Higher/Degree Level Apprenticeship Programme Specification

University of **CUMBRIA**

This programme specification is designed for prospective employers and their apprentices, academic staff, enrolled students and their employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate.

Apprenticeship Standard Title	Professional Forester (Degree)		
Programme Title and Name of Award	BSc (Hons) Professional Forester		
Academic Level	6	**Total Credits**	360
Apprenticeship Standard and Assessment Plan	Professional Forester (Degree) ST0923 https://www.instituteforapprenticeships.org/apprenticeship-standards/professional-forester-integrated-degree-v1-1 The QAA Characteristic Statement for Apprenticeships can be found here.		
LARS Code of the Apprenticeship Standard	647	**LARS Code of the University Award**	
Professional Body Accreditation / Qualification	The programme has been accredited by Institute for Apprenticeships and Technical Education endorsing it as meeting the National Apprenticeship Standard published by the Education and Skills Funding Agency and the Institute for Apprenticeships.		
Date of Professional Body Accreditation	n/a	**Accreditation Period**	n/a
Employer Organisation	Any organisation seeking to develop professional foresters using the apprenticeship standard.		
End Point Assessment	Integrated		
End Point Assessment Organisation	University of Cumbria		
External Quality Assurance Body	QAA		
HECoS Code	Forestry and Arboriculture 100520		

Criteria for Admission to the Programme	Government funding rules require that an apprentice must have the right to live and work in the UK, must be in employment, paid at least the legal minimum wage and have a written and signed agreement for the apprenticeship with their employer. The minimum duration periods for an apprenticeship set in each Apprenticeship Standard is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis. Selection of apprentices (in England) is principally an employer-led activity. Funding for the apprenticeship is provided through the Education and Skills Funding Agency (ESFA) and is paid in the following way: • Levy paying employers with sufficient funds in their digital account – 100% funding • Non-Levy payers -95% ESFA funding, 5% Employer co-funding. Non-levy paying companies will be asked to pay their 5% of the full cost of the apprenticeship at the start of the programme. • Non levy paying organisations, must register on the Governments Digital Apprenticeship Service and reserve funds for their apprenticeship prior to the programme starting unless they are being funded by levy-transfer. All apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the apprenticeship programme. Although the University may receive direct enquires and filter these before passing to prospective employers, apprentices must apply directly via an employer. After acceptance by an employer, the University of Cumbria will require a formal application, which it will assess according to the programme entry criteria: <u>Selection Criteria</u> Individual employers will set the selection criteria for their Apprenticeships. Most candidates will have A levels (or equivalent) or existing relevant Level 3 qualifications equivalent to a minimum of 96 UCAS points. Other relevant qualifications or prior experience may also be considered as an alternative. Applicants must have Maths and English at grade 4 or equivalent at Level 2. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website. Where an apprentice is granted APL, they must still need a minimum of 12 months/52 weeks learning between the start of the programme and the gateway or they cannot be funded as an apprentice. Each candidate will be dealt with on a case-by-case basis. Each candidate for APL will be advised how that may affect ESFA funding. For further information, see the University website: [Accreditation of Prior Learning (APL) pages.](#) All apprentices will complete an initial self-assessment of their competence against the skills, knowledge and behaviours as defined in the apprenticeship standard, by completing the 'skills radar' in

the APTEM onboarding wizard. They will also be required to submit a personal statement regarding their experience and details of any existing, relevant qualifications. Where individuals submit evidence of prior learning, qualifications or relevant experience that may result in a reduction of duration, cost or content of the programme these will be referred to the academic team for individual assessment.

This initial assessment, along with any previously held qualifications, will also be used to check that the apprenticeship is required and to accredit any prior learning or experience which may result in the duration, content and cost of the apprenticeship being reduced.

Detailed criteria for admission to this programme can be found on the programme webpage:
https://www.cumbria.ac.uk/business/apprenticeships/

It is expected that APL will be awarded where the apprentice can demonstrate and evidence that they meet the criteria for the award (or module(s)), and that this is reflected in both the **price** of the apprenticeship and its **duration**. One of the key requirements of ESFA is that there is a discussion with the apprentice and their employer prior to commencement of the apprenticeship about any prior learning or experience that the apprentice has undertaken.

Where an apprentice has undertaken a similar or higher level of award in a similar subject area to the apprenticeship, then a clear rationale must be provided by the employer, together with details of the added value that the apprenticeship will bring to the organisation. This must be considered and counter-signed by the Programme Leader to agree that the rationale is strong enough to warrant accepting the apprentice on the programme.

Exit from employment

If an apprentice is made redundant during their apprenticeship through no fault of their own, then the employer and University have a legal duty to help the apprentice try to find alternative employment.

If the redundancy is within six months of the planned completion date of the apprenticeship, then ESFA will fund 100% of the remaining agreed cost, even if the apprentice cannot find another employer.

If the redundancy is over six months from the planned end date, the ESFA will fund the remaining agreed cost for 12 weeks to allow the apprentice to find alternative employment. Where a new employer cannot be found the apprentice will be recorded as having left the programme.

Additional Qualifications	Not applicable
Teaching Institution	University of Cumbria
Owning Institute	Science and Environment

Programme delivered in conjunction with	Forestry Commission	
Principal Mode of Delivery	Blended Learning	
Pattern of Delivery	Full Time blended learning programme.	
	Total weeks of study:	12 months per year with 6 weeks face to face per year plus online directed learning.
	Delivery pattern:	Blended:12 months study each year with 6x 1 week block delivery face-to-face, augmented by online directed learning.
	Standard Semester Dates:	No
Delivery Site(s)	Ambleside Carlisle (Fusehill Street) Cannock Chase	
Programme Length	36 months, including 12wk EPA	
Exit Awards	You may be awarded a statement of academic credit if you fail to achieve the requirements of the full degree programme.	
Period of Approval	1st August 2022 to 31st July 2028.	

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns, locations, and employers in every academic cycle. Potential apprentices should contact the University for details of the recruiting offer.

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development

- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment

- A leader of people and of places

- Ambitious and proud

Programme Features

Background

The Apprenticeship Standard and assessment plan for the Degree Level Apprenticeship Professional Forester have been designed by employers in the woodland and forestry sector. An apprenticeship programme integrates the provision of higher-level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupation competency at a professional level in specific job roles. The Degree Level Apprenticeship for the occupation of forest manager at the University of Cumbria leads to the academic award of BSc (Hons) Professional Forester.

As an apprentice on this programme you will be joining The National School of Forestry (NSF), which has been providing forestry education since the 1960s. It has developed a strong reputation for delivering work-ready forestry graduates. While the content of the programmes has evolved in response to changes in the sector, the NSF has been delivering a forest management degree since the mid-1990s. In 2014 the NSF moved from Newton Rigg outside Penrith to a newly refurbished campus at Ambleside. This has improved access to some impressive examples of forests and woodlands managed for a variety of objectives and your degree programme includes many practical sessions in the forest, which are supported by other experience you gain in employment.

In the more than 50 years that we have been educating foresters we have developed strong links to the sector and many of our graduates are now senior managers in many forestry organisations. The quality of your course is reflected by the strong graduate employment prospects of our conventional degree courses, and they are all accredited through the Institute of Chartered Foresters.

