

apprenticeship FRAMEWORK

Environmental Conservation (Wales)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the Essential Skills and Employer Rights and Responsibilities requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

Latest framework version?

For any previous versions of this framework: www.acwcerts.co.uk/framework_library

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Environmental Conservation (Wales)

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Framework information

Information on the Issuing Authority for this framework:

[Lantra]

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

Issue number: [3]	This framework includes:
Framework ID: [FR03969]	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: [31/08/2017]	This framework is for use in: Wales

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 duration of the Foundation Apprenticeship is 15 months and the Apprenticeship 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 completing Further and/or Higher Education.

Contact information

Proposer of this framework

[The Environmental Conservation Industry 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); The Conservation Volunteers (TCV); NATUR; colleges and other small providers.]

Developer of this framework

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Revising a framework

Why this framework is being revised

[An extension to the end date of the framework.]

Summary of changes made to this framework

[Extended end date of the framework.]

Qualifications removed

[None.]

Qualifications added

[None.]

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 essential 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, BTCV, 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 160 organisations and 5,700 people working in the environmental conservation industry in Wales; in addition to this there are an estimated 200,000 volunteers working in the UK in conservation. 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.

The framework will also contribute to meeting the skills priorities in Wales by:

- Providing flexible access to a high quality (Level 2 and Level 3) skills programme for environmental conservation
- Incorporating skills to improve the levels of general literacy and numeracy in Wales
- Using technical and competence qualifications, valued by employers, to help their businesses grow
- Developing apprentices’ employability skills, making them more attractive to all employers whatever career they choose
- Providing a career pathway into jobs and training at intermediate and higher levels, to provide the skills which the economy needs to grow.

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 wider 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.

During the review of this Apprenticeship, Lantra involved 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.

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:
<https://www.conservation-careers.com/>.

Aims and objectives of this framework (Wales)

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

1. Increase the uptake of both the Foundation Apprenticeship and 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.

Entry conditions for this framework

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

If you are interested in working 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.

Duration of the Apprenticeship

Through the development of the Environmental Conservation Apprenticeship it has been agreed with the industry that the minimum duration of the Foundation Apprenticeship is 15 months and the Apprenticeship is 18 months.

Entry requirements for the Level 2 Foundation Apprenticeship

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

- Level 1 Award in Practical Environmental and Conservation Skills
- Level 1 Diploma in Work-based Environmental Conservation
- Voluntary experience within the environmental conservation industry
- Have previously worked in, or are currently working within, the industry
- GCSEs

Learners who have completed the Welsh Baccalaureate may have completed units or short courses which will provide underpinning knowledge towards the Foundation Apprenticeship, this will be assessed during an initial assessment allowing Recognition of Prior Learning (RPL) where appropriate.

Progression opportunities onto the Environmental Conservation Foundation 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 Level 3 Apprenticeship

The environmental conservation industry wants the entry requirements for the Apprenticeship in

Environmental Conservation to be flexible, so therefore has suggested that one of the following should be completed:

- 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

Learners who have completed the Welsh Baccalaureate 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.

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

RULES TO AVOID REPEATING QUALIFICATIONS

Processes exist to make sure that applicants with prior knowledge, qualifications and experience are not disadvantaged by having to repeat learning. Training providers and awarding organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience. Refer to the on and off-the-job training section for guidance about prior attainment and achievement.

There are no relaxations or proxies for any qualifications specified in a framework in SASW, however, providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace.

Essential Skills Wales

If applicants already have GCSEs in English and Maths they still have to do the Essential Skills Wales at the relevant level.

If applicants have already achieved Essential or Key Skills at the relevant level, prior to commencing the apprenticeship, they will not have to do the relevant Essential Skills, but should be encouraged to progress to a higher ESW level.

Competence qualifications

If applicants already have the Level 2/3 competence qualifications for the Apprenticeship they do not have to repeat this qualification, however, this qualification must have been achieved within five years of applying for the apprenticeship certificate and they will still have to demonstrate competence in the workplace.

