

**SCOTTISH HIGHER LEVEL
APPRENTICESHIPS**

A

**TECHNICAL
APPRENTICESHIP**

IN

Rural Land Use and Management

AT

SCQF 8

**FRAMEWORK DOCUMENT
FOR SCOTLAND**

Lantra

August 2018

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Technical and Professional Apprenticeships in Scotland

What are Technical and Professional Apprenticeships?

Technical and Professional Apprenticeships offer those aged over 16 paid employment combined with the opportunity to train for jobs at senior supervisory and management level.

Who develops them?

Technical and Professional Apprenticeships are developed by Sector Skills Councils (SSCs). SSCs consult with employers and key partners in their sector to produce a training programme, which meets the needs of employers.

Who are they for?

Technical and Professional Apprenticeships are available to employees aged 16 or over. Employees need to demonstrate to their employer that they have the potential to complete the programme. All Technical and Professional Apprentices must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The Apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills.

What's in a Technical and Professional Apprenticeship?

In Scotland, there are more than 70 different Apprenticeship Frameworks and they are all designed to deliver a training package around a minimum standard of competence defined by employers through SSCs. There are four different levels of Apprenticeship in Scotland: Modern Apprenticeships at SCQF 5 (SVQ 2) and SCQF 6/7 (SVQ 3), Technical Apprenticeships at SCQF 8/9 (SVQ 4) and Professional Apprenticeships at SCQF 10 (SVQ 5). They all contain the same 3 basic criteria:

- A relevant SVQ (or alternative competency based qualification), HN Qualification, Professional Qualification or other Qualification based on current National Occupational Standards at SCQF level 8 and above
- Career Skills (known as core skills for Frameworks at SCQF Levels 5, 6 and 7)
- Industry specific training

Details of the content of this specific Technical/ Professional Apprenticeship are given in the next section.

Technical Apprenticeship in Rural Land Use and Management

Overview of the sector and contribution to the Scottish Economy

The original request for development of this apprenticeship had been from the agriculture industry but this was widened out to cover all rural industries following requests from stakeholders.

Rural industries including agriculture, gamekeeping and wildlife management, fisheries management and forestry, are very important to the economy of Scotland.

Rural activities take place all over Scotland, including the Highlands and Islands. Often these industries co-exist on large farms and estates calling for the need for a workforce that understands how the land can be managed effectively to support these different land uses and utilise resources.

Agriculture

Some 80% of Scotland's land mass is under agricultural production, making the industry the single biggest determinant of the Scottish landscape. Scotland's farmers, crofters and growers produce output worth around £2.9 billion a year and are responsible for much of Scotland's £5 billion food and drink exports.

Around 67,000 people are directly employed in agriculture in Scotland – this represents around 8% of the rural workforce and means that agriculture is the third largest employer in rural Scotland. It is estimated that a further 360,000 jobs (1 in 10 of all Scottish jobs) are dependent on agriculture.

Agricultural businesses are located throughout all regions of the country with crops mostly confined to the east coast regions and much of the rest of the country given over to cattle and sheep due to the nature of the land.

Approximately 28% of agricultural businesses in Scotland grow crops, nearly 40% of which are cereals, just over 30% horticultural produce and just over 20% potatoes (mostly seed potatoes). The main cereal crop in Scotland is barley and 28% of the UK's barley area is in Scotland. (35% of it goes into malting). Cereal farms are concentrated in the east of the country where the best quality land tends to be found.

Around 70% of agricultural businesses are livestock production with the vast majority (60%) being cattle with smaller amounts of sheep, pigs and poultry. Sheep farming is the predominant type of farming in the north west and there are also many sheep farms in the south of the country. Beef farming takes place throughout Scotland, but is particularly common in the south west. This area also has the bulk of the dairy industry.

Gamekeeping and Wildlife Management

The gamekeeping and wildlife industry is made up primarily of countryside estates and other wildlife management areas where shooting for gamebirds and deer takes place. The game and wildlife management sector has two main purposes: protecting habitats and promoting biodiversity, as well as supporting tourism and recreation.

Lantra research estimates that there are around 2,300 businesses in Scotland employing around 5,300 people. However most of the jobs in gamekeeping and wildlife management are seasonal and part time so it is difficult to provide accurate figures. There are also a large number of volunteers.

Fisheries Management

The fisheries management industry includes the provision of freshwater angling, conserving and enhancing freshwater fish and habitats and securing sustainable fisheries. The fisheries management industry includes

those businesses that provide fishing opportunities for anglers and the organisations that represent them; organisations that have responsibility for monitoring and maintaining areas of freshwater, those that enforce legislation regarding fishing, organisations that represent anglers and of course the angling guides and anglers themselves.

Just over 30% of UK fisheries management businesses are located in Scotland supporting around 4,300 full-time equivalent jobs (most are seasonal and part time). Scotland is world renowned for angling for Atlantic salmon and brown and rainbow trout are also important. There are over 2,300 salmon and sea trout fisheries in Scotland. Fishing venues can be found all over Scotland and recent figures show that anglers contribute 79.9 million annually to the Scottish economy.

Forestry

The Scottish forestry sector is worth £1 billion annually, supports 25,000 jobs and is at the heart of many rural communities. Seven out of the ten largest forests in the UK are in Scotland and forests are found in all areas of Scotland. The largest is Galloway Forest Park. The main crop planted is the Sitka pine which is fast growing and can be harvested in 25 years.

As well as the economic value of forests and woodlands, social and environmental benefits are also widely recognised. Forests are home to many species of wildlife and activities such as holidays, walking, mountain biking and tree top assault courses.

Existing qualifications in the sector

Existing qualifications at the right level that would be suitable for rural industries are all VQ qualifications such as the HNC/D in Agriculture, the HNC/D in Rural Business Management or the HND in Rural Resource Management. It was suggested to the working group that these be included in the apprenticeship but were rejected in favour of a competence based SVQ qualification which has now been developed. The SVQ Rural Land Use and Management at SCQF level 8 has now been developed and is accredited until 2023.

Apprenticeship framework – evidence of demand

Modern apprenticeships continue to be a popular way with employers in the land-based sector to train and qualify those entering the industry as they provide the added value of combining on-the-job practical experience with off-the-job technical training. The apprentices have the opportunity to work alongside qualified, experienced colleagues carrying out real work with all of the issues that go with this. This experience, combined with off-the-job training provides the ideal combination for both the apprentice and the employer and provides the industry with the skilled, knowledgeable workers required for the industry to grow.

