environmental Conservation
- Fdg Conservation and Countryside Management
- Fdg Environmental Conservation
- BSc Conservation Biology
- BSc Wildlife Management.

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

- MRes Ecology
- PGDip/MSc Conservation and Land 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 property manager or senior conservation officer. Progression will be dependent on the qualification 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/next steps in the environmental conservation industry including job profiles, progression maps and case studies can be found at www.lantra.co.uk/careers and www.nextstep.direct.gov.uk.

UCAS points for this pathway: N/A

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) within the Advanced Apprenticeship in Environmental Conservation

Within the Advanced Apprenticeship in Environmental Conservation there are two options for apprentices to choose to gain the ERR element of this framework. This gives apprentices the flexibility to complete the ERR in a way that is most appropriate to them. These two options will be explained to apprentices at the start of their programme during induction.

The two options are:

1. Lantra's Environmental Conservation 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.

Evidence of achievement of the ERR workbook must be uploaded onto Apprenticeship Certification England (ACE) before an Apprenticeship Completion Certificate can be issued. This must be the sign off sheet at the back of the book which must be signed by the apprentice, employer and training provider.

Or

2. Unit J/602/5253 - Principles of employee rights and responsibilities in the land-based industries (2 credits).

Currently this is an accredited unit offered by British Horseracing Education and Standards Trust (BHEST). Those who complete the ERR unit will need to evidence their achievement with a completion certificate from the awarding organisation.

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 at the time of certification of the Advanced Apprenticeship.

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 and 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 and safety and equality and 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 as of the 1st January 2013.

As of the 1st January 2013 all providers and apprentices must also 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 claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate. This form should be uploaded onto Apprenticeship Certification England (ACE) when claiming completion of the framework.

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

How equality and diversity will be met

Environmental conservation industry

The environmental conservation industry employees are mainly males (73%), 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 environmental conservation employment as traditionally a male dominated industry despite many roles in environmental conservation being carried out by females. It is interesting to note that Further Education enrolments onto Environmental Conservation 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.

There are environmental conservation opportunities in areas including habitat and species management, countryside recreation, dry stone walling planning and parks, and even dealing with international issues such as climate change. These opportunities exist in a range of organisation from government departments to local authorities, charities and the voluntary sector. Employers are looking for employees who show enthusiasm and have basic employability skills such as team working and communication skills.

There are no actual barriers to recruitment into the industry. There may be some physical restrictions in parts of the environmental conservation industry especially while working in varying habitats and some requirement for physical work. 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 Environmental Conservation 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 Environmental Conservation. Because of the diverse nature of the Environmental Conservation sector the Diploma in Work-based Environmental Conservation has been developed from these units to allow maximum flexibility and choice within the rules of combination.

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

- Increasing the awareness of the Environmental Conservation Level 2 and 3 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

Total Guided Learning Hours (GLH)

Intermediate Apprenticeship - Environmental Conservation pathway

The total amount of GLH which includes both on and off-the-job guided learning for the Environmental Conservation Intermediate Apprenticeship is 582 GLH.

The minimum duration for apprentices undertaking this pathway to complete the programme is 15 months. The requirement, therefore, is for an apprentice to undertake a minimum of 466 hours in year 1 and 116 in the remaining 3 months of the programme.

Intermediate Apprenticeship - Dry Stone Walling pathway

The total amount of GLH which includes both on and off-the-job guided learning for the Environmental Conservation Intermediate Apprenticeship is 377 GLH.

The minimum duration for apprentices undertaking this pathway to complete the programme is 15 months. The requirement, therefore, is for an apprentice to undertake a minimum of 302 hours in year 1 and 75 in the remaining 3 months of the programme.

Advanced Apprenticeship

Advanced Apprenticeship - Environmental Conservation pathway

The total amount of GLH which includes both on and off-the-job guided learning for the Environmental Conservation Advanced Apprenticeship is 688 GLH.

The minimum duration for apprentices undertaking this pathway to complete the programme is 18 months. The requirement, therefore, is for an apprentice to undertake a minimum of 459 hours in year 1 and 229 in the remaining 6 months of the programme.

Advanced Apprenticeship - Dry Stone Walling pathway

The total amount of GLH which includes both on and off-the-job guided learning for the Environmental Conservation Advanced Apprenticeship is 435 GLH.

The minimum duration for apprentices undertaking this pathway to complete the programme is 18 months. The requirement, therefore, is for an apprentice to undertake a minimum of 290

hours in year 1 and 145 in the remaining 6 months of the programme.

Minimum off-the-job guided learning hours

Off-the-job Guided Learning Hours (GLH)

Off-the-job GLH is defined as time for learning activities away from normal work duties.