Knowledge qualifications

If applicants already have the Level 2/3 knowledge qualifications before they started their

Apprenticeship, (see Level 2/3 knowledge qualifications page in this framework) they can count this and do not have to redo the qualification, providing that they have achieved this qualification within five years of applying for the apprenticeship certificate. For example they may have already achieved the knowledge element as part of the Welsh Baccalaureate. The hours they spent gaining this qualification will also count towards the minimum hours required for this framework.

Prior experience

Applicants already working in the sector will be able to have their prior experience recognised by the Awarding Organisation and this will count towards the competence and the knowledge qualifications in this framework.

Initial Assessment

Training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs, recognising prior qualifications and experience.

Processes exist to make sure that applicants with prior knowledge, qualifications and experience are not disadvantaged by having to repeat learning. Training providers and awarding organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience.

|

Level 2

Title for this framework at level 2

Environmental Conservation

Pathways for the 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 59 credits which is made up as follows:

- Competence qualification - 37 credits
- Knowledge qualification - 10 credits
- Level 1 Essential Skills in Communication - 6 credits
- Level 1 Essential Skills in Application of Number - 6 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	Estate workers help to maintain and manage the environment for the benefit of people and wildlife. This can involve the management of a variety of different habitats including woodland, grassland, wetland and heathland, and also the maintenance of facilities for public access and recreation
Ranger	Rangers are responsible for a range of activities that benefit both the natural environment and associated public access and recreation. Their role is to encourage visitors to the countryside, promote awareness of the natural environment and protect and preserve the countryside for future enjoyment.
Recycling Officer	Recycling officers are responsible for planning, developing and running local environmental and waste reduction and recycling policies and schemes.
Conservation Officer	Conservation officers work to protect, manage and enhance landscapes, habitats and species, including woodland, grassland, wetland, moorland and marine habitats.

Qualifications

Competence qualifications available to this pathway

C1 – - Level 2 Diploma in Work-based Environmental Conservation (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9062/8	City & Guilds	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 Environment and Land-based Sector (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/9311/3	City & Guilds	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

No.

K3a

No.

K6a

No.

K7a

K3 – Level 2 Award in Ecological Assessment

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	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 or K3 provide the underpinning knowledge for C1 delivered by either C1a, C1b or C1c. Candidates must do either K1, K2 or K3.

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 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.

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

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

Does this framework require Communication achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

Application of Number

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

Does this framework require Application of Number achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** **NO**

Progression routes into and from this pathway

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

Progression onto the Environmental Conservation Foundation Apprenticeship

There are no specific entry requirements to enter the Level 2 Foundation Apprenticeship in Environmental Conservation, however, there are qualifications or experience that will help learners understand the sector prior to starting. This is not exhaustive and is open to negotiation:

- Level 1 Award in Practical Environmental and Conservation Skills
- Level 1 Diploma in Work-based Environmental Conservation
- Voluntary experience within the environmental conservation industry
- Have previously worked in, or are currently working within, the industry
- GCSEs

Learners who have completed the Welsh Baccalaureate 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 Foundation 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 Foundation Apprenticeship

Apprentices successfully completing the Foundation Apprenticeship have opportunities to progress within the industry by progressing onto the 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 Foundation Apprenticeship will depend on the qualifications and experience gained during the Foundation Apprenticeship but could include: access/recreation officer, ecologist, education/interpretation officer, ranger or estate worker.

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 into Further and/or Higher Education.

]

UCAS points for this pathway:

[N/A]

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** **NO**

Delivery and assessment

Evidence for ERR

Within the Apprenticeship in Environmental Conservation apprentices need to complete the ERR element of this framework. This will be explained to apprentices at the start of their programme during induction.

Apprentices will need to complete Lantra's Environmental Conservation ERR workbook which contains a number of tasks with short answer questions covering the nine outcomes listed

below, which

apprentices can complete at their own pace. The workbook can be found on Lantra's website <https://www.frameworksandnos.lantra.co.uk/err-workbooks>

There are nine national outcomes/standards that all apprentices 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 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 in 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 the 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

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 41 credits which is made up as follows:

Competence qualification - 19 credits

Knowledge qualification - 10 credits

Level 1 Essential Skills in Communication - 6 credits

Level 1 Essential Skills in Application of Number - 6 credits

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

No additional pathway requirements.