The rural industries in Scotland are keen to see a Technical Apprenticeship developed to provide progression from existing Modern Apprenticeships in Estate Management, Agriculture, Gamekeeping and Wildlife Management or Trees and Timber (General Woodland and Forestry) as well as courses for Fisheries Management. Industry particularly wanted an apprenticeship which would be flexible enough to meet the needs of all of the rural industries, whether those undertaking it were involved in just one type of activity or more than one, and whether their responsibilities included management or not, as not everyone who operates at this level in rural industries has management responsibilities. It could also be used for those coming into the industry with knowledge but not skills as the apprenticeship would provide opportunity to gain the required skills whilst undertaking the SVQ and suitable enhancements.

The objectives of the SCQF Level 8 Technical Apprenticeship will be to address the following:

1. To increase the skills of the rural industries in Scotland by:

- Upskilling those already working in rural industries to ensure that they attain the skills required to be competent in their profession and manage their activities
- Providing a broad knowledge and understanding of how rural industries work together
- Training new entrants to ensure they obtain the appropriate level of skills and knowledge required to work in the sector

Qualification

An SVQ has been developed specifically for this Technical Apprenticeship. The SVQ in Rural Land Use and Management at SCQF level 8.

Career Skills

The Technical Apprentice and employer should select Career Skills units of their choice at SCQF level 7 or above to achieve a minimum of 15 credits in total.

Career Skills at SCQF level 8 have been recommended which would be suitable for all candidates whether they have managerial responsibilities or not. These are Evaluate and solve business problems (CFABAG128) and Manage physical resources (CFAMLE8).

Summary of Framework

Diagram showing the contents of the Technical/ Professional Apprenticeship in Rural Land Use and Management

Duration

Industry has agreed that the average length of time normally taken to achieve the Rural Land Use and Management Technical Apprenticeship at SCQF 8 framework and demonstrate competence will be 2 years.

Mandatory outcomes

SVQ/ CBQ/ HN Qualification/ Professional Qualification

- The following must be achieved:

- SVQ Rural Land Use and Management at SCQF level 8, code GP28 24 (SQA)

Career Skills (see Appendix 4 for full list)

- Employer and apprentice to select the appropriate Career Skills units at SCQF 7 or above and achieve a minimum threshold of 15 credits. Industry recommend Evaluate and solve business problems (CFABAG128) and Manage physical resources (CFAMLE8) as appropriate.

Enhancements

The industry has agreed that those undertaking the Technical Apprenticeship in Rural Land Use and Management at SCQF level 8 should complete a minimum of two industry specific training courses appropriate to the apprentice and the business in which he/she works. Courses completed should be accredited, legislative or nationally recognised. If you are unsure if the course meets these requirements, please contact Lantra at the beginning of the apprenticeship.

Course	Ref. no.
First aid e.g. The ITC Certificate in Outdoor First Aid Lantra +F First Aid	R564-04 AID17
IOSH Managing Safely	n/a
Bio-security	n/a
IFM bailiff exam	n/a
Professional seal management	n/a
Wildlife crime	n/a
Diversification	n/a
Renewable energy	n/a
Report writing	n/a
FACTS (BASIS)	n/a
BDS Deer Stalking Certificate	n/a
Food and Drink Production	n/a

NOTES:

The SSC should include a relevant SVQ/CBQ/ HN, Professional qualification or other qualification based on NOS

Please remove any boxes that are not required.

Mandatory Component

All Scottish Technical and Professional Apprenticeship Frameworks must contain a relevant SVQ, equivalent CBQ, Higher National, Professional Qualification or other qualification based on NOS.

Career Skills

All Scottish Technical and Professional Frameworks must contain Career Skills. The Career Skills units selected should NOT be the same as any of the mandatory components.

Two to five units should be selected from any of the categories, to meet the following thresholds:

- *Technical Apprenticeships must include Career Skills Units at SCQF 7 or above and achieve a minimum threshold of 15 Credits*
- *Professional Apprenticeships must include Career Skills Units at SCQF 8 or above and achieve a minimum threshold of 20 credits.*

Enhancements

The Scottish Government is keen to see language qualifications included in all Frameworks and SSCs are encouraged to include these where appropriate.

If no 'enhancements' are required, remove this box.

All sectors should encourage the achievement of additional awards, qualifications and training.

Optional Outcomes

Additional SVQ Units/Qualifications/Training

Not applicable

The Framework

The mandatory and optional content of the Technical Apprenticeship in Rural Land Use and Management is as follows:

Duration

It is expected that apprentices following this framework will take an average of two years to complete. This includes 600 hours for off-the-job training.

Mandatory Outcomes

SVQ(s)/ CBQs/ Other Qualifications

Each apprentice is required to achieve the following Qualification:

GP28 24	SQA	SVQ Rural Land Use and Management at SCQF Level 8
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All Scottish Technical and Professional Apprenticeships must contain a relevant SVQ, equivalent competency based qualifications, HN qualification, Professional qualification or other qualification based on NOS.

Scottish Vocational Qualifications (SVQs) and Competency Based Qualifications (CBQs) are work-based qualifications based on National Occupational Standards of competence drawn up by representatives from each industry sector. They are made up of units – normally between six and ten – which break a job down into separate functions reflecting the different kinds of activities of a job. SVQs and CBQs are available at a range of levels – although most are at SCQF Levels 5, 6 and 7 (SVQ Level 2 and 3). When someone has achieved an SVQ or CBQ, there is a guarantee that they have the skills and knowledge needed to do their job.

Career Skills

Career Skills for Technical and Professional Apprenticeships were developed in response to employer demand that “core skills” at a higher level must reflect the work-based requirements of jobs within the workplace. A ‘pick and mix’ approach has been introduced to ensure that candidates gain the right mix of Career Skills (see Appendix 4).

A wide range of pan-sector SVQ units at SCQF 7 and above has been identified and these have been listed in Appendix 4 of the Guidance document). Candidates and employers should select between two and five of the units from the Career Skills list (from any section), within the following parameters:

- A threshold of 15 SCQF credits for Technical Apprenticeships and 20 SCQF credits for Professional Apprenticeships must be achieved
- Technical Apprenticeships must include Career Skills Units at SCQF 7 or above and Professional Apprenticeships must include Career Skills Units at SCQF 8 or above.

Note: The Career Skills units selected should NOT be the same as any of the units in the mandatory qualification.

Enhancements

The industry has agreed that those undertaking the Technical Apprenticeship in Rural Land Use and Management should complete a minimum of two industry specific training courses appropriate to the apprentice and the business in which he/she works. Courses completed should be accredited, legislative or nationally recognised. If you are unsure if the course meets these requirements, please contact Lantra at the beginning of the apprenticeship.