The amount of off-the-job GLH is as follows:

Intermediate Apprenticeship

- Environmental Conservation pathway – a minimum of 170 off-the-job guided learning hours must be delivered over the 15 month period. 136 off-the-job guided learning hours must be delivered within the first year, followed by 34 hours in the remaining 3 month period. This meets the minimum requirement of 30% off-the-job GLH per year.

- Dry Stone Walling pathway – a minimum of 170 off-the-job guided learning hours must be delivered over the 15 month period. 136 off-the-job guided learning hours must be delivered within the first year, followed by 34 hours in the remaining 3 month period. This exceeds the minimum requirement of 30% off-the-job GLH per year.

Advanced Apprenticeship

- Environmental Conservation pathway – a minimum of 230 off-the-job guided learning hours must be delivered over the 18 month period. 153 off-the-job guided learning hours must be delivered within the first year, followed by 77 hours in the remaining 6 month period. This exceeds the minimum requirement of 30% off-the-job GLH per year.

- Dry Stone Walling pathway – a minimum of 230 off-the-job guided learning hours must be delivered over the 18 month period. 153 off-the-job guided learning hours must be delivered within the first year, followed by 77 hours in the remaining 6 month period. 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
- 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 off-the-job learning for the Environmental Conservation Intermediate Apprenticeship/Advanced Apprenticeship are:

- Different types of habitats and their requirements
- Environmental issues (Local and National)
- The study of Functional skills in English and Mathematics
- First aid training
- Taught sessions contributing to employee rights and responsibility knowledge
- Induction where activities are covered away from normal work duties.

Evidence of off-the-job guided learning

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

A completed sign off sheet from the provider evidencing that the appropriate off-the-job guided learning hours have been completed should be uploaded onto Apprenticeship Certification England (ACE) at the time of claiming the Apprenticeship Certificate. This form is available on Lantra's website http://www.lantra.co.uk/forms.

This evidence will be collected through the following:

- Level 2/3 Knowledge Qualification
- Level 1/2 Functional Skills in English and Mathematics - 45 GLH per functional skill
- Employee rights and responsibilities
- Personal Learning and Thinking Skills (PLTS)
- Induction.

Certification Requirements for GLH as of the 1st January 2013

As of the 1st January 2013 all providers and apprentices must also 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 claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate. This form should be uploaded onto Apprenticeship Certification England (ACE) when claiming completion of the framework.

Minimum on-the-job guided learning hours

On-the-job guided learning is defined as skills, knowledge and competence gained within normal work duties.

Intermediate Apprenticeship (Level 2)

For the Level 2 framework the amount of on-the-job guided learning is as follows:

- Environmental Conservation pathway – a minimum of 412 on-the-job guided learning hours must be delivered over a 15 month period. 330 on-the-job guided learning hours must be delivered in year 1 and 82 GLH in the remaining 3 months.
- Dry Stone Walling pathway - a minimum of 207 on-the-job guided learning hours must be delivered over a 15 month period. 166 on-the-job guided learning hours must be delivered in year 1 and 41 GLH in the remaining 3 months.

Advanced Apprenticeship (Level 3)

For the Level 3 Advanced Apprenticeship the amount of on-the-job guided learning is as follows:

- Environmental Conservation pathway – a minimum of 458 on-the-job guided learning hours must be delivered over a 18 month period. 305 on-the-job guided learning hours must be delivered in year 1 and 153 GLH in the remaining 6 months.
- Dry Stone Walling pathway - a minimum of 205 on-the-job guided learning hours must be delivered over a 18 month period. 137 on-the-job guided learning hours must be delivered in year 1 and 68 GLH in the remaining 6 months.

How this requirement will be met

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

On-the-job guided learning should:

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

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

- Habitat management
- Waste management
- Safe use of equipment
- Environmental awareness
- Employability skills
- Team working and communications
- Task specific workplace instruction or team briefings
- Taught sessions by the workplace line manager/instructor 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.

Evidence of on-the-job guided learning

- Level 2/3 Diploma in Work-based Environmental Conservation/Dry Stone Walling Certificate
- 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 or attendance records. This evidence needs to be checked and signed by the assessor and employer.

A completed sign off sheet from the provider evidencing that the appropriate on-the-job guided learning hours have been completed should be uploaded onto Apprenticeship Certification England (ACE) at the time of claiming the Apprenticeship Certificate. This form is available on the Lantra website www.lantra.co.uk/forms.

Certification Requirements for GLH as of the 1st January 2013

As of the 1st January 2013 all providers and apprentices must also 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 claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate. This form should be uploaded onto Apprenticeship Certification England (ACE) when claiming completion of the framework.

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 Environmental Conservation 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 Environmental Conservation. The awarding organisations have developed with Lantra a Record of Achievement, which is based on quality assured evidence collected throughout the Apprenticeship. This ensures that the PLTS are formally assessed.