Job title(s)	Job role(s)
Estate Worker	Estate workers help to maintain and manage the environment for the benefit of people and wildlife. This can involve the management of a variety of different habitats including woodland, grassland, wetland and heathland, and also the maintenance of facilities for public access and recreation
Dry Stone Waller	Dry stone wallers repair and re-build existing boundary walls, field enclosures and unmortared masonry buildings, or build new walls in fields or even artistic structures or features within parks and gardens.

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 (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/9311/3	City & Guilds	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	600/3729/9	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)

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

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

Does this framework require Communication achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

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

Does this framework require Application of Number achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** **NO**

Progression routes into and from this pathway

The Level 2 Foundation Apprenticeship in Environmental Conservation is increasingly valued by the Environmental Conservation industry 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.

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

There are no specific entry requirements to enter the Level 2 Foundation Apprenticeship in Environmental Conservation (Dry Stone Walling), however, there are qualifications or experience that will help learners understand the sector prior to starting. This is not exhaustive and is open to negotiation:

- Level 1 Certificate in Dry Stone Walling
- Level 1 Award in Practical Environmental and Conservation Skills
- Level 1 Diploma in Work-based Environmental Conservation
- Voluntary experience within the environmental conservation industry
- Have previously worked in, or are currently working within, the industry
- GCSEs.

Learners who have completed the Welsh Baccalaureate 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 (Dry Stone Walling) Foundation 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) Foundation Apprenticeship

Apprentices successfully completing the Foundation Apprenticeship have opportunities to progress within the industry by progressing to the 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 Foundation Apprenticeship will depend on the qualifications and experience gained during the Foundation Apprenticeship but could include: estate worker or dry stone waller.

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 into Further and/or Higher Education.

UCAS points for this pathway:

N/A

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** **NO**

Delivery and assessment

Evidence for ERR

Within the Apprenticeship in Environmental Conservation apprentices need to complete the ERR element of this framework. This will be explained to apprentices at the start of their programme during induction.

Apprentices will need to complete Lantra's Environmental Conservation ERR workbook which contains a number of tasks with short answer questions covering the nine outcomes listed below, which apprentices can complete at their own pace. The workbook can be found on Lantra's website <https://www.frameworksandnos.lantra.co.uk/err-workbooks>

There are nine national outcomes/standards that all apprentices 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 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 in 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 the 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

]

[

Level 3

Title for this framework at level 3

Environmental Conservation

Pathways for the 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 79 credits which is made up as follows:

- Competence qualification - 57 credits
- Knowledge qualification - 10 credits
- Level 2 Essential Skills in Communication - 6 credits
- Level 2 Essential Skills in Application of Number - 6 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 recreation officers are responsible for managing public access, often in a defined geographical area or along a defined route. Part of their work may include undertaking access surveys and they are likely to negotiate improvements and employ enforcement action where necessary.
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.
Senior Ranger	Senior rangers manage activities benefiting the environment and public access and recreation. They lead on encouraging visitors to the countryside, promoting awareness and enjoyment, and protecting and conserving the countryside for future generations. They also co-ordinate and develop their team.
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	Senior Estate Workers maintain and manage the environment. This can involve the management of field staff and/or volunteers working on different habitats. Work also involves the maintenance of facilities for public access and recreation.
Environmental Management Officer	EMOs will carry out environmental monitoring, provide comments on the environmental impact of proposed developments, and investigate and enforce environmental legislation in relation to air and water quality, flood or land management, contaminated land and noise from commercial/ industrial premises.

Qualifications

Competence qualifications available to this pathway

C1 – Level 3 Diploma in Work-based Environmental Conservation (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9054/9	City & Guilds	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 (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/9232/7	City & Guilds	10	60	N/A

No.