Course	Ref. no.
First aid e.g. The ITC Certificate in Outdoor First Aid Lantra +F First Aid	R564-04 AID17
IOSH Managing Safely	n/a
Bio-security	n/a
IFM bailiff exam	n/a
Professional seal management	n/a
Wildlife crime	n/a
Diversification	n/a
Renewable energy	n/a
Report writing	n/a
FACTS (BASIS)	n/a
BDS Deer Stalking Certificate	n/a
Food and Drink Production	n/a

Optional Outcomes

Not applicable

Registration and certification

This Scottish Technical/ Professional Apprenticeship is managed by (Name of SSC). The SSC is the first point of contact in Scotland for any enquiries in relation to the Framework. Contact details:

Lantra
Lantra House
Stoneleigh Park
Coventry
Warwickshire
CV8 2LG

Telephone: 02476 696996

The SSC will register all Scottish Technical and Professional Apprentices undertaking this Framework. **All Apprentices must be registered with the SSC within 4 weeks of starting their apprenticeship.**

In the case of Technical and Professional Apprenticeships which receive funding, it is acceptable for the Skills Development Scotland Training Plan to be used on the condition that it includes all relevant information as set out in the Training Plan.

The SSC will issue an Apprenticeship Certificate of Completion to those Technical and Professional Apprentices who have completed the mandatory outcomes of the Framework. Before a certificate is issued, training providers must submit evidence to the SSC that the mandatory outcomes have been achieved. This will normally be in the form of photocopies of certificates from awarding bodies.

Requests for registration and certification should be made to the SSC at the address above.

SSC Service level

The SSC undertakes to confirm the registration of candidates in writing within 4 weeks of receipt of the relevant Training Plan and Training Agreement. Each candidate will be issued with a unique registration number.

The SSC also undertakes to issue Certificates of Completion within 4 weeks of receipt of the appropriate evidence that a candidate has completed the outcomes as stated in the Training Plan.

Recruitment and selection

The recruitment and selection of Technical and Professional Apprentices is primarily the responsibility of the employer. However, the following guidance is given:

- Employees may enter a Technical and Professional Apprenticeship from the age of 16. There is no upper age limit.
- The Technical and Professional Apprenticeship is designed to attract high quality people to the industry. Achievement of academic qualifications is one way of assessing the suitability of applicants. However, it should be stressed that no persons should be deterred from applying for a Technical and Professional Apprenticeship because of a lack of formal educational qualifications. As well as traditional qualifications such as Standard Grades and Highers, employers should also be aware of newer vocational qualifications or vocational activity undertaken outwith an academic institution, such as volunteering activity.
- The following factors may also influence the selection process:
 - performance during a formal interview process
 - references
 - relevant work experience
 - trial observation period.
- Employers should be aware of the nature, relevance and quality of foreign qualifications and make appropriate allowances concerning entry requirements.
- In order to promote and maintain the high status of the Apprenticeship Programme within the industry all literature distributed for recruitment purposes should emphasise the high standards of achievement expected of the candidate.
- Employers may wish to contact the SSC for advice and guidance on recruitment and selection.

Recommended entry requirements have been agreed with industry as 'Operating at or educated to SCQF level 6/7' to ensure that the candidate has sufficient breadth of knowledge, understanding and work experience to undertake the apprenticeship. However, each candidate will be reviewed on their own merit.

Equal opportunities

Technical and Professional Apprenticeships should ensure that there is equality of opportunity for all and any barriers (real or perceived) are addressed to support anyone seeking to enter employment to undertake the Technical and Professional Apprenticeship.

All Modern, Technical or Professional Apprentices supported by Skills Development Scotland must conform to any contractual requirements on equal opportunities. All employers of Modern, Technical or Professional Apprentices should have an Equal Opportunities policy statement.

Health and Safety

All aspects of health and safety at work must be recognised within the delivery of this Technical and Professional Apprenticeship Framework and all statutory requirements be adhered to.

It is a key aspect of the induction period of the Technical and Professional Apprenticeship that apprentices are fully informed both of the regulations and that they and their employers are bound by these regulations. Technical and Professional Apprentices should be made aware of their rights and duties with regard to health and safety.

All Technical and Professional Apprentices supported by Skills Development Scotland will be required to satisfy the adequacy of SDS's Health and Safety policy and systems.

Contracts

The following three contracts are essential to the successful outcome of the Technical and Professional Apprenticeship programme:

1. Contract of employment signed by the employer and the Technical/ Professional Apprentice.
2. SSC Training Agreement - this agreement outlines the basis of the Technical and Professional Apprenticeship, refers to the contract of employment and includes Health and Safety responsibilities. A sample SSC Training Agreement is set out in Appendix 3.
3. SSC Training Plan - this plan outlines the selected outcomes and the expected duration of the apprenticeship. In cases where funding is offered by a SDS area office, the SDS Training Plan will be sufficient on condition that it contains all relevant information as set out in the Training Plan at Appendix 3. Training Plans may be modified to reflect changing circumstances, however it is essential that the SSC is notified of any changes.

Employment status of Technical and Professional Apprentices

It is important that the sector offers genuine employment and career prospects to those people it wishes to attract through Technical and Professional Apprenticeships. Accordingly, **all apprentices must be employed**.

All Technical and Professional Apprentices must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The Apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills.

Terms and conditions of employment

In order to compete with other sectors offering Technical and Professional Apprenticeships, attractive packages will need to be developed by employers in the sector. The terms and conditions of employment for individual Technical and Professional Apprentices will be agreed between the employer and the apprentice and should form the contract of employment.

Training and development

Delivery

Training delivery can take many forms under the Technical and Professional Apprenticeship system. Some organisations may become approved Assessment Centres; others may join a consortium or use peripatetic assessors. Some large employers will be able to complete all the training and development in-house, but most employers will find that some of the training and development will have to take place away from the normal workplace. In particular the underpinning knowledge requirements are often more suited to delivery by outside training providers which might include:

- private training organisations
- colleges / universities
- other employers

Such knowledge could be delivered through training courses or through open/distance learning packages.

The option of sharing training and assessment resources amongst a cluster of employers (or across the divisions of a larger employer) will be particularly appealing to those firms which do not have the resources to provide all of the training and development. Assessment can be provided by these bodies, but the assessors and the training centre must be approved by the awarding bodies for the SVQ and Career Skills where appropriate.

This list below shows the providers who have confirmed that they are planning to offer the SVQ in Rural Land Use and Management at SCQF Level 8 and Technical Apprenticeship at some point in the future.

- UHI
- SRUC
- Borders College

This is a working list – please contact Lantra for up to date information.

Delivery of Training for the Technical/ Professional Apprenticeship in Rural Land Use and Management

Work-based training

Delivery and assessment method

Work-based or on-the-job training is defined as skills, knowledge and competence gained within normal work duties.