The NSF prides itself in offering high-quality professional degrees and has considerable experience in successfully delivering learning blended learning through part-time and distance-learning courses. The University has good learning facilities and in recent years has invested in enhancing systems for online delivery to support the face-to-face teaching. This new apprenticeship offers an opportunity to build on this experience.

Sector demand for this programme

There is a strong demand for junior forest managers, driven by a buoyant commercial sector and government support for forestry directed also at social and environmental aims. Employers are currently hiring non-forestry graduates and supporting them through programmes of formal and informal training in forestry. This demand and shortage of suitably qualified candidates has triggered a realisation that a Higher-Level Apprenticeship is needed in the forestry sector.

Your programme has been accredited as meeting the Apprenticeship Standard by the Institute for Apprenticeships and Technical Education. A wide range of employers were consulted on the content of the programme through the Forestry Skills Forum, which included: Say it with wood, the Heart of England Forest, Cartwright Forestry, The National Trust, Cumbria Woodlands, the Forestry Commission, the National Forest Company, The Environment Partnership, Confor, the Institute of Chartered Foresters, the Forest Industry Safety Accord Skills & Education Group, the Royal Forestry Society, Tir Coed Forestry England, Lockhart Garratt, the Duchy of Cornwall, Total Trees, Pryor & Rickett, Sylva and LGLuk.

Key themes of the programme

Sustainable forest management is based on three pillars; environmental sustainability, social acceptability and economic viability (QAA 2016 - 6.6.12a) and your degree provides a strong background in these three themes and the interaction between them. There are also modules designed to develop your professional skills and those that cut across the three main themes. The three themes of environmental, social and economic forest sustainability are addressed as follows:

Environmental: Your programme provides you with a strong background in ecology and the environmental aspects of forestry. The environmental theme starts in first year with an introduction to ecological principles, which is developed further in the later years through your studies of forest pests and diseases, the manipulation of trees and their environment through silviculture and the application of ecology in managing woodlands for conservation.

Social: The social aspects of forestry have become increasingly important, with greater consultation and participation in forest management decisions. Furthermore, the value of forestry to society has been recognised, such as through recreation and health and well-being. You will investigate these benefits, develop skills for participative management and understand the importance of policy in encouraging the management of forests for societal gain.

Economic: 'A wood that pays is a wood that stays'. The economic viability of forestry and forestry as a profession is as important to sustainability as the ecological and social aspects. Your first year introduces you to the skills required to estimate the volume and value of commercial forest stands and the knowledge of wood as a material and how it is processed into a range of products. In second year, you are introduced to the skills needed for organising and supervising forest operations, including harvesting. The end point assessment is either a forest management plan or a woodland creation plan, which involves costing your operations and for the forest management plan estimating revenues from harvesting and other activities.

In addition to the three underpinning themes, you will study cross-cutting and professional modules. These develop specific skills crucial to being a competent forest manager. Such skills are developed in a progressive way, with first year teaching concentrating on providing you with a basic understanding, which is then developed in later years of study. For example, Geographic Information Systems (GIS) is introduced in first year, but to the extent that you will be able to create basic data maps. This is developed in second year where you will learn to use data collected in the forest in a GIS and to work with and manipulate raster and vector data. In third year, you have the opportunity to apply this knowledge to creating a long-term forest management or woodland creation plan. Examples of areas of study that cut across the three main pillars of sustainable forest are the practical and technical forestry skills you learn in first year and your investigations of forest policy in the second year.

Programme delivery

Your apprenticeship programme is offered at the University on an "open cohort" basis in a flexible blended mode. Each module will include face-to-face block weeks as well as additional online and virtual resources, accessed outside of the in-person teaching and will vary depending on the module requirements. "Open cohort" means that students from different employers study the same programme as a group at the same time. Subject to negotiation certain bespoke delivery modes may be offered, but these would retain the same overall programme structure.thoma

The degree element of your apprenticeship, supported by work-place learning allows you to develop the intellectual, practical, analytical, digital, team-working and self-management skills (QAA 2016 - 5.6.1-5.6.7) required to be a competent forest manager.

Your studies begin with an induction week with the Forestry Commission where you meet the other apprentices on your programme. You will then attend one-week blocks of teaching, each associated with a specific module. The time between the blocks will be used to complete assignments but also to apply the skills and knowledge you have gained in the workplace. Your apprenticeship allows

progression to membership of the Institute of Chartered Forestry and will enable you to apply to undertake a post-graduate qualification.

<u>Additional Enhancements</u>

Throughout the apprenticeship there will be opportunities to develop your knowledge and skills within wider settings than your employer base. Several organisations have expressed and interest in providing 'work placements' to allow for apprentices to spend time with employers and land managers that are focused on areas of forest and woodland management that are sufficiently different to separate areas of the apprentice's employer. This could mean spending time in the London Boroughs working in an urban environment, The National Trust, The Woodland Trust, Forestry Commission and Forestry England as well as forest management companies. The ambition of the programme is to provide as much experience of the wider Forestry sector as possible.

Apprentices will also be encouraged to take up student membership with the ICF and to attend Royal Forestry Society events using the University's corporate membership. This will provide additional opportunities for networking and to participate in a wide variety of hosted events through each year.

Aims of the Programme

The overall aims of the Programme are:

The forestry sector in England is vibrant, supported by high timber prices and a government focus on the role of trees and forests in countering the effects of climate change and in stemming the loss of biodiversity (See England Trees Action Plan). This has led to an increase in demand for forest managers which is not being currently met by graduates from traditional forestry degrees.   This shortage has acted as a catalyst for the development of this apprenticeship and while currently being developed with the Forestry Commission it has generated considerable interest in other employers in the sector.

The aims of this apprenticeship programme, with a view to your future employability, are to:

- Prepare you for work as a professional in the forestry sector
- Allow you to develop a critical awareness of forest management from a multidisciplinary perspective
- Enable you to critically evaluate and apply key concepts underpinning professional practice within the forestry sector
- Provide opportunity for development of relevant and appropriate skills that are requirement of graduates and prerequisite for continuing personal and professional development

In terms of the subject-specific aims of the programme, at the end of the apprenticeship you will be able to:

- Understand the scientific and socio-economic principles underlying forestry – physical and biological processes, silvicultural, economic and business concepts and social factors
- Critically appraise the structure and behaviour of forest ecosystems - characteristics of the world's forests and components of physical environments
- Evaluate the functions and impacts of forests - multiple-benefits, forest product utilisation, effects on society and environment and the main features of policy.

While the science and research specific aims of the apprenticeship programme are focused on enabling you to:

- Understand the requirements for presenting information in a scientific manner
- Apply scientific and statistically appropriate methods to a research investigation

Programme Outcomes

The programme provides opportunities for you to develop and demonstrate the following:

Level 4: After Completion of 120 credits which are directly mapped onto the Apprenticeship Standard for Professional Forester (Integrated degree) you will typically be able to –

1. Apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles related to forest management and deploy a range of forest management related cognitive and transferable skills within the work setting.

2. Evaluate the appropriateness of different approaches to solving well defined problems in the area of forest management and communicate outcomes in a structured and clear manner.

