

PRD project – case study

Building effective practice in partnership working to support young adults (18- 24) to progress to employment, including apprenticeships



Project title – Reinvigorating Curriculum Design: Peer Review and Development projects

Worth reading if you are interested in:

- Developing flexibility in delivery of Horticultural curriculum
- Develop bonds between college, employers and new entrants
- QCF and unit delivery
- Peer Review and Development (PRD)

Contact information

Main contact: Michael Johnston

Name of Peer Review and Development (PRD) group: LANDEX PRD Group

Participating organisation(s):

College of West Anglia (Cambridge campus),
Easton College,
Otley College,
Shuttleworth College,
Writtle College

What the PRD group set out to do and why

We identified a need for development of the Horticultural curriculum for improved personalised learning opportunities. The work was to consider how we deliver horticulture now, and work with qualifications, employers and staff.

This was identified as a need due to the decline of horticultural student numbers, but a corresponding situation of improved employment opportunities in the sector.

Project key outcomes:

- developing Flexible ways of delivering modules in curriculum for Horticulture skills development – QCF unit delivery model;
- identified pathways for new entrants into Horticulture;

- customer focused approach to delivery;
- developing outstanding provision in Teaching and Learning.

What has been achieved so far

Held five meetings between PRD members', undertook a survey; sample of 77 employers, students and staff on the horticultural curriculum. Planned and held a conference for employers, students and staff of the five colleges. There was a total of 42 staff, students and employers involved directly into the project.

The PRD group membership reviewed how each institution delivers Horticulture through:

- delivery models – qualifications and timetable, locations;
- success indicators – recruitment, retention and achievement measures;
- student voice.

Planned and delivered a conference for employers, students and staff to consider workforce development, future of horticulture curriculum and the design and delivery of qualifications in the sector.

The conference was a final PRD session at Easton 13th June 2012, where the day took on a conference feel with three working sessions:

1. Employers 'what we want from a progressive workforce'
2. New entrants 'Why horticulture is our future'
3. Colleges 'How to design and deliver qualifications for the future in the Horticultural sector'

Review of the findings from the survey, meetings and conference.

What still needs to be done

More work on meeting the needs of unemployed and NEET agendas into delivery. We did not realise at the outset how big a challenge there is in delivery of Horticulture to mainstream activity, linking with schools for opportunities in the rising generation.

Collaborative approaches to curriculum development: from this work we need to work together as colleges to develop a curriculum and delivery plan to refresh horticulture.

Curriculum Development: devise contextualised modules/units making use of innovations, code and have validated

Teaching, Learning and Assessment: improve technology within learning and use of social networking

Resources to be shared with the sector

We have appendices to this case study:

- PowerPoint presentations from events;
- reports and notes from meetings;
- survey/questionnaire for employers, students and staff.

Key learning points

Colleges and staff

- The group survey showed that everyone is supportive of the QCF and unit delivery; it is how to wrestle with the practicality of delivery that is to be addressed. It is the nature of flexible delivery where the PRD group may be able to share resources. There was also discussion around, notable a turf unit on the implementation of performance quality standards in the unit, but not used by industry. It was also identified that students need qualifications like PA1, PA6, chainsaws and forklift truck. People who work on construction sites in landscape work need a construction skills card the CSCS card which is not provided. All these things create a barrier to employability, and are not funded.
- For colleges' sustainability, funding is the main driver. So if Unit delivery and QCF is to be achieved funding must reflect the ability to deliver on this level, but there is little demand for this from employers. This unit delivery is especially problematic in Horticulture that is diverse in delivery needs of Nursery, hard and soft landscape, turf, interior landscape, business contract management and science and small class sizes.
- College managers were focused on the problem surrounding funding. However it is understood that the ability to deliver individual units is fundamental to achieving the benefits of QCF. How this tracks into delivery to NEETS and unemployed will be determined by funding streams.
- Staff skills sets are a limiting factor to delivery for the wider range of skills needed for the whole Horticulture offer. Expectation that curriculum staff delivering now shifting towards generalist. Less entry into the colleges of skilled industrially trained staff.
- We ascertained from the survey that there are significant disconnects between curriculum delivery and employer needs, and there is a complex communication in the selling and explanation of what horticulture is to schools and prospective students.

The review identified the Horticulture curriculum with four main points of interlinked and conflicting objectives. Identified below:

<p>Employer needs: Students who have enthusiasm for the work, turn up on time and have basic Horticultural skills</p> <p>Don't always understand the QCF and the need for this to run their business</p>	<p>Student needs: Building greater employability skills: manage the conundrum that is, not being experienced enough for work but how to get experience</p> <p>Exposure to horticulture while still at school – progression routes into higher level learning opportunities linked to employment</p>
<p>Funding needs Rapid changing (paper as appendix from Andy Sparks)</p> <p>Main driver of all activity this is the biggest limiting factor to change</p> <p>Funding for qualifications not meeting the sector specific qualifications (PA1,CSCS)</p>	<p>Quality needs Meet the problem of staff time and timetable delivery</p> <p>Managing the individualised learning programmes within the college systems – ILPs and funding documentation</p>

- The PRD group felt that there were options in sharing specialist equipment and tutors.
- A problem to address is timetable efficiency, with four different delivery needs to be incorporated the following key elements:
 - i. horticulture;
 - ii. tutorial;
 - iii. work experience;
 - iv. additional qualifications/entitlements.
- Landex PRG group realised that we are all delivering Horticulture in different ways and need to undertake further work together to bring this to a position that bears fruit through improved delivery. All staff involved felt that a collegiate approach to this problem is a very good way to achieve change.

