



Skills  
Development  
Scotland

# Modern Apprenticeship in Land and Nature

## Overview

This apprenticeship is designed to support the development of apprentices working in:

- Land and Estates
- Nature Restoration
- Game and Wildlife

## Duration

This apprenticeship is expected to take between 15-18 months to complete

## Level

SCQF Level 5. More information on SCQF can be found [here](#)

## Qualification achieved

The apprentice will achieve a qualification specific to their chosen pathway:

- Diploma in Land and Estates at SCQF Level 5 (GW23 45)
- Diploma in Nature Restoration at SCQF Level 5 (GW22 45)
- Diploma in Game and Wildlife Management at SCQF Level 5 (GW24 45)

**Introduction**

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**Apprenticeships aim to provide mixture of on-the-job (in the workplace) and off-the-job (through day or block release) learning to enable people to develop the knowledge, skills and expertise required by businesses today.**

Designed by employers to attract new talent, tackle critical skills shortages and develop existing workforces, apprenticeships can both help people to enter the world of work and develop the skills of those already in work

## About Scottish Apprenticeships

**Scottish Apprenticeships** are for everyone and reflect the Government's commitment to promoting a world-class, inclusive, work-based learning system. They are administered by **Skills Development Scotland**, the National Skills Agency. Skills Development Scotland has a remit to contribute to the nation's economic growth and it does this by supporting individuals and businesses alike to develop and apply their skills in the workplace.

The Scottish Apprenticeship system focuses on three specific key elements:

- the **learning outcomes** aligned to the specific work situations of an apprentice's job;
- the **knowledge, skills and behaviours** that will be developed by apprentices, enabling them to work competently and confidently; and
- the **meta-skills** that will be developed by apprentices to help them to manage themselves, collaborate with others and interact with change.

Throughout their apprenticeship, apprentices will be supported and guided by their employer, mentor and learning provider, and will have their growing competence measured by an assessor to ensure they can perform their job to the standard required. On successful completion, apprentices will be awarded a nationally recognised competence-based qualification in their chosen field.

## About this standard and framework document

Working in partnership with businesses and stakeholders, this standard and framework document has been written to provide apprentices and employers with an overview of the key features of this apprenticeship. Please read this alongside the **Land and Nature Occupation Profile at SCQF Level 5**

**Find further information on apprenticeships [here!](#)**

## Role of the apprentice

**This apprenticeship is designed to support operative/assistant and junior technician roles across the Land and Nature sector.**

There are a number of roles available at this level such as;

- Underkeeper, beat keeper, game farm worker, under-stalker, ghillie
- Estate worker, ranger and conservation worker

The apprenticeship will provide apprentices with the skills and knowledge required to become competent in their chosen job role and includes a balance of technical, business, and interpersonal skills areas, designed to ensure apprentices have an appropriate set of skills to operate competently.

Within the Land and Nature apprenticeship, apprentices will choose between three specialist pathways: **Land and Estates**, **Nature Restoration** and **Game and Wildlife**. Apprentices will achieve 11 learning outcomes in total.

**The following apprenticeship outcomes are mandatory requirements of all three apprenticeship pathways.**

- Contributing to performing work activities
- Maintaining health, safety and security
- Developing an awareness of environmental good practice
- Developing meta-skills and personal practice

## Land and Estates Pathway

Apprentices who choose **this specialist pathway** must achieve between four and seven of the following **optional apprenticeship outcomes**

- Caring for working animals
- Carrying out environmental surveys\*
- Carrying out muirburn
- Carrying out peatland restoration
- Construct Paths or Surfaces
- Construct Structures
- Controlling weeds, pests, diseases and disorders
- Controlling vertebrate pests and predators
- Creating and maintaining habitats
- Implementing fish-capture operations
- Implementing wildlife habitat management
- Maintaining wildlife populations and habitats
- Maintain and repair paths or surfaces
- Maintain and repair structures
- Maintain and repair boundaries or access points
- Maintaining site infrastructure and assets
- Monitoring wildlife populations and habitats
- Preparing wild game carcasses
- Responding to fish kill incidents
- Stalking and culling deer
- Stocking fisheries
- Use shotguns and rifles safely for pest control and sporting purposes

## Nature Restoration Pathway

Apprentices who choose **this specialist pathway** must achieve between four and seven of the following **optional apprenticeship outcomes**