3. Identify and discuss the relationship between personal and workplace experience and findings from books and journals and other data drawn from the field of forest management

4. Demonstrate a limited range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Professional Forester (Integrated degree)

5. Demonstrate a limited range of digital literacy

Level 5: After Completion of 240 credits which are directly mapped onto the Apprenticeship Standard for Professional Forester (Integrated degree) you will typically be able to –

6. Apply and evaluate key concepts and theories within and outside the context of forest management.

7. Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in forest management and in the generation of ideas effectively communicate information and arguments in a variety of forms.

8. Accept responsibility for determining and achieving personal outcomes in the field of forest management.

9. Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations in the area of forest management.

10. Demonstrate a developed range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Professional Forester (Integrated degree)

11. Demonstrate a developed range of digital literacy.

Level 6: After Completion of 360 credits which are directly mapped onto the Apprenticeship Standard for Professional Forester (Integrated degree) you will typically be able to –

12. Critically review, consolidate and extend a systematic and coherent body of knowledge related to forest management.

13. Effectively communicate information and arguments in a variety of forms.

14. Critically evaluate concepts and evidence in the area of forest management from a range of resources.

15. Transfer and apply forest management, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.

16. Communicate solutions, arguments and ideas clearly and in a variety of forms.

17. Exercise considerable judgement in a range of situations.

18. Demonstrate a complex range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Professional Forester (Integrated degree)

19. Demonstrate a complex range of digital literacy

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The programme outcomes are referenced to the Apprenticeship Standard for Professional Forester (and also the related Assessment Plan)
https://www.instituteforapprenticeships.org/media/5123/st0923_professional-forester_l6_-ap-for-publication_01062021.pdf

Other external reference points include:

- QAA Subject Benchmarking Statement: Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (2019).

- ICF accreditation criteria

As an apprenticeship, the programme integrates the learning outcomes required for a higher education qualification with those defined by employers as an occupational standard for specific (but broadly based) job roles.

This programme aligns with the University of Cumbria's mission to 'raise aspirations and educational attainment and contribute to the social, cultural and economic well-being and prosperity of our communities'. This apprenticeship offers another route into forest management and is likely to attract a different type of student from the traditional forestry courses offered by the University. There is increasing demand for skilled forest managers, and this has encouraged significant input from the sector in the development of this programme.

Further information on the strategic documents relating to the development of this programme can be found below:

- UoC Vision, Mission and Values

- UoC Corporate Strategy

- UoC Strategic Plan

- UoC Learning, Teaching and Assessment Strategy

- UoC Academic Regulations and Academic Procedures and Processes

Graduate Prospects

Your apprenticeship is designed by those in the forestry sector to provide you with the skills and knowledge that will enable you to be an effective forest manager. This is an excellent time to be entering the forestry sector as a junior manager as vacancies exceed supply of forestry graduates. To attract graduates, several large forestry employers offer graduate schemes, and these have included Tillhill Forestry, Scottish Woodlands and Forestry Commission England. These opportunities have led to full-time employment for our conventional students.

As an apprentice, prospects for progression with your employer or another are good. Many of the members of the Institute of Chartered Foresters will retire in the next twenty years. Succession planning is an issue recognised by forestry organisations and the current prospects for graduate employment in the forestry sector are good. We have many alumni now managing large forestry

organisations and recent graduates who have progressed rapidly up the management structure. Graduates have been employed across a wide range of forestry jobs, from plant health to forest management, to community forestry and education.

Your degree also provides opportunities for further studies through master's degrees or Doctoral study. Recent students on our degrees have gone on to study MSc degrees in subjects such as conservation and forest protection and environment and forest management. Former graduates are also studying PhD degrees in topics as diverse as montane scrub in England and applying an ecosystem approach to forest management.

Your apprenticeship is recognised by the ICF, the forestry sector's professional body and contributes towards you achieving full membership. Many organisations now list ICF membership as being a desirable when recruiting new forest managers.

Career opportunities following the completion of the Professional Forester Degree Apprenticeship:

It has never been a more important time to start out in a career in forestry. The government's target to treble tree planting rates during this Parliament, along with the push to use more home-grown timber, means the sector is in the spotlight. Like many industries, the forestry sector has seen a decrease in staff numbers over the past decades which has led to difficulties for many organisations in filling vacant positions. It is estimated that to meet the current ambitious targets set by the government the forestry workforce will need to increase by between 32% and 72% in Scotland by 2027, and between 63 and 86% in England and Wales by 2030. There is a significant gap between the numbers currently within education and training and the numbers needed to meet this increase, there has been a slight increase in numbers in recent years, but this still falls far short of the numbers needed. Add to this the prediction that 20% of the current workforce will retire from the sector by 2030 the need to increase the workforce is unmistakable and future job opportunities within the Sector will be abundant for the foreseeable future.

This is why the Forestry Commission are proud to be working with the University of Cumbria and the Institute of Professional Foresters to support the design and delivery of the Professional Forester Apprenticeship which we see as a vital pathway into the Sector for those starting out on the journey to becoming a Professional Forester. As of May 2022, within the Forestry Commission there were over 20 unfilled Forester positions across the organisation and with the planned continued growth of the organisation seeing some departments doubling in size the requirement for qualified foresters with real work experience will only increase. This requirement is mirrored across the sector with most organisations dealing with difficulties in filling open positions, the Forestry Commission fully supports the development of the programme and are workings with organisations across the sector to identify and support other potential employers to add to the Professional Forester Apprenticeship cohort numbers. The Forestry Commission is committing up to 45 apprentices over the next 3 years with the intension to continue the recruitment beyond the current business planning period with numbers to be confirmed, we are confident that these apprentices will have the opportunity to secure positions within the organisation as Woodland Officers, Beat Foresters, Establishment Foresters, Harvesting Foresters to name a few or in similar positions within the sector.

Apprentices working within the Forestry Commission will be supported in securing their next career opportunity on their completion of the apprenticeship with the inclusion of recruitment and job application training within the last year of the programme and with the programming of promotions boards for open positions across the organisation within the last 6 months. We are also in early discussion with other organisations to also co-ordinate job opportunities for Professional Foresters across the sector. We are happy to provide this support to all apprentices on the programme to assist with securing that next job opportunity and to support the growth of the Professional Forestry workforce.

Delivery Arrangements and Attendance

The apprenticeship will be delivered in one-week blocks of face-to-face teaching augmented by learning undertaken online and reinforced by the skills and knowledge you gain in the workplace. The proposed delivery of the academic element of your apprenticeship is through six one-week face-to-face sessions each year. However, much of the learning, both academic and vocational will be outside of these timetabled periods with at least 20% of your time taken up by 'off the job' learning. You are viewed by the University as being a professional and so there is an expectation of 100% attendance and punctuality.

Most of the delivery will take place at the University of Cumbria's Ambleside Campus. However, the Forestry Commision Training Centre at Cannock Chase and the UoC Carlisle campus will also be used to deliver modules, please see the section on Indicative Apprentice Journey – Full Time (below) for details and location for each module.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As an apprentice at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

As apprentices you have a unique opportunity to apply your university learning to practical contexts in your workplace. You are encouraged to undertake independent study both to supplement and consolidate your learning and to broaden your individual knowledge and understanding of the subject. In particular, work-based learning forms an important element of many modules, typically as work-based projects or other-directed assignments. The programme is designed to ensure that theory and practice are clearly linked throughout in order to develop the knowledge, skills and behaviours required of a professional forest manager.