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

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

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

The completed sheets must be uploaded onto Apprenticeship Certification England (ACE) when claiming the Apprenticeship Certificate.

Certification Requirements for GLH as of the 1st January 2013

As of the 1st January 2013 all providers and apprentices must also 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 claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate. This form should be uploaded onto Apprenticeship Certification England (ACE) when claiming completion of the framework.

Creative thinking

Outcomes to be achieved for creative thinking are:

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

In the delivery and assessment of the environmental conservation competence element, there will be opportunities for learners to provide evidence for the achievement of all the creative thinking outcomes listed above when working within the environmental conservation sector or through units at both Level 2 and 3 such as prepare to undertake and report on a field survey, work with children and young people during environmental activities or consult and work with the local community.

There may be other opportunities than those demonstrated in the Record of Achievement and these can be included and noted.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at www.lantra.co.uk/PLTS.

Independent enquiry

Outcomes to be achieved for independent enquiry are:

1. Identify questions to answer and problems to resolve
2. Plan and carry out research, appreciating the consequences of decisions
3. Explore issues, events or problems from different perspectives

4. Analyse and evaluate information, judging its relevance and value
5. Consider the influence of circumstances, beliefs and feelings on decisions and events
6. Support conclusions, using reasoned arguments and evidence.

In the delivery and assessment of the environmental conservation competence element there will be opportunities for learners to provide evidence for the achievement of all the independent enquiry outcomes listed above when working within the environmental conservation sector or through units at both Level 2 and 3 such as work with and consult the local community, encourage involvement in recycling or produce management plans for environmental sites.

There may be other opportunities than those demonstrated in the Record of Achievement and these can be included and noted.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at www.lantra.co.uk/PLTS.

Reflective learning

Outcomes to be achieved for reflective learning are:

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

In the delivery and assessment of the environmental conservation competence element there will be opportunities for learners to provide evidence for the achievement of all the reflective learning outcomes listed above when working within the environmental conservation sector or through units at both Level 2 and 3 such as promote responsible public use of the environment, research and plan environmental interpretations or assist community groups to develop plans for collective action.

There may be other opportunities than those demonstrated in the Record of Achievement and these can be included and noted.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at www.lantra.co.uk/PLTS.

Team working

Outcomes to be achieved for team working are:

1. Collaborate with others to work towards common goals
2. Reach agreements, managing discussions to achieve results
3. Adapt behaviour to suit different roles and situations, including leadership roles
4. Show fairness and consideration to others
5. Take responsibility, showing confidence in themselves and their contribution
6. Provide constructive support and feedback to others.

In the delivery and assessment of the environmental conservation competence element there will be opportunities for learners to provide evidence for the achievement of all the team working outcomes listed above. There will be a number of opportunities to provide evidence for this outcome as apprentices will be working with others during their daily routines.

There may be other opportunities than those demonstrated in the Record of Achievement and these can be included and noted.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at www.lantra.co.uk/PLTS.

Self management

Outcomes to be achieved for self-management are:

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

In the delivery and assessment of the environmental conservation competence element there will be opportunities for learners to provide evidence for the achievement of all the self-management outcomes listed above when working within the environmental conservation sector or through units at both Level 2 and 3 such as work with and consult the local community, maintain environmental good practice at work or encourage and motivate volunteers.

There may be other opportunities than those demonstrated in the Record of Achievement and these can be included and noted.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at www.lantra.co.uk/PLTS.

Effective participation

Outcomes to be achieved for effective participation are:

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

In the delivery and assessment of the environmental conservation competence element there will be opportunities for learners to provide evidence for the achievement of all the effective participation outcomes listed above when working within the environmental conservation sector or through units at both Level 2 and 3 such as communicate with the public and others, promote responsible public use of the environment or monitor and report on environmental conditions.

There may be other opportunities than those demonstrated in the Record of Achievement and these can be included and noted.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at www.lantra.co.uk/PLTS.

Additional employer requirements

It is beneficial for all learners are to complete the following, although it is not a requirement of the Specification of Apprenticeship Standards for England (SASE). These additional employer requirements will enhance and facilitate progression within the environmental conservation industry. Additional Employer Requirements are not required for certification and will not receive public funding.

Level 2 Intermediate Apprenticeship

- Emergency First Aid (one day course approved by the Health and Safety Executive)

Level 3 Advanced Apprenticeship

- Emergency First Aid (one day course approved by the Health and Safety Executive)

The examples of legislative or nationally recognised occupational tests, listed below, are required when operating specific pieces of machinery and provide evidence that the learner is competent to do so:

- Chainsaw maintenance and operation
- Safe use of strimmers/brushcutters
- ATV driving
- Tractor driving
- Driving with a trailer
- Manual handling.

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org