- Caring for working animals
- Carrying out environmental surveys
- Carrying out muirburn
- Carrying out peatland restoration
- Controlling vertebrate pests and predators
- Creating and maintaining habitats
- Implementing wildlife habitat management
- Maintaining wildlife populations and habitats
- Maintaining site infrastructure and assets
- Monitoring wildlife populations and habitats
- Stalking and culling deer

## Game and Wildlife Pathway

Apprentices who choose **this specialist pathway** must achieve between four and seven of the following **optional apprenticeship outcomes**

- Breeding gamebirds
- Caring for working animals
- Carrying out muirburn
- Controlling vertebrate pests and predators
- Implementing wildlife habitat management
- Maintaining wildlife populations and habitats
- Managing game shooting activities
- Maintaining site infrastructure and assets
- Monitoring wildlife populations and habitats
- Preparing wild game carcasses
- Rearing and releasing gamebirds
- Stalking and culling deer
- Supporting game shooting activities
- Use shotguns and rifles safely for wildlife management and sporting purposes

## Further Optional Outcomes Relevant to All Three Pathways

All apprentices may complete **up to three** of the following, where required to achieve the total of **eleven apprenticeship outcomes**:

- Collecting and preparing propagation material
- Creating timber products
- Dealing with litter and waste
- Engaging with the public
- Loading and unloading animals for transportation
- Maintaining equipment and machinery
- Maintaining hygiene and biosecurity
- Prepare and operate a powered vehicle
- Receiving goods and supplies
- Survey and report on the condition of the environment
- Transporting animals
- Use shotguns and rifles safely for wildlife management and sporting purposes
- Using equipment and machinery

## Knowledge, skills and behaviours

**This apprenticeship is designed to develop apprentices' careers by developing their knowledge and understanding of their role, by increasing their skills and by enhancing their behaviours.**

Employers from a variety of sectors have helped to identify the key knowledge, skills and behaviours that apprentices working in Horticulture occupations need to develop. Throughout their apprenticeship, apprentices should be regularly assessed to ensure they can demonstrate both know-how and ability in their chosen specialist pathway.

**The knowledge, skills and behaviour below are common to all apprenticeships.** A full list of the specific **knowledge, skills and behaviours** for each pathway can be found in the Occupation Profile for [Land and Nature at SCQF Level 5](#).



### Skills and Knowledge

- Carrying out risk assessments
- Communicating relevant safety and work-related information to others
- Completing and storing all relevant
- Dealing effectively with issues within the scope and limitations of own responsibilities
- Disposing of waste
- Maintaining safety and security of tools and equipment
- Monitoring progress of work
- Obtaining relevant information
- Reporting issues which cannot be solved
- Understanding how issues around climate change, sustainability and wider environmental issues are directly relevant to workplace activities



### Behaviours

- Acting with honesty and integrity
- Adapting to change
- Considering sustainability within own role
- Developing own skills and knowledge
- Operating effectively within teams
- Prioritising Health and Safety
- Taking responsibility for own actions

**Meta-skills sit alongside and complement technical knowledge, skills and behaviours. As technology, society and the way we work change at an ever-increasing pace, so meta-skills are the over-arching and future-focused attributes that enable other skills to be developed through consideration, reflection and implementation.**

Meta-skills support improved performance and productivity, greater adaptability and resilience to change. For apprentices, meta-skills are a critical asset, supporting their ability to cope and excel in the face of change, to solve problems, to collaborate with others and to create successful futures. There are three categories, each with four meta-skills.

**Managing yourself** - focus, integrity, adaptability and initiative

**Connecting with others** - communication, feeling, collaboration and leadership

**Interacting with change** - curiosity, creativity, sense-making and critical thinking



## Developing meta-skills in Land and Nature

Supported by their employer, mentor and learning provider, apprentices should consider, practise and reflect on their use of meta-skills during their apprenticeship, building those skills to enhance their personal effectiveness in their present role and their future careers.