The apprenticeship is designed so that you will progressively acquire subject knowledge and skills, gradually advancing towards more independent learning in the final year, whilst developing a reflective approach to personal progress. This means many of the skills you learn are transferable across modules and build up through the levels. For example, in first year we explore collection of basic forest information and its presentation, skills which are then developed in modules in second year, such as Managing Forest Operations and GIS and which in turn are used in your final year modules such as the Forest Plan. At each level your analytical and planning skills are developed further. We seek to create a stimulating and innovative community of learning bringing together your learning at university, both on-campus and remotely and supported by learning undertaken in your employment. Your learning will be guided by regular tripartite reviews (TRP) between you, your employer and your university tutor which will take place to review progress and set targets for ongoing learning. The initial TPR will take place four weeks following the start of the programme and then two further reviews in the 1st year. This will be followed by regular TPRs every 8-12weeks for the 2nd and 3rd years of the programme. Additional TPRs will take place if requested by the programme leader or the employer's representative has concerns regarding your performance.

Teaching and learning methods

A variety of teaching and learning methods are used throughout the programme, based on the UOC Learning and Teaching and Assessment Strategy 2017-2022. This has four themes; (1) Excellence in Learning, Teaching and Assessment, (2) Responsive Learner Support and (3) Employability & Graduateness and (4) Developing Digital Capabilities of Students & Staff. The approaches adopted

in your programme reflect these. Above all, learning, teaching and assessment are designed to engage you in experiences that are enriching, enjoyable and intellectually stimulating and appeal to a range of learning styles and to provide opportunities for students to extend their learning skills.

In addition, we believe that flexibility of access to excellent quality learning resources (for example, those provided through the library, and Student Services (LSS); those to which students are directed by programme tutors; their own practice and access to the experience and thoughts of their peers through face-to-face and online discussion) provides a rich and varied learning environment. While the outcomes of a professional programme such as this are clearly prescribed, the individual student's learning journey can be varied in response to the priorities as they arise from experience. Thus, you have greater control over key aspects of their learning, in an approach, which can be described as 'flexible and distributed learning'.

In University based sessions, learning and teaching methods include lectures, seminars, classroom practical sessions, professional discussions and IT practicals. These will be supported by fieldwork sessions where beneficial, although some fieldwork related to the academic element of the apprenticeship will be undertaken by the student in the workplace, remote from the campus. The location of the campus at Ambleside allows us to access a large area of woodland, managed for many different objectives. Furthermore, the teaching facilities at the Ambleside campus offer access to specialised teaching rooms such as a computer suite and laboratories.

Several specific modules (See Indicative Apprenticeship Journey) are to be delivered at the Forestry Commission Training Centre at Cannock Chase. This allows these for training to be delivered within over 2,500 hectares of the Forestry England managed mixed forest estate. The Training Centre has a variety of room sizes, the largest of which able to seat up to 50 people. Break-out facilities and workshops are also available alongside traditional teaching spaces. All rooms have internet access and three have access to video conferencing software. There is also a small library on site, and laptops can be provided for any apprentice who does not have access to one.

We will also be using 'Blackboard' on this programme. Blackboard is a computer-based virtual learning environment (VLE). The aims of its use on this programme are to: facilitate peer and tutor support; provide easy access to relevant online and some text-based media; enable the sharing of reflections on practice; enable individual and small group work tasks designed to develop skills of critical thinking and to develop IT skills. This is an important element of the 20% of your work time in 'off the job' training.

Assessment

Our assessment strategy has also been developed to be in line with the University's Learning, Teaching and Assessment Strategy 2017-22.

The main drivers of this strategy are to:

- provide innovative, challenging and stimulating assessment which will enable you to develop the knowledge and professional skills required for employment.

- be student-centred, flexible and modern in both content and approach.

- be fully supported by and integrated with technological approaches such as the Blackboard virtual learning environment (VLE).

- impart academic rigour to the teaching and learning processes.

- support the development of independence, autonomy and self-reflection.

- support learners' needs at different stages of development.

Consequently, we employ a wide range of different assessment methods appropriate to the needs of the module and its content. The range of assessment we employ includes:

- fieldwork reports

- computer-based assessments

- problem solving exercises (both of a practical and written format)

- devising plans, based on the collection and analysis of information

- oral, audio-visual and poster presentations

- dissertations

- group work

- unseen examinations

- open book examinations

Throughout the programme, your employer has an important role to play in supporting assessment, in particular suggesting topics and providing feedback on formative assessment. It is a requirement for the apprenticeship programme that apprentices must maintain a portfolio of completed assessed academic work and workplace activities to provide evidence of your achievements and capabilities and that this portfolio is discussed and reviewed with your employer on a regular basis. The progress with the development of your portfolio will be discussed during TPR review meetings to ensure that you are making suitable progress. The building of this portfolio is therefore integral to the degree programme and the end point assessment.

We use two broad types of assessment, summative and formative. These are used to enable you to progress through a module in a structured, coherent, and constructive way. Formative assessments are designed so that feedback on an individual's performance is provided prior to the submission of the final, summative assessment – though this does not contribute to the final module mark, or the credit awarded. For example, most lectures will have questions and answers embedded in the session or will involve some sort of discussion, which will test your understanding. Some sessions include formative activities that replicate the tasks required for a summative assessment for example summarising forest information that is then used in summative reports and plans.

All modules are summatively assessed and must be passed. A range of assessment methods have been selected in order to enhance your learning and to help you to demonstrate the extent to which you have achieved all the module learning outcomes, and, overall, the programme aims. Each module's learning outcomes relate to the module assessment item(s). You have an opportunity across the programme to reflect on your progression and your development. These personal reflections contribute to and are evidenced in assessments through a variety of means, such as in-class discussions, written assignments, presentations and the dissertation. As this is an applied apprenticeship, authentic assessment allows you to develop your skills as a professional forest manager. Assessment load is specifically designed to be spread and prevent assessment overload. Anonymous marking will be employed wherever possible within the programme.

The apprenticeship programme maps your progress against required knowledge, skills and behaviours (KSBs). You are required to provide evidence for 23 items of knowledge, 19 skills and 5 behaviours. These are built into the programme at a module level, with each module linking to several KSBs. These are evidenced in your digital portfolio on ApTem.

While most assessment is individual, there are opportunities for group-working, particularly in outdoor practical sessions where data is collected. This will help you develop collaborative and organisational skills ready for the workplace. You are encouraged to reflect on your skills development and relate it to those required in the workplace. Most foresters work in small teams and so developing social, collaborative and organisational skills is important.

This apprenticeship is focused on providing you with the skills and knowledge to become a competent forest manager to your employer. Many of the assignments are designed to develop the skills required in your workplace and can be directed towards the needs of your employer.

Organising your workload is a skill that you will develop during your studies. The timetable for the apprenticeship spreads learning and assessment across the year, but you will still need to balance the demands of your studies with those of your work.