On-the-job training will:

- Be planned, reviewed and evaluated jointly with the training provider, the apprentice and their employer
- Achieve clear and specific outcomes which contribute directly to the successful achievement of the TA framework and may include accredited and non-accredited elements
- Allow access as and when required by the technical apprentice to a tutor, assessor, mentor or manager
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group instruction, practical experience, coaching, mentoring, shadowing, feedback and assessment, collaborative/networked learning with peers

Assessment is generally carried out in the learner's place of work but where this is not possible assessment can be carried out in a training environment, but the situation should reflect a real work environment as far as possible. Lantra provides an Assessment Strategy for those delivering and assessing SVQs which provides clarification on delivery and assessment and sets out where simulation is allowed. Use of simulation must be agreed with the External Verifier first.

Regular reviews take place with the apprentice as well as their employer/mentor/supervisor (whichever is appropriate) to discuss progress. Apprentices will be required to produce a portfolio of evidence recording their activities carried out in the workplace and complete assessments.

Skills required by training providers delivering the training

Appropriate qualifications from the following list should be held by those undertaking delivery and assessment depending on whether they are delivering or just assessing in the workplace:

L&D9D or L&D9DI

A1 or A2 plus CPD (in line with the current L&D9 Standard)

TQFE plus CPD (in line with the current L&D9 Standard)
 D32 and/or D33 plus CPD (in line with current L&D9 Standard)
 QCF Level 3 Award in Assessing
 Competence in the Work Environment
 QCF Level 3 Certificate in Assessing Vocational Achievement
 PTLLS/AET
 CTLLS/CET
 DTLLS/DET
 Cert Ed

Those involved in delivery and assessment of SVQs are advised to check with the SQA guidance on assessor and verifier competence requirements issued September 2015 which can be found at the following link:

http://www.sqa.org.uk/sqa/files_ccc/Choosing_Appropriate_Assessor_and_Verifier_Qualifications.pdf

Assessors and verifiers who currently hold D or A and V Units are still considered to be qualified assessors and internal verifiers/external verifiers and are not required to undertake the new Units. However, they must be working to the current NOS and undertaking appropriate continuous professional development. Any new assessors and verifiers, who do not currently hold any of these qualifications, should undertake the qualifications based on the current Learning and Development (L & D) NOS.

Assessors should also check the Lantra Assessment Strategy for guidance.

Appropriate occupational competence is also required for the specified qualifications and staff involved in delivery and assessment should:

- Maintain their industry knowledge through CPD activities
- Participate in in-house or awarding body training and workshops / standardisation sessions.

Delivery of underpinning knowledge (if no formal off-the job requirement)

Not applicable

Off-the-job training

Details of off-the-job training (please state if not applicable)

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

- Be planned, monitored, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- Be overseen by the Training Provider
- 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, completion of projects/assignments, guided study and induction.
- Lead to the achievement of the SVQ, Career Skills and Enhancements

For completion of the Technical Apprenticeship in Rural Land Use and Management framework at SCQF 8, this includes an average of 600 hours of off-the-job training. This is based on the off-job training hours allocated to each unit during the credit and levelling process and will vary according to which Optional Units are chosen for the SVQ and which Career Skills. It also includes the off-job training required to achieve the Enhancements but again this will vary according to which enhancements are chosen.

Delivery and assessment method

Depending on the training provider delivery of the training may include:

- Attending day/block release
- Distance learning
- Using on-line tutorials
- Completion of work-based projects/assignments
- Coaching/mentoring

Underpinning knowledge is delivered as an integral part of the SVQ and will be delivered by the training provider as part of off-the-job training as well as informally as part of on-the-job training with their employer. Apprentices may also be required to prepare for lessons by carrying out self-study.

Underpinning knowledge will be assessed through methods such as:

- Questioning during observation
- Structured oral and written questioning
- On-line questioning
- Set tasks and scenarios
- Task based work activity such as projects/assignments

Assessment of practical activities is generally carried out in the candidate's place of work but where this is not possible assessment can be carried out in a training environment but the situation should reflect a real work environment as far as possible. Lantra provides guidance for those delivering and assessing SVQs in the Assessment Strategy which provides clarification on delivery and assessment and sets out where simulation is allowed. Use of simulation must be agreed with the External Verifier first.

It should take technical apprentices on average 2 years to achieve the SVQ in Rural Land Use and Management and complete the framework.

Exemptions

Not applicable

The SSC training plan

The plan is required to identify:

- 1 The selected Framework outcomes
- 2 The selected Career Skills units
- 3 A summary of the Technical or Professional Apprentices' accredited prior learning
- 4 A timetable for achievement of the selected Framework outcomes, linked to regular progress reviews.

The Training Plan should take into account any relevant previous training and development, education or work experience. Not all Technical and Professional Apprentices need have different plans, but many will vary. Moreover as reviews take place and circumstances change so the plan itself can be modified.

However any changes must:

- be subject to the quality provisions of Skills Development Scotland (if the apprenticeship is being financially supported)
- comply with the stipulations of this Framework
- meet the needs of the employer and apprentice.

A sample Training Plan is provided at Appendix 3 of this document, however, for those Technical and Professional Apprentices funded by SDS it is sufficient to submit the SDS Training Plan on condition that it covers the same information required in the Training Plan.

Consultation Process

Lantra consulted with the rural industries in Scotland by hosting meetings and by using electronic communication with employers, training providers and industry bodies. The sector has very little union membership but Lantra contacted GMB and Unite the Union to ask them to circulate to all their Scottish members for information and comment. The request was acknowledged by the unions but no feedback was received from members.

A meeting took place on the 20th June 2017 in Perth to discuss the potential development of a Technical Apprenticeship for rural industries. The original request for development had been from the agriculture industry but this was widened out to cover all rural industries following requests from stakeholders.

The meeting was attended by 8 people including employers, training providers and industry bodies:

Valerie Calder	Graham's Dairies
George Jamieson	NFUS
Amanda Laing	SQA Accreditation
Graeme Ligertwood	SRUC
Kathy Peebles	National Sheep Association
Gordon Hill	SRUC
Jim Stewart	Rural Skills Scotland
Sheena Howden	Lantra Scotland and Farmer

Discussions were held around the scope of the proposed apprenticeship and the need for it to be flexible to meet the needs of all of the rural industries and what industries should be included. It was agreed that we should start with agriculture, game and wildlife, fisheries management and Forestry with a view to widening it out in the future.

It was originally proposed that the apprenticeship be based on existing VQ qualifications such as the HNC/D in Agriculture, the HNC/D in Rural Business Management or the HND in Rural Resource Management but this was soundly rejected by the group who insisted that it should contain a competence based SVQ qualification which was accepted.