### Managing yourself

**Focus** is required when carrying out muirburn; **Integrity** is essential when a job hasn't gone quite the way it should have; **Adapting** is needed when dealing with unexpected situations and problems; and **Initiative** is used to proactively seek opportunities for improvement



### Connecting with others

**Communicating** clearly and concisely with colleagues and relevant others; **Feeling** is needed when a guest is nervous on their first stalk; **Collaborating** is required when engaging with the public; skills in **Leading** are required when working with others in remote areas



### Interacting with change

**Curiosity** is a critical asset when you start a job and you need to understand what you are doing and why and **Creativity** is needed when seeking to see if something can be done more easily, quicker, to the same or higher standards as they relate to quality and sustainability; **Sense Making** comes into play when carrying out environmental surveys; and **Critical Thinking** is key when managing game shooting activities

**A number of different parties will be involved in the delivery, management and assessment of a successful apprenticeship. As well as the apprentice, key roles include employer, mentor, learning provider and assessor. Each has a specific set of responsibilities during the apprenticeship.**

## Apprentice Responsibilities

In their day-to-day roles, apprentices have the same responsibilities to their employer as any other employee but they have additional and specific responsibilities for their own learning and development too.

- Agreeing a learning/ development plan with all parties involved and following it through
- Committing to learning throughout the duration of apprenticeship
- Participating in progress meetings with employer and learning provider representatives
- Participating in off-the-job learning where required
- Reflecting on performance and on development of skills, knowledge and behaviours required of the role
- Agreeing new goals to progress learning with all parties involved

## Employer Responsibilities

- Providing apprentices with a contract of employment, a job description and an induction Programme
- Paying apprentices in line with company policy, current legislation, fair work principles, and equality and diversity expectations
- Ensuring a working environment that is free from discrimination, bullying and harassment

- Agreeing learning needs and a learning and development plan with the learning provider and apprentices including
  - agreeing when off-the-job learning will be required and releasing apprentices for this as required
  - making on-the-job learning arrangements
  - identifying additional support requirements and agreeing actions to implement these
- Providing a quality work-based learning environment for apprentices, including the facilities and training necessary to demonstrate competence and succeed in the apprenticeship
- Providing the support of a mentor, who has relevant industry experience and is familiar with the employer's business, to support apprentices' development
- Contributing to the ongoing assessment of occupational competence, including observing performance, verifying evidence and profiling meta-skills
- Meeting with apprentices and learning providers to review apprentices' progress and set future goals
- Providing an environment that supports apprentices to take responsibility for their own learning and development
- Supporting and encouraging apprentices during their apprenticeship
- Recognising the achievements of apprentices in career management and progression
- Providing constructive feedback to the learning provider on the quality of their service delivery to inform continuous improvement of both the Scottish Apprenticeships system and apprentices themselves



## Mentor Responsibilities

- Helping new apprentices orientate into the workplace
- Providing information, advice and guidance relating to the learning and assessment aspects of the apprenticeship
- Supporting apprentices to define meta-skills in their shared work context
- Working with apprentices, employers and learning providers to ensure problems are resolved quickly
- Acting as an expert witness for apprentices
- Providing support to apprentices as they adjust to the workplace and progress in their career



## Learning Provider Responsibilities

- Providing an appropriate apprenticeship programme for apprentices and employers
- Agreeing the learning needs of the apprentices with both the apprentice and the employer
- Agreeing when off-the-job learning will be required and defining roles and responsibilities for this with relevant parties
- Ensuring apprentices have access to the best quality learning opportunities available
- Ensuring apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering apprentices through MA Online and with relevant awarding bodies, sector skills organisations and Skills Development Scotland as appropriate



## Assessor Responsibilities

- Meeting with apprentices, mentors and employers to plan learning and review progress
- Monitoring apprentices' progress against learning and development plans
- Observing and assessing apprentices in the workplace and judging whether their work meets the competence requirements set by the qualification awarding body
- Assessing different types of evidence from apprentices
- Providing constructive feedback on performance and offering suggestions for improvement
- Maintaining current knowledge of industry standards and seeking innovative new methods of work-based learning delivery

**The recruitment of apprentices is primarily the responsibility of the employer and, before an apprenticeship starts, consideration should be given to entry requirements and also to ensuring that the workplace adheres to fair work, inclusion and diversity principles.**

There are no formal entry requirements; however, the apprentice must be employed in a suitable job role to gain the experience and knowledge required for the relevant Modern apprenticeship and any associated qualifications and other training requirements. In addition, an apprentice should:

- Be prepared to attend off-the-job training
- Be prepared to acquire the broad range of skills, knowledge and understanding required in the apprenticeship
- Enjoy working outdoors
- Have a positive attitude towards learning

However, employers should consider existing workplace skills and experiences, where apprentices are either changing careers or upskilling. Being open to alternative assessment methods and relevant experience, instead of qualifications, can help to broaden the pool of potential applicants.