Maths and English Development

You will have completed an initial assessment of English and Maths ability as part of your online application process. This establishes a baseline measure of your ability in these subjects and progress will be monitored through TPRs. As this is a degree level apprenticeship the entry requirements broadly reflect those for our fulltime programmes. Therefore, you were required to hold L2 English and Maths at a pass grade of 4/C as a minimum.

You will have the opportunity to progressively develop your English and Maths skills. You will receive supportive feedback that highlights areas for improvement in both summative and formative assessments. Scientific report writing is required as assessment for many of the modules. In addition, there are opportunities to develop mathematical skills through learning and assessment on a number of modules, notably Measuring Trees and Forests and Research Methods & Data Analysis.

British Values and safeguarding

The concept of British Values is embedded in this apprenticeship. This has four elements: democracy, individual liberty, the rule of law and mutual respect and tolerance (EIF 2019). These elements are present in the programme, being taught within modules and as part of the activities within the apprenticeship. For example:

Democracy – group working is a key part of many of the applied fieldwork – each apprentice must be able to contribute equally and allow their peers to do so.

Rule of Law - through professional discussion and in those modules where current legislation and policy are key themes, such as Forest Policy & Governance and Business Skills.

Individual Liberty – this is part of the student code of conduct and opportunities for this to be developed where appropriate.

Mutual Respect – this is part of the student code of conduct and opportunities for this to be developed where appropriate.

Tolerance of different Faiths and beliefs – the module People and Forests includes discussion of diversity of those working in the sector and those that use and engage with the outdoor environment.

At induction you will be introduced to the UOC student code of conduct. This sets a minimum level of behaviour expected and largely reflects British Values but are also in place to protect the reputation of the University. There are clear sanctions for any breach of this code.

This apprenticeship has been developed in conjunction with the forestry sector professional body, the Institute of Chartered Foresters which has a code of conduct which comprises the following:

- Act with integrity
- Always provide a high standard of service
- Treat others with respect
- Take responsibility
- Act in a way that promotes trust in the profession
- Have regard for sustainability throughout your work

It will be expected that apprentices follow these requirements in their academic and work lives.

The UoC code of conduct is upheld throughout the apprenticeship and staff will respond to any breaches.

Management of Work Integrated Learning

Experience gained on the apprenticeship represents a partnership between the University and forestry employers. Learning support when you are in the workplace is delivered using a collaborative model, consisting of three key people: your workplace mentor, your Programme Leader from the University of Cumbria and yourself. You will spend some of the time in your place of employment but to enable you to develop as a professional you will also be exposed to practices in other work settings. You are expected to work a normal work pattern commensurate with your employer. As well as abiding by employer policies, you must notify the University placement unit if there are any circumstances which may affect attendance at work. Apprenticeship standards specify the required Knowledge, Skills and Behaviours (KSBs) that must be demonstrated to achieve occupational competence as a professional forest manager. Your apprenticeship programme is designed to enable you to develop the KSBs specified in the relevant standard and meet the national requirement for academic standards and higher education quality assurance systems and processes.

The university uses ApTem Apprentice software to manage your progress through your apprenticeship. This application allows you to build up a digital portfolio that provides evidence of you meeting the required KSBs.

A fully integrated End Point Assessment will take place at the end of year 3, once you have met the Knowledge, Skills and Behaviours of the Occupational Standard and passed the required modules on the programme. The EPA will use the existing assessment arrangements in place at the University and will be completed simultaneously.

Tripartite reviews (TPR) are a mandatory requirement of an apprenticeship. In order to meet EFSA requirements, TPRs (meetings between the apprentice, workplace mentor and Link Tutor) will take place regularly during each year of the programme as agreed with employers, to monitor progress with the Knowledge, Skills and Behaviours in the Occupational Standard, English and Maths progress and development attendance and punctuality, and academic progress. The first TPR occurs within the first 4 weeks of placement. These TPRs will be recorded on Aptem; the timings of these are reflected in the Programme and Placement Handbooks and the relevant Blackboard (VLE) sites.

End Point Assessment

All apprentices must take an independent assessment at the end of their training to confirm that they have achieved occupational competence. Rigorous, robust and independent end-point assessment (EPA) is essential to give employers confidence that apprentices completing an Apprenticeship Standard can perform in the occupation they have been trained in and can demonstrate the duties, and knowledge, skills and behaviours set out in the occupational standard.

The University and the employer are bound by contract to work together to support the apprentice and to carry out the end-point assessment. The end-point assessment takes place at the end of the apprenticeship after all the on-programme and work integrated learning elements of training have been completed and after the gateway has been passed. It is the employer's decision to put an apprentice forward for end-point assessment, once all gateway criteria have been met and they are confident that their apprentice is ready.

The End Point Assessment Organisation (EPAO) for this Apprenticeship will be the University of Cumbria, this is an integrated EPA. The specified EPA will consist of 2 assessments methods completed over a 12-week period.

Assessment method 1 will consist of 2 components, component 1 – Project Report and component 2 Presentation and Questioning. Component 1, the project report with be either a 20-year woodland management plan or a woodland creation plan which demonstrates a professional, critical approach. At Gateway you must select one of the two options, and this needs the agreement of your employer and EPAO.   Component 2 is a Professional Discussion underpinned by a Portfolio, which will contain selected works that the apprentice has completed during their studies. The EPA will contribute 40 academic credits in addition to the 320 credits gained at EPA gateway, and in combination will meet the credit requirements for the degree.

The skills and knowledge needed to complete the EPA will be acquired and practised in other modules. For example, elements required to complete component 1, the establishment plan or forest management plan will be practised in the assessments for other modules over the three years of study. These assessments include the portfolio for Professional Forestry Skills, the (establishment) plan for Silviculture, the written assessment for Managing Forest operations and elements of the portfolio for the Forest Plan module. An example is the Professional Forestry Skills portfolio requires producing graph and map based summarises of important forest attributes and ability to navigate online databases such as the UK Soil Observatory and Magic, which provides information on official designations for land use. Another example includes the portfolio for the Fores Plan module which requires producing a production forecast for timber over a twenty-five-year period for a forest. You will be well-prepared for the establishment plan or management plan in you EPA. Likewise, the Forestry Professional Practice module will give you an opportunity to practice delivering a professional discussion.

Student Support

We provide responsive apprentice support that promotes student success. Our approach to apprentice support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As an apprentice of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Support in your Workplace

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer, but typically, you will be supported as follows, where the roles may be combined in one person;

- A Mentor designated by the employer to provide vocational and pastoral support for individual students, who may or may not be your line manager. Support will be provided for work-based learning assignments and the final year project.

The University and the employer are bound by contract to work together to support you as an apprentice. This will include tripartite learner review meetings between the University, the student, and the employer. The agenda for these learner review meetings will be shared with you in advance but will typically include a summary of your progress on programme, a review of evidence on file, identification of any emerging challenges, tracking the proportion of off-the-job training undertaken, and agreement of an action plan if/where needed. Records of these learner review meetings will be held in your profile on the APTEM system and may be audited by the ESFA or OFSTED as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships.