“Overall, I feel it was a good project and thanks for involving us in it. With most of the challenges we face as providers the only way forwards is to work collaboratively, and these projects help to foster that relationship. Furthermore, for us as a college it is extremely useful to canvas the views of employers / students and yesterday’s event certainly helped us do that for Horticulture. We will also use the project (and the associated report when done) within our SAR process as an example of good practice within the Hort. sector.” Andy Sparks Head of FE at Writtle

Employers & students

- In respect of the QCF and unit delivery; some employers felt poorly informed as to their understanding of the QCF as they relied on the educational institution to move this forward; staff felt ill equipped to deliver on a unit basis

for a series of reasons notably time, range of skills, the challenge of change.

- Poor and misrepresented image of the industry in schools and wider public and lack of relevant IAG to contest this.
- Develop joint training packages with employers.
- Who is here for whom? Colleges think they are here to develop the rising generation; employers think colleges have plenty of funding.
- Employers and Horticulture is often a sector that takes mature students and career changers for lifestyle reasons.
- Students want more on business skills and the world of employment and so do employers.

Summed up in a statement “We don’t understand the issues surrounding delivery, how should employers and future employees be expected to know?”

How we met Project key outcomes:

1. Developing Flexible ways of delivering modules in curriculum for Horticulture skills development – QCF unit delivery model

- Colleges all working in a significantly different fashion, but very much believe collegiate working is the way to tackle problem.

2. Identified pathways for new entrants into Horticulture

- Work to do with schools and use a case study approach of new entrants, use new entrants as mentors.

3. Customer focused approach to delivery

- Employers have little understanding of the reality of course work and college delivery wanting new employees who are enthusiastic with good skills in plantsmanship, propagation and team working.

4. Developing outstanding provision in Teaching & Learning

- Need to exploit new technology and create space for teachers to undertake CPD.

Appendix 1

LSIS Landex PRD group

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Report from Easton Event on 13th June 2012



Horticulture – a Career for the Future
How to deliver a skilled workforce to match employers and employees
13th June
Easton College
Conference Report

Attendees:

Student Delegates	
Elliott Ferry	
Catherine Harvey	
Ian Roofe	
Thomas Davies	
Tom Smith	
College Delegates	
Reg Smith	ACER
Robin McMichael	Bedford College
Moira Caborn	Bedford College
Chris Campling	Bedford College
Mike Johnston	Bedford College
Richard Clark	Easton College
K Broughton	Easton College
Martyn Davey	Easton College
Jonathan Darby	Easton College
Melody Brooke	Easton College
Lindsay Maclean	Easton College
Graham Patrick	LANDEX
Tee Robertson	Oaklands College
Chris Thorpe	Oaklands College
Jamie Walker	Oaklands College
David Bullock	Otley College
Anne Tooze	Otley College
N Ridley	Otley College
H Goddard	The College of West Anglia
Dawn Chell	The College of West Anglia
Alison Barber	The College of West Anglia
Steve Ashley	Writtle College
Nigel Beckford	Writtle College
Andy Sparkes	Writtle College
Employer Representatives	
Christine Howard	Howard Nurseries
Angie Jones	Howard Nurseries
Dr Jonathan Clarke	John Innes Centre
James English	Horticulturalists
Neil Huck	Ground Control

Conference Programme

10.00 What we want in a progressive workforce – led by employers

1. Christine Howard and Angie Jones, Howard Nurseries

www.howardnurseries.co.uk

2. Dr Jonathan Clarke, John Innes Centre

www.jic.ac.uk/corporate/index.htm

3. Discussion

11.30 Break

11.45 Why horticulture is our future – led by new entrants

1. Ian Roofe
2. James English
3. Discussion

12.45 Lunch

13.30 How to design and deliver qualifications for the future horticultural sector – led by colleges

1. Andy Sparks
2. Graham Patrick, Landex
3. Discussion

14.30 What we need to do – led by David Lawrence, Easton College

15.30 Optional tour of facilities and homeward bound

Opening Remarks – Mike Johnston Shuttleworth College

The context for this regional conference centred on an urgency to understand better employers needs, student expectations and wants, consider ways to arrest the decline of horticulture students in colleges and enable colleges to address better the emerging skills shortages in the industry. The conference brought together employer representatives, present and recent former students, practitioners and managers from colleges and representatives from Landex and ACER.