## Recognition of Prior Learning

Individuals applying for an apprenticeship will undergo selection based on the employer's existing HR processes. Learning providers should take account of this and liaise with employers to provide advice and guidance on any RPL and experience that will be accepted for entry onto the programme. It is recommended that a flexible approach to RPL is adopted, on a case-by-case basis,

with all relevant experience as well as any previous qualifications considered. Learning providers should always consider how they can best recognise apprentices' prior learning to minimise repetition of content.

You can find more information on RPL [here](#).

## Apprenticeship agreement and employment status

All post-school apprentices must hold a contract of employment for the period of the apprenticeship.

In addition, an apprenticeship agreement, confirming the commitment of the employer, the apprentice and the learning provider to the agreed apprenticeship must be signed by all parties. This agreement forms part of the individual employment arrangements between the apprentice and the employer; and of the learning arrangements between the learning provider, the employer and the apprentice.

## Registration and certification

Registration and certification of apprenticeships is undertaken through [Modern Apprenticeship Online](#).

It is the responsibility of the learning provider to ensure that the registration of apprentices is completed within four weeks of the start of their apprenticeship.

## Fair work, inclusion and diversity

The Scottish Apprenticeships system aims to embed fair work principles. Fair Work First is the Scottish Government's flagship policy for driving high quality and fair work across the labour market in Scotland by applying fair work criteria to grants, other funding and contracts being awarded by and across the public sector, where it is relevant to do so. Through this approach the Scottish Government is asking employers to adopt fair working practices, specifically:

- appropriate channels for effective voice, such as trade union recognition;
- investment in workforce development;
- no inappropriate use of zero hours contracts;
- action to tackle the gender pay gap and create a more diverse and inclusive workplace; and
- payment of at least the minimum Living Wage, including apprentices.

Further guidance on Fair Work First is available [here](#)

The design and development of Scottish Apprenticeships aims to embed these principles in practical ways by including opportunities for feedback from apprentices as well as the availability of clear pathways into future opportunities beyond the apprenticeship itself.

### Protected characteristics

The Equality Act 2010 includes nine protected characteristics, which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sex and sexual orientation. It is against the law to discriminate based on these protected characteristics. Skills Development Scotland is a Corporate Parent and, to that end, includes 'care experienced' in a similar way to protected characteristics in all its funded programmes and services.

Attracting the best people into apprenticeships involves ensuring that barriers are removed. Receiving the right support at the right time unlocks the potential of people who could otherwise be denied the opportunity to go on and become valued employees. Supporting people to feel confident about disclosing their protected characteristics in a safe and respectful way allows employers and learning providers to put the right conditions in place to unlock that potential; the right time for this is often at the start of an apprenticeship or even at the recruitment stage. In practice, it might involve ensuring that reasonable adjustments are made to accommodate apprentices, where that is possible and to help them make the most of their apprenticeship journey. Examples might include (but are not limited to) supporting people with sensory impairments, supporting people for whom English is not their first language and supporting people who are care experienced (for example, through fostering, adoption or residential care).

### Diversity in Land-based sector

Evidence shows that land-based industries are lacking in diversity particularly around the representation of women. Whilst these industries currently remain male dominated, most apprenticeship frameworks have seen an increase in female uptake in recent years. There is an increasing acceptance of the benefits that equality, diversity and inclusion (EDI) can bring to the workplace. We also know that disabled people, care experienced people, people from ethnic minority groups, and/ or people with caring responsibilities are underrepresented in employment and this is reflected within land-based industries. Recruitment and delivery of this framework should take into account the need to be flexible and adapt to support the different needs of learners. These guides contain practical steps to make your [recruitment more inclusive](#).

Once the apprenticeship starts, there are a number of key considerations, tasks and milestones that apprentices, employers, learning providers, mentors and assessors should undertake to optimise a successful outcome for all parties.

## Work-based Learning

Work-based learning – aligned to and assessed against both the **learning outcomes** and the **knowledge, skills and behaviours** of the apprenticeship – is the central and most significant component of an apprenticeship and is based on apprentices' real-life experiences in the workplace. Work-based learning is a partnership between apprentice, employer and learning provider and all apprentices must have the support of a mentor in the workplace.

Get more information on work-based learning [here](#).