Each apprentice and employer will be provided with a copy of the University of Cumbria Employer Mentor Handbook. This contains information for the employer mentor and outlines their specific duties and expectations from the university and the apprentice.

Learners are required to maintain their own personal record of off the job learning within their portfolio and make this available to their employer and the University.

University Induction

Registration and access to university systems will be online and before the first face-to-face teaching block week. You will also be introduced to your personal academic tutors during this initial teaching week.

In addition, the University Induction and HeadStart to apprenticeship modules will be built into APTEM for learners to complete by the end of their first week. These resources can be revisited by the learner at any point during the apprenticeship.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. You will be entitled to two hours of personal tutorials with two formally scheduled through each year of your studies. These will mainly be delivered through Teams.

Personal Development Planning –

Academic teams and tutors must ensure each apprentice receives meaningful feedback, advice and guidance from their programme team and employers, at various points in their apprenticeship. Such conversations drive the apprentice's learning and progress and feed into the formal Tripartite Review which takes place with the apprentice, employer and tutor. The Tripartite Review is the method of formally monitoring and recording individual apprentice's progress and next steps in pursuit of the gateway criteria. Specific purposes of the TPR are:

• Monitor and discuss the apprentice's progress against the apprenticeship standard

• Agree actions to maintain/achieve the desired progress

• Identify issues/blockers to progress and plan remedial action

• Plan workplace activities required to develop competence

• Identify and address any performance issues

Library Services and Academic Skills

The library home page can be accessed here: https://my.cumbria.ac.uk/Student-Life/Learning. Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current, and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading, and resource lists will be made available to you electronically on Blackboard using the University's online reading and resource list system.

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/

An Ask a Librarian service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/

The Skills@Cumbria service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site.

The Student Enquiry Point is a simple way to contact Library and Skills@Cumbria Services. Additional skills support for students is offered via:

- Workshops

- Appointments

- Webinars

- Learn Well at Cumbria

- Study from Home Webpage

- Digital Capabilities and LinkedIn Learning Pathways

Head Start to Apprenticeships Head Start to Apprenticeships is a self-learning module that is completed online and at your own pace. The module gives new apprentices an opportunity to prepare for their transition into university study by starting to develop the academic skills and digital capabilities, as well as understand the apprenticeship processes, to help become successful apprentices. A digital badge is generated for each finished unit and a complete set of badges results in a Certificate of Completion for Head Start to Apprenticeships.

The module is accessible in APTEM and via Blackboard on a self-enrol basis.

Student Support Services

The Student Enquiry Point is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- Careers and Employability

- Chaplaincy for faith and spiritual wellbeing

- Mental Health and Wellbeing

- Digital Skills

- Disability and Specific Learning Difficulty (SpLD)

- International Student Support

- Library

- Money Matters

- Safeguarding

- Skills@Cumbria

- Sports and Fitness Facilities

- University Student Accommodation

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about Equality, Diversity and Inclusion (EDI). Depending on the nature of your course, you may well already know

about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: Safeguarding.

Student Voice

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent IT facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the IT Services website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at www.ucsu.me/support

Programme Curriculum Map						
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved	Apprenticeship Standards achieved (see Appendix 2)
4	HSOF4211	Introduction to Professional Forestry	20	Compulsory	1,2,3,4,5	K1, K4, K6, K7, K9, S1, S3, S9, S16, S19, B5
4	HSOF4202	Measuring Trees and Forests	20	Compulsory	1,2,3,4,5	K1, K2, K6, K7, K9, S5, S9, B2, B5
4	HSOF4203	Silviculture	20	Compulsory	1,2,3,4	K4, K6, K7, K8, K12, S1, S9, B5,
4	HSOF4207	Practical Forest Skills	20	Compulsory	2,3,4	K1, K23, S9, B2, B5
4	HSOF4209	Wood Utilisation and Processing	20	Compulsory	1,2,3,4,5	K1, K3, K8, K10, K19, K23, S5, S9, B4, B5
4	HSOF4210	Woodland Ecology	20	Compulsory	1,2,3,4	K1, K3, K6, K12, S9, B5
5	HSOF5202	Geographical Information Systems	20	Compulsory	6,7,11	K1, K2, K7, K9, S1, S2, S4, S9, B5
5	HSOF5204	Forest Policy and Governance	20	Compulsory	6,7,9,10	K1, K3, K4, K15, K17, K18, S3. S9, S15, B5
5	HSOF5205	Forest Health and Protection	20	Compulsory	6,7,8,9,10,11	K1, K4, K6, K7, S9, S10, S13, S14, S17, S18, B4, B5

5	HSOF5207	Managing Forest Operations	20	Compulsory	6,7,8,9,10,11	K1, K3, K8, K20, K21, K22, K23, S1, S3, S7, S9, S10, S13, S14, S17, S18, B4, B5
5	HSOF5208	People and Forests	20	Compulsory	6,7,8,9,10	K4, K7, K13, K18, S9, S16, B1, B2, B5
5	HSOF5209	Forestry Professional Practice	20	Compulsory	6,7,8,9,10,11	K1, K3, K8, K10, K19, K23, S5, S9, B4, B5
6	HSOF6200	Business Skills	20	Compulsory	13,16,17,18	K16 K18, S6, S9, S10, S17, S18, B5
6	HSOF6201	Forest Plan Development	20	Compulsory	13,14,15,16,17,18,19	K1, K2, K3, K4, K5, K6, K8, K9, K10, K11, K12, K13, K19, S1, S2, S3, S4, S5, S8, S9, S11, S12, S15, B1, B2, B3, B5
6	HSOF6213	Climate Smart Forestry	20	Compulsory	12,13,14,15,16	K4, K7, K12, K14, S9, B5
6	HSOF6214	Advanced Silviculture	20	Compulsory	12,13,14,15,16	K1, K4, K6, K7, K8, K10, K12, K14, S5, S9, S12, B5
6	HSOF6215	End Point Assessment	40	Compulsory	1-19	K1-23, S1-19, B1-5

In accordance with the Apprenticeship Standard and Assessment Plan, students must maintain a portfolio of their completed work to demonstrate their achievements and capabilities. It consists of the practical output of all assessments completed during the programme, including the final project report and presentation (if applicable)

A failed student will not be permitted to re-register on the same programme

* **Key to Module Statuses**	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may be possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may be possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Indicative Apprenticeship Journey: Full Time

The precise arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers.

Your learning will be guided by regular tripartite reviews (TRP) between you, your employer and your university tutor which will take place to review progress and set targets for ongoing learning. The initial TPR will take place four weeks following the start of the programme and then two further reviews in the 1st year. This will be followed by regular TPRs every 8-12weeks for the 2nd and 3rd years of the programme. Additional TPRs will take place if requested by the programme leader or the employer's representative has concerns regarding your performance.