A suitable SVQ which meets these needs has been developed specifically for the apprenticeship. To start development of the qualification it was necessary to work with the rural industries to identify what they wanted to include in the qualification, what units were already available and suitable and where units needed to be written. National Occupational Standards (NOS) were already in place at the right level for each of the rural industries but to ensure they were up to date with legislation and working practices we carried out a review of the NOS for Agricultural Management, Game and Wildlife Management and Fisheries Management (Forestry was done in 2016/17). A new NOS was also developed to cover determining opportunities for integrated rural land use and enterprise.

A further meeting was held on the 12th September 2017 in Perth which was attended by 18 people, again a mix of employers, training providers and industry bodies and representing each of the four rural industries plus conservation:

Tom Andrews	SRUC
Elizabeth Barron-Majerik	UHI
John Cameron	Balbuthie Farm
Amanda Laing	SQA Accreditation
Simon Dryden	Marine Scotland

Steve Fowkes	Forestry Commission
Penny Lawson	Cairngorms National Park Authority
Tony Lockey	BSW Timber Ltd
Scott Mason	Stirling Council Fisheries
Simon McKelvey	IFM Scotland
Kathy Peebles	National Sheep Association
David Shaw	North Highland College
Ashley Woodhouse	Forestry Commission Scotland
Katrina Marshall	Scottish Natural Heritage
Alan Wells	Fisheries Management Scotland
Brian Davidson	Fisheries management Scotland
Graeme Ligertwood	SRUC
Sheena Howden	Lantra Scotland and Farmer

The group discussed the skills that they felt were important to ensure work readiness for the various rural industries and which should be included as enhancements. These included: First Aid; Bio-security; Diversification; Wildlife Crime; IFM Bailiff Training Course; Professional Seal Management; Renewable Energy and Report Writing and following consultation has been broadened to include IOSH Managing Safely, the BDS Deer Stalking Certificate and Food and Drink Production.

They also looked at the list of Career Skills for the Technical Apprenticeship and made a decision on which they wanted to recommend as suitable for all candidates whether they have managerial responsibilities or not. They decided on “Evaluate and solve business problems” (CFABAG128) and “Manage physical resources” (CFAMLE8).

The proposed content of the apprenticeship was made available to just over 160 people in the four rural industries by email during May 2018 and feedback requested on any changes required. A final consultation was held during June 2018 to confirm the title of the apprenticeship, the final list of enhancements and how many were required.

34 people from 31 organisations took part in the consultation, either by attending a meeting or providing feedback electronically. This represents 21% of those invited to take part. This sample represents a good spread geographically, covering from the Borders to the Highlands and Islands and also the employers who attended included all size of company from micro to large. The Government Bodies, Professional Bodies and Training Providers involved all cover the whole of Scotland. The group also represented all of the rural sector industries including agriculture, gamekeeping and wildlife management, fisheries management, forestry and conservation. The table below shows the organisations who contributed with their size and location:

Organisation	Type of organisation	Size	Location
SRUC	Training provider	n/a	Various locations throughout Scotland – Aberdeen, Ayr, Borders, Edinburgh area
UHI	Training provider	n/a	Various locations in the Highlands and Islands
Balbuthie Farm	Employer	Small	Fife
Marine Scotland	Government body	n/a	HO Edinburgh but covers the whole of Scotland
Forestry Commission Scotland	Government body	n/a	HO Edinburgh but covers the whole of Scotland

Cairngorms National Park Authority	Employer	SME	Cairngorms
BSW Timber Ltd	Employer	Large	6 locations around Scotland from Dumfries and Dalbeattie in the south to Fort William and Inverness.
Stirling Council Fisheries	Employer	Small	Stirling
IFM Scotland	Professional body	Total membership not known	Members all over Scotland
National Sheep Association Scotland	Professional body	Total membership not known	Members all over Scotland
Countryside Learning Scotland	Learning provider	Micro	HO Perthshire but covers the whole of Scotland
North Highland College	Training provider	n/a	Thurso
Borders College	Training provider	n/a	Galashiels
Scottish Natural Heritage	Public body	n/a	Covers the whole of Scotland
Fisheries Management Scotland	Representative body	n/a	Covers the whole of Scotland
Lantra Scotland	Industry body	n/a	Covers the whole of Scotland
Graham's Dairies	Employer	Large	Bridge of Allan, Stirling
NFUS	Professional body	Total membership not known	HO Ingliston but covers the whole of Scotland
Scottish Land and Estates	Representative body	n/a	Covers the whole of Scotland
Rural Skills Scotland	Training provider	n/a	HO Fife but covers the whole of Scotland
Fearn Farm	Employer	Small	Ross-shire
Scottish Association for Country Sports	Professional body	Total membership not known	HO Perth but covers the whole of Scotland
BASC	Professional body	Total membership not known	HIO Dunkeld but covers the whole of Scotland
Highlands and Islands Enterprise	Government body	n/a	Covers the whole of Scotland
Scottish Gamekeepers Association	Professional body	Total membership not known	HO Selkirk but covers the whole of Scotland
Glen Tanar Estate	Employer	SME	Aboyne, Royal Deeside
British Deer Society	Professional body	Total membership not known	HO Bridge of Earn but covers the whole of Scotland
SQA Accreditation	Accreditation body	n/a	HO Glasgow but covers the whole of Scotland

Balmanno Farms Ltd	Employer	SME	Bridge of Earn
Five Glens Consultancy	Consultancy	micro	Angus
SQA Awarding Body	Awarding Body	n/a	HO Glasgow but covers the whole of Scotland

Career progression

Following the completion of the Technical and Professional Apprenticeship, candidates should be able to achieve positions in areas such as:

Following completion of the Technical Apprenticeship at SCQF 8 learners should have the opportunity to secure positions such as:

Related jobs at level 4 (SCQF 8)	Brief description of responsibilities
Unit manager	Unit Managers are responsible for the management of a particular production unit on a farm. They have responsibility for the staff members and for running the unit including performance and record keeping. They will answer to the business owner or manager. On a smaller farm they will also get involved in many practical activities.
Farm manager	Farm Managers report to the owner or tenant. They are likely to have responsibility for the whole farm and will be responsible for the day-to-day running of all the enterprises, managing teams and completing relevant paperwork. On a smaller farm they will also get involved in many practical activities.
Estate manager	Estate Managers are employed by estate owners to manage the farm/s and other properties and activities on the estate. An Estate Manager is an important role with significant responsibility and requires sound business skills.
Fisheries manager	Fisheries Managers have full responsibility for the fishery. This includes producing and implementing fisheries management plans, managing staff and overseeing the day to day running of the fishery.
Game rearing manager	Responsible for the overall management of a game rearing farm including staff members, health and welfare of the birds including performance and record keeping. Will also get involved with practical activities.
Head ranger	Responsible for co-ordinating conservation management work including overseeing the work of other staff and volunteers.
Forestry contract manager	Responsible for all aspects of contract management for either establishment or harvesting.
Forest manager	Responsible for managing designated forest/woodland areas and will oversee activities such as timber production, conservation and recreation plus other associated matters, such as commercial interests, biodiversity and public access. This may include sustainable forest management and the regeneration of native woodlands.