K3a

K3 – Level 3 Award in Ecological Assessment

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	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 or K3 provide the underpinning knowledge for C1 delivered by either C1a, C1b or C1c. Candidates must do either K1, K2 or K3.

If apprentices choose K1 or K2 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 K3, 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.

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

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

Does this framework require Communication achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

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

Does this framework require Application of Number achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** **NO**

Progression routes into and from this pathway

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

Progression onto the Environmental Conservation Apprenticeship

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

- 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.

Learners who have completed the Welsh Baccalaureate 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 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 Apprenticeship

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

- BSc Environmental Conservation
- Fd/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, such as a Postgraduate Diploma (PGDip) or a Master's Degree (MSc or 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 <https://www.prospects.ac.uk/>, both of these have information about courses and providers along with specific information on entry requirements.

Apprentices looking to progress in their employment from the 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 Apprenticeship does not guarantee entry to these opportunities.

UCAS points for this pathway:

N/A

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** **NO**

Delivery and assessment

Evidence for ERR

Within the Apprenticeship in Environmental Conservation apprentices need to complete the ERR element of this framework. This will be explained to apprentices at the start of their programme during induction.

Apprentices will need to complete Lantra's Environmental Conservation ERR workbook which contains a number of tasks with short answer questions covering the nine outcomes listed below, which apprentices can complete at their own pace. The workbook can be found on Lantra's website <https://www.frameworksandnos.lantra.co.uk/err-workbooks>

There are nine national outcomes/standards that all apprentices 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 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 in 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 the 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.

Apprentices who have already undertaken a Foundation Apprenticeship may have already completed the ERR workbook. These apprentices will not be required to repeat this section.

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 50 credits which is made up as follows:

Competence qualification - 28 credits

Knowledge qualification - 10 credits

Level 2 Essential Skills in Communication - 6 credits

Level 2 Essential Skills in Application of Number - 6 credits

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

No additional pathway entry requirements

Job title(s)	Job role(s)
Senior Estate Worker	Senior estate workers maintain and manage the environment. This can involve the management of field staff and/or volunteers working on different habitats. Work also involves the maintenance of facilities for public access and recreation.
Dry Stone Waller	Dry stone wallers repair and re-build existing boundary walls, field enclosures and unmortared masonry buildings, or build new walls in fields or even artistic structures or features within parks and gardens.

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 (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/9232/7	City & Guilds	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.

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

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

Does this framework require Communication achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

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

Does this framework require Application of Number achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** **NO**

Progression routes into and from this pathway

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

Progression onto the Apprenticeship

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

- 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

Learners who have completed the Welsh Baccalaureate 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 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 Apprenticeship

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

- BSc Environmental Conservation
- Fd Conservation and Countryside Management
- Fd 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, such as a Postgraduate Diploma (PGDip) or a Master's Degree (MSc or MRes), 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 Apprenticeship may be able to work towards managerial positions such as senior conservation officer or property/estate manager. Progression will be dependent on the qualification and experience an individual possesses, as achievement alone of the Level 3 Apprenticeship does not guarantee entry to these opportunities.

UCAS points for this pathway:

N/A

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** **NO**

Delivery and assessment

Within the Apprenticeship in Environmental Conservation apprentices need to complete the ERR element of this framework. This will be explained to apprentices at the start of their programme during induction.

Apprentices will need to complete Lantra's Environmental Conservation ERR workbook which contains a number of tasks with short answer questions covering the nine outcomes listed below, which apprentices can complete at their own pace. The workbook can be found on Lantra's website

<https://www.frameworksandnos.lantra.co.uk/err-workbooks>

There are nine national outcomes/standards that all apprentices 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 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 in 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 the 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.

Apprentices who have already undertaken a Foundation Apprenticeship may have already completed the ERR workbook. These apprentices will not be required to repeat this section.

How equality and diversity will be met

Environmental conservation industry

The environmental conservation industry employees are mainly males (73%), which is higher than the Wales' average at 71%. 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 60% compared with work-based learning enrolments 50%.