Journey Milestone	Method of Checking	Approximate Deadline (UoC Weeks)
Year 1		
Induction week (Shared UoC & FC) Commence Learning	Register on programme / attend lectures inc. Prevent briefing (Cannock)	Week 2
HSOF4211 Introduction to Professional Forestry (UoC)	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Ambleside)	Week 3
HSOF4211 Online tree ID test	Online test	Week 6
HSOF4211 2000wd Portfolio	Submission on Turnitin and reviewed by Module Leader	Week 9
HSOF4202 Measuring trees & Forests (FC)	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Cannock)	Week 11
HSOF4202 3000wd Report	Submission on Turnitin and reviewed by Module Leader	Week 17
HSOF4203 Silviculture (UoC)	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Ambleside)	Week 20
HSOF4203 3000wd Assessment	Submission on Turnitin and reviewed by Module Leader	Week 26

HSOF4209 Wood utilisation & Processing (Shared UoC & FC)	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Carlisle)	Week 28
HSOF4209 1000wd Set Exercise	Submission on Turnitin and reviewed by Module Leader	Week 31
HSOF4209 2000wd Report	Submission on Turnitin and reviewed by Module Leader	Week 35
HSOF4207 Practical Forestry skills (FC)	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Cannock)	Week 37
HSOF4207 2000wd Portfolio	Submission on Turnitin and reviewed by Module Leader	Week 45
HSOF4210 Woodland Ecology (UoC)	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Ambleside)	Week 45
HSOF4210 25OOwd report	Submission on Turnitin	Week 50
Year 2		
HSOF5204 Forest Policy (FC)	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Cannock)	Week 3
HSOF5204 3000wd Written Report	Submission on Turnitin and reviewed by Module Leader	Week 9
HSOF5208 People and Forests (UoC)	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Ambleside)	Week 11
HSOF5208 3000wd written assignment	Submission on Turnitin and reviewed by Module Leader	Week 17
HSOF5202 GIS (UoC)	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Ambleside)	Week 20
HSOF5202 3000wd Portfolio	Submission on Turnitin and reviewed by Module Leader	Week 26

HSOF5209 Forestry Professional Practice	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Ambleside)	Week 28
HSOF5209 1500wd Written Assessment	Submission on Turnitin and reviewed by Module Leader	Week 33
HSOF5209 20min Presentation	Submission on Turnitin and reviewed by Module Leader	Week 35
HSOF5205 Forest Health (UoC)	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Ambleside)	Week 37
HSOF5205 2000wd Report	Submission on Turnitin and reviewed by Module Leader	Week 41
HSOF5205 10min Presentation	Submission on Turnitin and reviewed by Module Leader	Week 43
HSOF5207 Managing Forest Operations (FC)	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Cannock)	Week 45
HSOF5207 3000wd Set Exercise	Submission on Turnitin and reviewed by Module Leader	Week 50
Year 3		
HSOF6214 Advanced Silviculture (UoC)	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Ambleside)	Week 3
HSOF6214 3000wd Written Assignment	Submission on Turnitin and reviewed by Module Leader	Week 9
HSOF6201 Forest Development Plan (UoC)	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Ambleside)	Week 11
HSOF6201 3000wd Portfolio	Submission on Turnitin and reviewed by Module Leader	Week 16
HSOF6201 25min Presentation	Submission on Turnitin and reviewed by Module Leader	Week 17

HSOF6213 Climate Smart Forestry (UoC)	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Ambleside)	Week 20
HSOF6213 3000wd Written Assignment	Submission on Turnitin and reviewed by Module Leader	Week 26
HSOF6200 Business Skills (UoC)	Attendance of face-to-face teaching followed by monitoring of VLE activity towards directed learning (Ambleside)	Week 28
HSOF6200 3000wd Set Exercise	Submission on Turnitin and reviewed by Module Leader	Week 35
Gateway Review	Submission of all gateway evidence on APTEM	Week 37
EPA Assessment 1 Report	Submission on Turnitin and reviewed by apprenticeship team	Week 49
EPA Assessment 2 Professional discussion and portfolio	Delivery on Teams and in Turnitin, reviewed by apprenticeship team	Week 51

Indicative Academic Programme Delivery Structure: Full Time

The precise delivery arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers

Module Code	Module Title	Number of Delivery Hours	Delivery Pattern	Method of Delivery	Method(s) of Assessment	Approximate Assessment Deadline
HSOF4211	Introduction to Professional Forestry	40	Sept-Oct	Blended delivery	Practical skills assessment Portfolio	Start Oct End Oct
HSOF4202	Measuring Trees and Forests	40	Nov-Dec	Blended delivery	Report	End Dec
HSOF4203	Silviculture	40	Jan-Feb	Blended delivery	Set Exercise	End Feb
HSOF4207	Practical Forest Skills	40	May-June	Blended delivery	Portfolio	End June
HSOF4209	Wood Utilisation and Processing	40	March - April	Blended delivery	Set Exercise Report	End March End April
HSOF4210	Woodland Ecology	40	July-August	Blended delivery	Report	End August
End of Year 1 - 120 credits						
HSOF5202	Geographical Information Systems	30	Jan-Feb	Blended delivery	Portfolio	End Feb
HSOF5204	Forest Policy and Governance	30	Sep-Oct	Blended delivery	Written assignment	End Oct

HSOF5205	Forest Health and Protection	30	May-June	Blended delivery	Report Oral Assessment / Presentation	End May Early June
HSOF5207	Managing Forest Operations	30	Jul-Aug	Blended delivery	Set exercise	End August
HSOF5208	People and Forests	30	Nov-Dec	Blended delivery	Written assignment	End Dec
HSOF5209	Forestry Professional Practice	30	Mar-April	Blended delivery	Oral Assessment / Presentation Written Assignment	End March Early April
End of Year 2 – 240 credits						
HSOF6201	Forest Plan Development	30	Nov-Dec	Blended delivery	Portfolio Oral Assessment/ Presentation	End Nov Early Dec
HSOF6214	Advanced Silviculture	30	Sept-Oct	Blended delivery	Written assignment	End Oct
HSOF6213	Climate Smart Forestry	30	Jan-Feb	Blended delivery	Written assignment	End Feb
HSOF6200	Business Skills	30	March-April	Blended delivery	Set Exercise	End April
End of Year 3 – 320 credits with 40 credits allocated to EPA						
HSOF6215	End Point Assessment	N/A	May - August	Blended delivery	Set Exercise	Mid July

					Oral Presentation/Presentation	Early Aug

Training Hours

According to the ESFA's apprenticeships funding rules, all apprenticeship programmes must contain a minimum of 20% off-the-job training hours. The 20% off-the-job training is calculated using the apprentice's contracted employment hours across their whole apprenticeship, equivalent to around one day per working week. The ESFA has defined off-the-job training as "*learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice's normal place of work but not as part of their normal working duties*".

Training is distinct from assessment and off-the-job training reinforces practical, work-based learning with technical and theoretical learning. The focus of off-the-job training is on teaching new skills rather than assessing existing skills.

Off the job training must be completed in normal paid working hours and 20% is a minimum requirement. The actual number of hours required for each apprentice will be set out in the apprentice's commitment statement. It is the apprentice's responsibility to maintain an up to date record of off the job learning hours completed. The number of hours required in the commitment statement must be completed before an apprentice can pass gateway for end point assessment.

Where it is apparent that an apprentice will be able to demonstrate competence before the planned gateway date and with fewer hours than set out in the commitment statement. A separate statement must be produced prior to gateway explaining why this is the case and setting out the number of hours to be completed. This must still be a minimum of 20% for the duration of the apprenticeship.