## Meta-skills Development

This apprenticeship includes a learning outcome that provides opportunities to develop meta-skills. To effectively develop the meta-skills outlined earlier, apprentices must first understand what they are and how they might apply them in their role. To help with this, a simple exercise to define what meta-skills mean in their role (in language that both apprentice and employer are comfortable with) should be used. This will allow apprentices to consider their own meta-skills profile and which meta-skills they might need to develop or apply in order to perform effectively at work.

Setting development goals, action planning and regularly reflecting on progress will help apprentices to develop their meta-skills and it is vital to provide the time and space for reflections to take place. Naturally occurring opportunities to discuss and reflect on meta-skills might include inductions or performance management, career development and performance review sessions.

## Delivery of Training

The majority of training undertaken in any apprenticeship is focused on skills developed in the workplace. However, in some apprenticeships there is a requirement for elements of structured formal taught learning/training to be delivered outside the normal workplace, for example, in a college or training centre which might include classroom and or development of skills in a workshop/realistic work environment. We often describe this as “off-the-job” training.

**In this apprenticeship off-the job training is generally carried out in classroom settings by learning providers. Training arrangements are likely to combine elements of block-release, day-release and online learning.**

The way this is delivered is an individual negotiation between the learning provider and the employer.

An initial assessment and learning plan should be developed at the outset with input from the apprentice, employer and the learning provider, to identify any additional needs and provide apprentices with the appropriate support or adaptations required to successfully complete their apprenticeship.

## Quality assurance

Skills Development Scotland is responsible for making sure all funded learning is of high quality and benefits the apprentice. A quality assurance framework is in place to cover the delivery of work-based learning in an apprenticeship and is designed to demonstrate how effectively learning providers and employers support this by ensuring apprentices:

- Receive appropriate support and guidance to enable them to become successful apprentices and confident individuals;
- Receive quality learning and develop their skills to achieve their learning goals;
- Are treated with dignity and respect in a way that promotes equality and inclusion; and
- Work towards successful outcomes, leading to future employment or further appropriate career progression.

The relevant awarding and accreditation bodies will undertake the quality assurance of the assessment of competence-based and professional qualifications.

## Approaches to Assessment

Apprentices are expected to provide evidence of meeting the learning outcomes and the knowledge, skills and behaviours required of this apprenticeship; also, evidence to demonstrate that they are competent in the workplace. It is important for apprentices to recognise how they have developed skills and understanding along the way, and where these still need to be developed.

### **Observation, questioning and examination of product evidence**

This three-method approach classifies all assessments under observation, questioning and examination of product evidence. It is therefore based on the development of a portfolio of work and regular reflection on learning and skills development through professional dialogue between apprentices and mentors, employers and learning providers.

### **Holistic Assessment**

The holistic approach allows larger pieces of work to evidence a number of learning outcomes, rather than a piecemeal process of finding separate evidence for each outcome and/or its associated knowledge, skills and behaviours. Work-based projects or problem-based activities often provide the richest opportunities for holistic assessment. Assessment of the common learning outcomes will be done in parallel with assessment of technical skills.

Assessment should be undertaken both in a controlled environment and through work related activity depending on what is being assessed, however most assessment should take place in the workplace.

### **Simulation**

Details of the units where simulation is permitted and any conditions that should be set are provided in the associated competence-based qualification specification and in the Overarching Assessment Strategy for competence-based qualifications, and Appendix: Land-based Assessment Strategy related to the qualifications within this apprenticeship.

| Assessment methods                                             | Guidance                                                                                                                                                                                                     |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Case studies                                                   | For portfolio                                                                                                                                                                                                |
| Evidence of prior learning                                     | Previous course/qualification assessment and certification should be made available.                                                                                                                         |
| Multiple choice/short answer questions - online or paper-based | Completed at a centre or remotely. If delivered remotely online invigilation must be in place.                                                                                                               |
| Observations via physical or virtual tests                     | Practical assessment and any oral reasoning. Virtual visits can help with evidencing infrequent or unseasonal activities.                                                                                    |
| Personal statements                                            | Evidence of an apprentice's activities and progress, could be demonstrated via online blog which is kept up to date during the apprenticeship.                                                               |
| Portfolio of evidence                                          | Photographs, videos, case studies.                                                                                                                                                                           |
| Presentation                                                   | A brief oral presentation on a specific and relevant topic. This could be followed by oral questioning.                                                                                                      |
| Product evidence                                               | The output of Apprentice performance.                                                                                                                                                                        |
| Professional discussion                                        | A structured conversation between the Assessor and Apprentice, where the candidate is an active participant rather than simply responding to questions.                                                      |
| Realistic simulation via scenarios and/or questionnaires       | Where the achievement of valid and reliable assessment calls for evidence of performance under workplace conditions, but where it will be difficult and/or unsafe to assess through normal working practice. |
| Reflective account                                             | An accurate description by the candidate of work they carried out (linked to performance evidence where possible) and/or their knowledge.                                                                    |
| Witness testimony                                              | From line managers and relevant others.                                                                                                                                                                      |