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 the Environmental Conservation Industry 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 training

Summary of on- and off-the-job training

Legal Requirement

An apprenticeship framework must specify that on-and off-the-job training must either have been received:

- Whilst working under an apprenticeship agreement; or
- During a qualifying period ending on the date of application for an apprenticeship certificate.

A qualifying period of five years is recommended, if it was undertaken in relation to an accredited qualification contained in the framework for which an apprenticeship certificate is to be applied for.

Definition:

Off-the-job learning is characterised by formal or planned taught sessions delivered predominantly by qualified training staff.

On-the-job learning hours are those which enable the apprentice to demonstrate physical job-related skills and to practise and apply these in the context of the job. This type of learning will be delivered in the workplace.

Total learning hours

Foundation Apprenticeship (Level 2)

- The total amount of learning hours which includes both on and off the job training for the Environmental Conservation pathway is 540 over a 15 month period.
- The total amount of learning hours which includes both on and off the job training for the Dry Stone Walling pathway is 377 over a 15 month period.

Apprenticeship (Level 3)

- The total amount of learning hours which includes both on and off the job training for the Environmental Conservation pathway is 682 over a 18 month period.
- The total amount of learning hours which includes both on and off the job training for the Dry Stone Walling pathway is 429 over a 18 month period.]

Off-the-job training

For this framework the amount of off-the-job training is as follows:

Foundation Apprenticeship (Level 2)

- Environmental Conservation pathway - a minimum of 170 off-the-job training hours must be

delivered throughout the 15 month duration of the programme.

- Dry Stone Walling pathway - a minimum of 170 off-the-job training hours must be delivered throughout the 15 month duration of the programme.

Apprenticeship (Level 3)

- Environmental Conservation pathway - a minimum of 230 off-the-job training hours must be delivered throughout the 18 month duration of the programme.

- Dry Stone Walling pathway - a minimum of 230 off-the-job training hours must be delivered throughout the 18 month duration of the programme.

How this requirement will be met

Training hours delivered under an Apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice.

The amount of off-the-job training required to complete the Apprenticeship under the Apprenticeship agreement may then be reduced accordingly, provided the total number of off-the-job hours for this framework can be verified for Apprenticeship certification.

Previous attainment

Where a learner enters an Apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either the Qualifications and Credit Framework (QCF) credit transfer for achievements within the QCF, or through recording of exemptions for certificated learning outside of the QCF, for example Principal Learning Qualifications.

For learners who have already achieved the relevant qualifications, they must have been certificated within five years of applying for the Apprenticeship Certificate.

Previous experience

Where a learner enters an Apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised (see QCF guidance on Claiming Credit for further details). To count towards Apprenticeship certification, previous experience must be recorded using the appropriate awarding organisation's QCF Recognition of Prior Learning procedures and the hours recorded may then count towards the off-the-job hours required to complete the Apprenticeship.

For learners with prior uncertificated learning experience, the off-the-job learning must have been acquired within five years of application for the Apprenticeship Certificate or have been continuously employed in the relevant job role in the industry for five years.

Off-the-job training needs to:

- 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 and induction.
- Be characterised by formal or planned taught sessions delivered predominantly by qualified training staff.

Examples of off-the-job training for the Environmental Conservation Apprenticeship are:

-
- Different types of habitats and their requirements
- Environmental issues (Local and National)
- Essential skills in Communication and Application of Number
- First aid training
- Taught sessions contributing to employee rights and responsibilities knowledge
- Induction where activities are covered away from normal work duties.

Evidence of off-the-job training

- Level 2/3 Diploma in Work-based Environmental Conservation/Level 2/3 Certificate in Dry Stone Walling
- Level 1/2 Essential skills - in Communication and Application of Number
- Employee rights and responsibilities
- Induction.

Foundation Apprenticeship/Apprenticeship

Information Communication Technology Essential Skills has not been included within both levels of Apprenticeship. Following consultation with employers in the sector, it has been identified that the qualifications did not fit industry needs for both levels 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 Essential Skills is not mandatory within both levels of Apprenticeship, however the apprentice should be encouraged when necessary as they provide valuable skills. This will be monitored and reviewed in the future.