Completion of the Technical Apprenticeship in Rural Land Use and Management would also allow learners to move on to a suitable degree course, subject to acceptance by the University/College.

A useful website regarding higher education is www.ucas.co.uk Further information is also available on the My World of Work website <http://www.myworldofwork.co.uk/>

Appendices

APPENDIX 1

Stakeholder Responsibilities

Many organisations and individuals share the responsibility for ensuring that the Modern, Technical and Professional Apprenticeship programme is implemented to the highest possible standard. They include:

- Awarding Bodies
- Employers
- Modern/ Technical/ Professional Apprentices
- Modern Apprenticeship Group (MAG)
- Sector Skills Councils (SSCs)
- Skills Development Scotland
- Training Providers

Role of the Sector Skills Councils

SSCs are responsible for developing Modern, Technical and Professional Apprenticeship Frameworks and are required to work with employers in their sectors to ensure that all Frameworks meet the needs of employers in their sectors.

Details of your SSC can be found on the FISS website <http://fiss.org/sector-skills-council-body/directory-of-sscs/>

Role of Skills Development Scotland (SDS)

Modern, Technical and Professional Apprenticeship frameworks are used by employers as part of their workforce development to train new employees and up-skill existing members of staff. They can be (and often are) used regardless of whether financial support is available from the delivery body who currently provides a 'contribution' towards the cost of delivery. However, only approved Modern, Technical and Professional Apprenticeship Frameworks will be eligible for funding support from SDS who should be contacted to establish the availability and level of support for each Framework.

Skills Development Scotland provides advice and guidance to individuals on the range of Modern, Technical and Professional Apprenticeships and training providers available. Individuals are signposted to opportunity providers who offer training in the vocational areas of interest.

Responsibilities include:

- Supporting the Apprentice with ongoing Career Planning advice
- Signposting candidates to suitable vacancies
- Promoting Modern, Technical and Professional Apprenticeship routes on the Skills Development Scotland website

Further information is available from: <http://www.skillsdevelopmentscotland.co.uk/our-services/modern-apprenticeships.aspx>

Role of the Awarding Bodies

A significant proportion of the Technical and Professional Apprenticeship is based on the assessment of the apprentice against SVQs/ CBQs/ HN Units or SVQ units. These qualifications are accredited by the SQA Accreditation and the Office of the Qualifications and Examinations Regulator (Ofqual) and are offered by Awarding Bodies.

It is the responsibility of the Awarding Bodies to ensure that centres are approved, that assessors and verifiers are suitably qualified, trained and monitored, and that all of the assessment criteria of qualifications and qualification units are fully met.

Role of the Training Provider

The role of the training provider is important to the success of the Modern, Technical or Professional Apprenticeship. A training provider can be a further education college, a private or voluntary training company or in some cases the employer themselves or employer partnerships.

Training Providers are responsible for:

- Confirming an appropriate Modern, Technical or Professional Apprenticeship programme for candidates
- Agreeing the training needs of the candidates
- Agreeing roles and responsibilities for on the job training
- Agreeing where off the job training will be required and defining roles and responsibilities for this with relevant parties
- Ensuring trainee/candidate has access to the best quality training opportunities available
- Ensuring that the Modern, Technical or Professional Apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering of Apprenticeship candidates with the relevant SSC (and Skills Development Scotland if appropriate).
- Compiling and agreeing assessment schedules/assessment plans
- Judging performance evidence
- Completing assessment records
- Reviewing candidates progress at regular intervals
- Submitting records and evidence for moderation
- Advising the Modern, Technical or Professional Apprentice who to approach for support, advice, encouragement and in case of complaint

Role of the Modern Apprenticeship Group (MAG)

MAG is an independent group drawn from key stakeholders involved in the management and delivery of the Apprenticeship programme in Scotland.

MAG is responsible for:

- Approval and re-approval of Modern, Technical and Professional Apprenticeship Frameworks
- De-approval of Modern, Technical and Professional Apprenticeship Frameworks
- Encouraging best practice across Modern, Technical and Professional Apprenticeship Frameworks and sectors

Role of the Employer

Employers' responsibilities include:

- Paying all Modern, Technical or Professional Apprentices in accordance with company policy and in line with current legislation
- Agreeing roles and responsibilities for on the job training
- Agreeing where off the job training will be required and define roles and responsibilities for this with relevant parties
- Highlighting opportunities for the Modern, Technical or Professional Apprentice to demonstrate competence
- Meeting with Trainers, Assessors, Verifiers and the Modern, Technical or Professional Apprentices to review progress
- Witnessing candidate performance and verifying evidence
- Releasing Modern, Technical or Professional Apprentices for college/off-the-job training in line with training plan
- Ensuring the experience, facilities and training necessary to achieve the outcomes of the training plan.
- Supporting and encouraging Professional Apprentices and rewarding achievement
- Taking responsibility for the Health & Safety of Modern, Technical or Professional Apprentices.

Role of the Modern, Technical or Professional Apprentice

Modern, Technical or Professional Apprentices have the same responsibilities to their employer as any other employee. In addition they have a range of commitments to their training programme.

Modern, Technical or Professional Apprentices' responsibilities include:

- Observing the company's terms and conditions of employment
- Agreeing a training/development plan with all parties involved
- Undertaking development in line with agreed training plan
- Attending meetings with trainers, assessors and verifiers as required
- Attending college/off-the-job training where required
- Providing evidence of competence
- Developing a collection of evidence (portfolio) and retain ownership of this throughout
- Behaving in a professional manner throughout

APPENDIX 2

Modern Apprenticeship Centres (MACs)

Modern, Technical and Professional Apprentices may only be registered through organisations approved by the SSC to deliver this Framework. Such approved organisations are called Modern Apprenticeship Centres (MACs)

The MAC may be the employer of the apprentice or a separate organisation such as a training provider, further education college, a private or voluntary training company or in some cases the employer themselves or employer partnerships.

In order to be approved, organisations must make a formal application to the SSC, seeking approval and establishing that the centre satisfies the following criteria:

Either

1 be approved by an appropriate Awarding Body as a centre for the assessment of the relevant qualification and Career Skills Units

or

2 be capable of demonstrating a contractual relationship with another approved centre for the assessment of those units for which the MAC does not have approval from an appropriate Awarding Body.

In addition

The SSC will maintain a database of MACs for the delivery of the Framework within Scotland, which will be available to employers and others.