For each module there is a statement of face-to-face teaching hours, guided independent study hours and also an indication of the hours that will be required to complete the module in the workplace and specifically time for completing assessments.

Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes. The professional body for forestry, the Institute of Chartered Foresters does not require any exceptions.

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • OFSTED Steering Group • Apprenticeship Steering Group • Student Success and Quality Assurance Committee

	• ESFA Learner Survey / Quality Curriculum Review
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	• Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners • Meetings with Employers • External surveys requested by regulatory bodies

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For further information about this programme, refer to the programme page on the University website	

Appendix 1

Apprenticeship delivery structure

Apprenticeship programmes are designed to be offered for full-time study with delivery at the University. However, as a Higher/Degree Level Apprenticeship, other types of flexible delivery may be required. Hence this specification distinguishes between:

1) The Curriculum Map, which consists of:
- the modules including the level, delivery mode (e.g., face to face or blended learning), and delivery activities (e.g., lectures, guided independent study);
- the designation of modules as core, compulsory, or optional

2) The Programme Delivery Structure, which consists of:
- the semester(s) in which each module is delivered
- the delivery method for each module (e.g., block release or day release)
- the method of assessment and indicative assessment deadline(s)

This programme can be made available in two modes of study:

a) Standard Mode of Study:
- the initial offer by the University: with the defined curriculum map and programme delivery structure
- flexible duration of 3, 4 or 5 years
- delivered full-time through a mix of day release and block release across all three semesters
- with a cohort open to all employers.

b) Custom Mode of Study:
- determined by negotiation with a particular employer or delivery partner: following the defined curriculum map, but with a bespoke programme delivery structure, not defined in this specification.

Appendix 2

Apprenticeship Standards to which the Curriculum Map refers

Knowledge, Skills and Behaviours

Knowledge

K1: Glossary of forestry management terms, e.g., stands, sub compartments and compartments, and silvicultural systems, classifications and terminology, e.g., clearfell, PAWS, Yield Class.

K2: Application of appropriate survey and assessment techniques relating to information requirements, e.g., techniques for constraints and opportunity mapping, use of LIDAR, remote sensing, satellite imagery.

K3: Health, safety and welfare of self and others including compliance with legislation (for example Health and Safety at Work Act (1974)), industry guidelines and best practice (for example FISA guidance).

K4: The principles of the UK Forestry Standard (UKFS): biodiversity, historic environment, climate change, landscape, people, soils, water; the UK Woodland Assurance Standard (UKWAS); The Forestry Act 1967.

K5: Use of Woodland Management Plan templates and tools.

K6: The factors affecting tree growth and woodland condition including species selection.

K7: Data interpretation techniques for example pest / disease symptom identification, natural capital assessment, climate change impacts.

K8: Silvicultural techniques for woodland management, for example selective thinning, clearfell.

K9: Manual, digital and remote silvicultural mensuration techniques, for example Blue Book, digital reloscope, satellite imagery.

K10: Market requirements and sector intelligence, for example timber prices, production forecasts.

K11: Woodland creation and forest design principles, including regulatory requirements, for example Environmental Impact Assessment, Landscape Character Assessment, designations (priority habitats); effects of land use change (carbon sequestration and flood management); site suitability and species / provenance / stock selection and use of appropriate decision support tools (Environmental Site Classification

(ESC), carbon calculators).

K12: Strategies and techniques for stakeholder engagement, for example consultations, media relations.

K13: Silvicultural systems in relation to carbon modelling and accounting, sequestration and climate change mitigation.

K14: Woodland carbon finance in relation to carbon markets, the Woodland Guarantee, the Woodland Carbon Code and incentives such as the Woodland Carbon Planning Grant.

K15: Performance management techniques, including self-reflection and management of others.

K16: Legislation and regulation relating to forestry, for example Environmental Impact Assessment, Statutory Plant Health Notices, Felling Licences, Restock Notices, and best practice (FISA Guidance) when undertaking forest works.

K17: Legislation and regulation relating to wider land use for example Public Rights of Way, Countryside Rights of Way, Town and Country Planning Act, use of UAV's, Countryside and Wildlife Act, European Protected Species.

K18: Woodland finance, including timber and land markets & values, grant and incentive regimes, investment forestry, budgeting.

K19: Planning, resourcing and procurement of forest works, including seasonal and operational implications for working and impact on the environment, in line with UKFS requirements and guidance.

K20: Responsibilities in relation to risk to people including dynamic site / operation risk assessment, lone working, safety software (for example what3words), promoting safety culture, public safety.

K21: Factors affecting the planning, management and mitigation of risk on a forest works site (Forest Works Supervisor role), for example biosecurity, pollution control, environmental factors.

K22: Operational management of establishment, maintenance, harvesting and restock sites, including roles and responsibilities of landowner, works supervisor, contractors and sub-contractors (in line with FISA guidance and industry best practice), including record keeping and document management.

K23: Safe and effective methods for timber handling, storage, haulage and roading.

K24: Preparation of tenders and sales contracts.

Skills

S1: Spatial awareness and use of navigation aids, for example map reading and use of compass, digital technology, off road driving.

S2: Accuracy in mapping, data recording and representation.

S3: Identifying, classifying and prioritising different sources of information.

S4: Use of digital technology to conduct desk-based surveys.

S5: Apply accurate mensuration techniques.

S6: Write a Woodland Management / Creation Design Plan, grant application.

S7: Produce and manage operational assessments / schemes of work / operational plans.

S8: Develop complex silviculture modelling scenarios including carbon, land use, landowner objectives, timber / other income.

S9: Communicate with others using varied means, for example digital, written, verbal, presentational (maps & sketches).

S10: Establish and manage internal and external relationships, for example contractors, media, stakeholders.

S11: Select and apply appropriate tool or application for task, for example MyForest, Felling Licence Online, Ecological Site Classification Tool, Forest Gales

S12: Select and apply appropriate silvicultural systems to achieve management objectives.

S13: Manage risks to the environment including pollution, biosecurity, seasonality.

S14: Manage risks to people including dynamic site / operation risk assessment, lone working, safety software (e.g what3words), promoting safety culture, public, First Aid at Work +F.

S15: Collate, analyse and interpret information and make recommendations.

S16: Develop and maintain effective information networks and professional development.

S17: Plan and resource operations including preparation of tenders and sales contracts.

Behaviours

B1: Act with integrity - always put the interests of your clients or others to whom you have a professional responsibility above your own and respect their confidentiality. Always consider the wider interests of society when making your judgments.

B2: Always provide a high standard of service - be open and transparent in your dealings. Share the full facts with your clients, making things as plain and intelligible as possible.

B3: Treat others with respect - treat everyone fairly with courtesy, politeness and respect and consider cultural sensitivities and business practices.

B4: Take responsibility - be accountable for all your actions. Take full responsibility for your actions and do not blame others if things go wrong.

B5: Act in a way that promotes trust in the profession - set a good example. Remember that both your public and private behaviour could affect your own reputation and that of the industry.

B6: Have regard for sustainability throughout your work - practice your profession with due regard to sound ecological, social, economic and environmental principles to the advantage of present and future generations.