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

On-the-job training

[For this framework the amount of on-the-job training is as follows:

Foundation Apprenticeship (Level 2)

- Environmental Conservation pathway - a minimum of 370 on-the-job training hours must be delivered throughout the 15 month duration of the programme.
- Dry Stone Walling pathway - a minimum of 207 on-the-job training hours must be delivered throughout the 15 month duration of the programme.

Apprenticeship (Level 3)

- Environmental Conservation pathway - a minimum of 452 on-the-job training hours must be delivered throughout the 18 month duration of the programme.
- Dry Stone Walling pathway - a minimum of 199 on-the-job training hours must be delivered throughout the 18 month duration of the programme.

How this requirement will be met

These hours may vary depending on previous experience and attainment of the apprentice. Where a learner enters an Apprenticeship agreement having previously attained or acquired the appropriate competencies or knowledge, this prior learning needs to be recognised and documented using the relevant Qualifications and Credit Framework (QCF) credit transfer, QCF exemption or RPL procedures (as off-the-job above). The amount of on-the-job training required to complete the Apprenticeship under the Apprenticeship agreement may then be reduced accordingly, provided the total number of on-the-job hours for this framework can be verified for Apprenticeship certification.

Apprentices who commence training under a new Apprenticeship agreement with a new employer may bring a range of prior experience with them. When an apprentice can claim towards the on-the-job framework total through prior learning acquired from previous full-time education, employment or other vocational programmes, then the apprentice's learning programme should include 'customisation' allowing for RPL.

Training providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace. Customisation programmes may include selecting appropriate additional unit(s) from QCF qualifications, or relevant units recognised as Quality Assured Lifelong Learning (QALL) through a Credit and Qualifications Framework Wales (CQFW) recognised body, or follow Essential Skills at a level higher than that specified in the framework, include one or more Wider Key Skills or other competency-based qualifications/units relevant to the workplace.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within five years from the date of application for the Apprenticeship Certificate or have been continuously employed in the industry for five years.

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

On-the-job training needs to:

- Be planned, reviewed and evaluated jointly between the apprentice and: a tutor, mentor or manager
- Allow access as and when required by the apprentice either to a tutor, 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 and induction
- Be those learning hours which enable the apprentice to demonstrate practical job-related skills and to practise and apply these in the context of the job. This type of learning will be delivered within the workplace.

Examples of on-the-job activities 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 training

This will be collected through the following:

- Level 2/3 Diploma in Work-based Environmental Conservation/Level 2/3 Certificate in Dry Stone Walling
- Level 1/2 Essential Skills in Communication and Application of Number.

Foundation Apprenticeship/Apprenticeship

Information Communication Technology Essential Skills has not been included within both levels of Apprenticeship. Following consultation with employers in the sector, it has been identified that the qualifications did not fit industry needs for both levels 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 Essential Skills is not mandatory within both levels of Apprenticeship, however the apprentice should be encouraged when necessary as they provide valuable skills. This will be monitored and reviewed in the future.

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

Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

[Enter Qualification Names]

Improving own learning and performance

[Industry felt that improving own learning and performance is sufficiently covered by the planning, monitoring and evaluating of the apprentice's progress within the review carried out with their supervisor and tutor.]

However, providers and apprentices are encouraged to record where and when these Wider Key Skills are being used so that evidence can be gathered to allow apprentices to claim RPL for these skills in the future.]

Working with others

[Industry felt that working with others was sufficiently covered by the whole Apprenticeship programme as apprentices will be working in a small team in an environmental conservation establishment.]

However, providers and apprentices are encouraged to record where and when these Wider Key Skills are being used so that evidence can be gathered to allow apprentices to claim RPL for these skills in the future.]

Problem solving

[Industry felt that problem solving was sufficiently covered by the environmental conservation competence qualification as apprentices will be resolving problems as part of their learning and work.]

However, providers and apprentices are encouraged to record where and when these Wider Key Skills are being used so that evidence can be gathered to allow apprentices to claim RPL for these skills in the future.]

apprenticeship FRAMEWORK

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