Organisations wishing to become MACs who have yet to obtain the necessary Awarding Body approval for assessment should first contact the Awarding Body direct.

Organisations wishing to be accredited with SQMS (or other appropriate quality system) should contact Skills Development Scotland.

In addition to the assessment of the Modern, Technical or Professional Apprentice against the relevant standards set by the selected Framework outcomes, the MAC has responsibility for:

- Entering into a formal training agreement with the employer and Apprentice
- Registering Modern, Technical and Professional Apprentices as candidates for the relevant qualification and other selected units with the appropriate Awarding Body
- Registering Modern, Technical and Professional Apprentices with the SSC
- Applying for the final 'Certificate of Completion' on behalf of Modern, Technical and Professional Apprentices
- Informing the SSC of any material alterations to Modern, Technical and Professional Apprentices' training plans or desired changes to the selected Framework outcomes.

APPENDIX 3: TECHNICAL/ PROFESSIONAL SAMPLE TRAINING AGREEMENT



This Training Agreement is entered into by:

Name of Employer:	
Name of Technical/ Professional Apprentice:	
Name of Modern Apprenticeship Centre:	

The **Employer’s responsibilities** are to:

- 1 employ the apprentice subject to the employer’s usual terms and conditions of employment;
- 2 provide the apprentice with the facilities, training and work place opportunities necessary to achieve the selected Framework outcomes specified in the apprentice’s personal training plan;
- 3 pay the apprentice an agreed salary which meets National Minimum Wage criteria, reflects the obligations of the employer and the opportunities for the apprentice;
- 4 in the event of the employer becoming unable to retain the apprentice after completion of the apprenticeship, to use reasonable endeavours to secure employment elsewhere;
- 5 in the event of the apprenticeship being terminated prematurely by either the employer or apprentice for any reason other than dismissal for unsatisfactory performance or misconduct, to use reasonable endeavours to secure employment and continuation of this apprenticeship elsewhere;
- 6 operate a formal Health and Safety policy and undertake the necessary legal and contractual responsibilities for health and safety of the apprentice; and
- 7 operate an Equal Opportunities policy which meets all legal requirements.

The **Technical/ Professional Apprentice’s responsibilities** are to:

- 1 work for the employer in accordance with the agreed terms and conditions of employment;
- 2 undertake training, attend courses if required, keep records, and take assessments to be determined by the employer and/or Modern Apprenticeship Centre, and carry out such work as may be required in order to achieve the selected Framework outcomes specified in the apprentice’s personal training plan;
- 3 be diligent, punctual, behave in a responsible manner and in accordance with the requirements of Health and Safety legislation relating to the apprentice’s responsibilities as an individual; and
- 4 promote at all times the employer’s best interests.

The **Modern Apprenticeship Centre’s responsibilities** are to:

- 1 agree the content of the apprentice’s personal training plan as confirming that the selected Framework outcomes and training plans meet the criteria of this apprenticeship
- 2 contract with the employer to provide the training and assessment necessary to enable the apprentice to achieve the selected Framework outcomes specified in the apprentice’s personal training plan; and
- 3 use its best endeavours to ensure that the employer provides the apprentice with the facilities, training and work place opportunities necessary to achieve the selected Framework outcomes specified in the apprentice’s personal training plan.

This agreement to be signed by all parties:

Employer		Date:
Technical/ Professional Apprentice		Date:
Modern Apprenticeship Centre		Date:



TECHNICAL/ PROFESSIONAL APPRENTICESHIP TRAINING PLAN

The Modern Apprenticeship Centre

Name:
Address:
Telephone:
Contact:

The Technical or Professional Apprentice

Full name:
Home address:
Work address:
Date of birth:

The Employer

Name:
Address:
Telephone:
Contact:

Skills Development Scotland office

Name:
Address:
Telephone:
Contact:

Framework selected outcomes

Mandatory outcomes

Qualification Level (please identify level) <i>(List mandatory and optional units)</i>		Tick units being undertaken	SCQF Level	SCQF Credit Points
Qualification level (please identify level) <i>(List mandatory and optional units)</i>				
Enhancements				

Career Skills <i>(Include details of the minimum level required)</i>		Tick units being undertaken	SCQF Level	SCQF Credit Points
1	(full name and code)			
2	(full name and code)			
3	(full name and code)			
4	(full name and code)			
5	(full name and code)			

Optional outcomes

Additional units (if any) <i>These are optional and should reflect the individual training needs of the Apprentice</i>		Tick units being undertaken	SCQF Level	SCQF Credit Points
	(specify unit)			
	(specify unit)			
	(specify unit)			
	(specify unit)			

Summary of Technical/ Professional Apprentice’s accredited prior learning:

If you require assistance in completing this form, please contact:

Lantra
Lantra House
Stoneleigh Park
Coventry
CV8 2LG

02476 696996

APPENDIX 4: Career Skills Units for Technical and Professional Apprenticeships

Technical Apprentices should complete Career Skills units at SCQF Level 7 or above and achieve a minimum of 15 Credits in total. Professional Apprenticeships should complete Career Skills units at SCQF Level 8 or above and achieve a minimum of 20 Credits in total.

The Career Skills units selected must not duplicate any of the units undertaken as part of the mandatory qualification.

Business Administration					
Either	Implement, monitor and review change	9	6	CFABAA116	
	Or Implement Change (Management Unit)	(see below)			
Either	Plan change across teams	9	6	CFABAA115	
	Or Plan change (Management Unit)	(see below)			
	Chair meetings	8	4	CFABAA413	
	Evaluate and solve business problems	8	6	CFABAG128	
	Implement and evaluate innovation in a business environment	8	6	CFABAA113	
	Manage and evaluate information systems	8	6	CFABAD122	
Either	Monitor and evaluate contracts	8	6	CFABAF121	
	Or Monitor and evaluate the performance of contractors	8	6	CFABAF121	
	Negotiate in a business environment	8	7	CFABAG123	
Either	Plan, run and evaluate projects	8	10	CFABAA152	
	Or Manage projects (Management Unit)	(see below)			
	Prepare, co-ordinate and monitor operational plans	8	6	CFABAA1110	
	Manage an office facility	7	6	CFABAA118	
Either	Manage budgets	7	5	CFABAA532	
	Or Manage budgets (Management Unit)	(see below)			
	Manage communications in a business environment	7	3	CFABAA616	
	Supervise a team in a business environment	7	6	CFABAG1212	
Management					
Either	Build and sustain collaborative relationships with other organisations	11	6	CFAMLD17	
	Or Develop and sustain collaborative relationships with other organisations	11	6	CFAM&LDD4	
Either	Develop a strategic business plan for your organisation	11	14	CFAMLB3	
	Or Develop strategic business plans	11	14	CFAM&LBA6	
Either	Ensure an effective organisational approach to health and safety	11	12	CFAMLE7	
	Or Provide healthy, safe, secure and productive working environments and practices	7	7	CFAM&LEB1	
Either	Improve organisational performance	11	11	CFAMLF12	
	Or Manage continuous improvement	11	11	CFAM&LFE5	
Either	Manage risk	11	12	CFAMLB10	
	Or Manage risks to your organisation	11	11	CFAM&LBB1	
Either	Promote equality of opportunity, diversity and inclusion in your organisation	11	12	CFAMLB12	
	Or Promote equality of opportunity, diversity and inclusion	8	9	CFAM&LBA7	
Either	Promote knowledge management in your organisation	11	7	CFAMLE13	
	Or Promote knowledge management and sharing	11	7	CFAM&LEC1	
Either	Promote the use of technology within your organisation	11	12	CFAMLE4	