For further details: [https://www.sqa.org.uk/files\\_ccc/Guide\\_To\\_Assessment.pdf](https://www.sqa.org.uk/files_ccc/Guide_To_Assessment.pdf)

## Qualification Requirements

### Competence-based qualification

During their apprenticeship, apprentices must **complete one of the following** competence-based qualifications relevant to the pathway they choose to undertake.

- Diploma in Land and Estates at SCQF Level 5 (GW23 45)
- Diploma in Nature Restoration at SCQF Level 5 (GW22 45)
- Diploma in Game and Wildlife Management at SCQF Level 5 (GW24 45)

This qualification brings together the development and assessment of all the learning outcomes and knowledge, skills and behaviours required of the role in a single qualification. It includes the development and holistic assessment of meta-skills which are integrated with the development and assessment of technical skills.

### Other awards, qualifications or training programmes

In addition to achieving the competence-based qualification noted above, all apprentices must achieve:

- Emergency First Aid at Work

Plus

At least one more course must be taken to comply with legal requirements of the occupation (as a guide up to 40 notional hours of learning) which is relevant to the industry, role and level, and reflects current practice. The list of courses can be found [here](#).

There is flexibility to allow other additional awards training courses and qualifications to be completed by agreement between the employer, the training provider and the learner at the beginning of the apprenticeship, which must be agreed with Lantra

More details of industry endorsed training courses can be found at <https://www.lantra.co.uk/training>

## Core Skills

Core Skills are broad transferable skills, which can be used in addition to Meta-skills, to help apprentices learn how to manage and adapt how they respond to a changing society.

The five Core Skills are: Communication, Numeracy, Information and Communication Technology, Problem Solving and Working with Others,

The following Core Skills in Communication, Numeracy, Problem Solving, Information Technology and Working with others are embedded as part of this apprenticeship at SCQF Level 4.

**Separate certification is not required.**

- **Core Skills - Communication (SCQF Level 4)**
- **Core Skills - Numeracy (SCQF Level 4)**
- **Core Skills - Problem Solving (SCQF Level 4)**
- **Core Skills - Information Technology (SCQF Level 4)**
- **Core Skills - Working with others (SCQF Level 4)**

## Pathways and Progression

**A successfully completed apprenticeship, including the achievement of competence-based and professional qualifications, opens the door to a number of opportunities for progression in both work and further learning.**

Apprentices completing the SCQF Level 5 Land and Nature Modern Apprenticeship will be able to progress onto the **SCQF Level 6 Land and Nature Modern Apprenticeship** and other Work-Based-Learning courses, Further Education (FE) or Higher Education (HE). These may include:

- SVQ in Estate Maintenance at SCQF Level 6
- SVQ in Environmental Conservation at SCQF Level 7
- HNC Wildlife and Conservation Management at SCQF Level 7
- HND Wildlife and Conservation Management at SCQF Level 8
- PDA Ecological Surveying at SCQF Level 7

### HE:

- Environmental Science
- Ecology
- Rural Land Management

These courses range from HNCs to degrees (BSc or BA depending upon the chosen course) and further qualifications such as an MSc or PhD may also be available. Useful websites to visit regarding FE, HE and other work-based-learning include: [www.ucas.co.uk](http://www.ucas.co.uk) , [www.skillshub.scot](http://www.skillshub.scot) [www.landex.org.uk](http://www.landex.org.uk) or [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) Information regarding courses, providers and further information on specific entry requirements can also be found via these websites.

## Professional Registration

This apprenticeship may support professional recognition as it includes learning and skills outcomes common to a number of the introductory professional qualifications relevant to the Land and Nature sector.

The apprentice will be supported by the employer and learning provider to determine the most appropriate professional pathway in light of the apprentice's specific work role and the learning provider will guide each successful apprentice on the professional registration process they should follow.

Apprentices are encouraged to seek professional registration relevant to their career path and trajectory.

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