Or	Optimise effective use of technology	11	12	CFAM&LEB5
Either	Provide leadership for your organisation	11	13	CFAMLB7
Or	Lead your organisation	11	13	CFAM&LBA1
Either	Manage the development and marketing of products/services in your area of responsibility	10	9	CFAMLF16
Or	Manage the marketing of products and services	11	6	CFAM&LFB5
Put the strategic business plan into action		10	9	CFAMLB4
Either	Develop and implement marketing plans for your area of responsibility	9	5	CFAMLF4
Or	Develop marketing plans	9	5	CFAM&LFB2
And/Or	Implement marketing plans	9	5	CFAM&LFB3
Encourage innovation in your area of responsibility		9	12	CFAMLC2
Lead change		9	15	CFAMLC4
Manage business processes		9	15	CFAMLF3
Either	Manage knowledge in your area of responsibility	9	4	CFAMLE12
Or	Develop knowledge and make it available	9	4	CFAM&LEC3
Plan change		9	15	CFAM&LCA2
Either	Recruit, select and keep colleagues	9	12	CFAMLD3
Or	Recruit, select and retain people	9	14	CFAM&LDA2
Either	Develop and implement operational plans for your area of responsibility	8	11	CFAMLB1
Or	Develop operational plans	8	11	CFAM&LBA9
Manage projects		8	11	CFAM&LFA5
Implement change		8	11	CFAMLC6
Either	Manage finance for your area of responsibility	8	14	CFAMLE2
Or	Manage the use of financial resources	8	14	CFAM&LEA3
Either	Manage physical resources	8	9	CFAMLE8
Or	Manage physical resources	8	5	CFAM&LEB3
Either	Manage the environmental impact of your work	8	4	CFAMLE9
Or	Manage the environmental and social impacts of your work	8	4	CFAM&LEB4
Promote equality of opportunity, diversity and inclusion in your area of responsibility		8	10	CFAMLB11
Provide leadership in your area of responsibility		8	9	CFAMLB6
Either	Allocate and monitor the progress and quality of work in your area of responsibility	7	14	CFAMLD6
Or	Manage people's performance at work	7	14	CFAM&LDB4
Either	Build and manage teams	7	8	CFAMLD9
Or	Build Teams	9	8	CFAM&LDB1
Communicate information and knowledge		7	3	CFAMLE11
Ensure health and safety requirements are met in your area of responsibility		7	11	CFAMLE6
Manage budgets		7	11	CFAM&LEA4
Either	Manage your own resources and professional development	7	8	CFAMLA2
Or	Develop your knowledge, skills and competence	7	6	CFAM&LAA2
Either	Provide leadership for your team	7	9	CFAMLB5
Or	Lead your team	7	9	CFAM&LBA3
(Business Continuity Management)				
Develop a Business Continuity Management (BCM) strategy		10	10	CFABCM201
Design Business Continuity Management (BCM) procedures		8	8	CFABCM101

Manage incident response teams	8	5	CFABCM301
Assist in the design of Business Continuity Management (BCM) procedures	7	4	CFABCM102
Assist with the development of an organisational Business Continuity Management (BCM) strategy	7	5	CFABCM202
Lead a response team	7	4	CFABCM302
Operate incident response procedures	7	4	CFABCM303
Communicating during an incident (Governance)	7	5	CFABCM401
Define the responsibilities, powers and tasks of the governing body	12	13	CFA 501
Define the organisation's strategy and structure	12	13	CFA 502
Determine the organisation's purpose, vision, values and ethical behaviour	12	13	CFA 503
Ensure effective functioning and performance of the governing body	12	14	CFA 504
Ensure effective governing body decision making and delegation	12	14	CFA 505
Evaluate organisational and managerial performance to ensure effective compliance and control systems	12	15	CFA 506
Exercise accountability and engage effectively with key stakeholders	12	12	CFA 507
Customer Service			
Apply technology or other resources to improve customer service	8	11	CFACSD18
Build and maintain effective customer relations	8	8	CFACSB15
Champion customer service	8	10	CFACSA17
Develop a customer service strategy for a part of an organisation	8	11	CFACSD16
Follow organisational rules, legislation and external regulations when managing customer service	8	10	CFACSF6
Plan and organise the development of customer service staff	8	9	CFACSD15
Plan, organise and control customer service operations	8	10	CFACSB13
Review the quality of customer service	8	8	CFACSB14
Apply risk assessment to customer service	7	10	CFACSC6
Either Build a customer service knowledge set Or Build a customer service knowledge base	7	7	CFACSA16
Either Demonstrate understanding of customer service Or Show understanding of customer service	7	6	CFACSF3
Gather, analyse and interpret customer feedback	7	10	CFACSD12
Manage customer service performance	7	7	CFACSD20
Promote continuous improvement	7	7	CFACSD9
Use customer service as a competitive tool	7	8	CFACSA14
Enterprise			
Evaluate an existing business opportunity	9	6	CFABD9
Get support for a creative idea	9	9	CFABD10
Explore overseas markets	9	14	CFAWB6
Carry out a review of the business	8	8	CFABD4
Make deals to take your business forward	8	6	CFAEE3
Find innovative ways to improve your business	8	8	CFAEE4
Plan how to let your customers know about your products and services	8	8	CFAWB2
Advertise your products and services	8	5	CFAWB4
Sell your products or services	8	7	CFAWB5

Bid for work	8	5	CFAWB9
Win and keep customers	7	7	CFAEE2
Manage cash flow	7	3	CFAMN4
Review the skills the business needs	7	4	CFAOP1
Check what your customers need from the business	7	5	CFAWB1
Plan how you will sell your products or services	7	4	CFAWB3
Make presentations about your business	7	4	CFAWB10
Delegate work to others	7	4	CFAYS6

- Note 1: Either/Or choice indicates that a unit has been revised.
- Note 2: Not all units are accredited. SSCs should consult Awarding Bodies for availability.