What We Want from a Progressive Workforce – Christine Howard and Angie Jones, Howard Nurseries

Howard Nurseries was established 40 years ago as a family business. A key asset is its staff. 11 staff have served over 25 years each with the company and their commitment and motivation to the business is crucial. However, over time staff attitudes have changed amongst later entrants who do not wish to give the flexible time the business requires. Young people are perceived as lacking the attitudes and behaviour of the work ethic, especially punctuality.

The company is committed to promoting the industry and careers in the industry to young people and works with primary and secondary schools, offers work experience and work placements post 16. International student visitors are welcomed.

Howard Nurseries is committed to training and all staff under 20 attend college or are undertaking apprenticeships, although the company will move towards more young employees doing day release at college rather than apprenticeships as this is less burdensome for the business.

Howard Nurseries seeks to recruit employees who are:

- Well trained in practical skills
- Have a broad knowledge of horticulture
- Are reliable in regular work
- Have future career aspirations

The John Innes Centre – Dr. Jonathan Clarke, John Innes Centre

The John Innes Centre is a major international centre involving the horticultural industry supporting scientific research. 75% of its funding comes from government sources. The centre has a core staff of around 150, with other staff on short term contracts.

There are pressures on the horticultural staff of the centre whilst supporting research. Most horticulturalists are non-graduate qualified technicians and are involved in research projects that have worldwide implications. Many researchers may not be that skilled at looking after their research plants and are dependent on their horticulturists for their skills and knowledge. Horticulturists are involved in the design of kit and environments used for research. Some research is licensed from the centre to commercial business start-ups and other commercial operations. Some work has commercially sensitive issues which horticulturists will need to be aware of.

The cutting edge research will need to be reflected in colleges' curricula, Bio-Actives for example. The range of plants that need to be grown at the centre is drawn globally, with much emphasis on the use of plants in future pharmaceuticals, involving new growing environments to satisfy the production requirements for medicines.

At the John Innes Centre there is a tendency for staff to stay about 6.5 years before moving on within an age cluster of 24-35 predominately, which contrasts with the more personal characteristics of some employers that may seek long term commitment from employees.

Why Horticulture is our Future? – Student and former student perceptions – James English and Ian Roofe

James had taken a work-based route into the industry after school at 16. Whilst the reputation of the industry is one in which occupations are poorly paid he values the exploration of a "vocation" his employment and learning has brought him. There is a broad range of courses to

choose from in Horticulture. A learner is able to develop a range of transferable skills such as practical skills, team working and leadership skills, all of which have wider application than horticulture. He had made use of bursaries and placements to further his career to date and had learned to appreciate the evolutionary aspect of the industry through research into plants and crops.

Ian has come from a family in which there were parental role models already working in the industry and from an early age he had shown his interest and motivation to follow suit. He had tended to hide his interest in horticulture whilst at secondary school as this would have been seen by fellow students as not mainstream.

He believes that what helps individuals become good horticulturists are transferable skills that can be applied to different occupational pathways in the industry. He feels it is important that the curriculum allows learners to sample different areas either to lead them to a multiskilled or specialised outcome. This will enable wider understanding of the industry.

Ian worked throughout his studying through ND, Fd. and conversion to B.Sc. Hort. This helped him as he was applying his learning in work. He emphasised the importance of good communication and people skills for work in the industry and the importance of having a passion for plants and horticulture. He appreciated that the web, Twitter and social networks were important social learning networks for horticulturists. He had taken a route into self-employment and had developed a wide portfolio of activities.

Some key considerations arising from the morning's presentations included:

- the poor and misrepresented image of the industry in schools and the wider public and the lack of relevant IAG to combat this;
- the influence of parents on the choices of who enters the industry and the support given to learners;
- the potential motivational contribution to learners and other young people that could be made by expert practitioners engaged in college activities with students.

How to Design and Deliver qualifications for the Future in the Horticulture Sector – Andy Sparks, Writtle College and Graham Patrick, Landex

Andy described the influence of government policy and the funding agencies on qualifications and delivery for the industry.

The Education Funding Agency (EFA) came into existence on 1st April. Its role is to fund schools and all 16-19 provision colleges and all LLDD provision 16-25. Whilst 16-19 provision is a small amount of its total budget the EFA is significant funder of colleges. It will introduce a new funding formula from 2013 in which funding will follow the learner and not be related to qualifications. Changes are expected to A Levels which will remove AS as a separate qualification which currently leads to significant drop out at 17. IAG weaknesses in schools in which impartial IAG is patchy together with a lack of understanding about the horticulture industry affects colleges.

Colleges need to be planning for the Raising of the Participation Age from 2013 and again in 2015. This will mean that whilst overall numbers in the age group will decline, the numbers participating in some form of education will remain fairly constant. Colleges have pressure to maintain certain group sizes for teaching. The EFA is committed to fund 14- and 15-year-olds who study in college full-time instead of school.

Planning by the Skills Funding Agency (SFA) is more advanced. This concerns provision for 19+ learners. There are changes to the fee remission eligibility, an increased focus on the unemployed and colleges need to prepare for the impact of the introduction of FE student loans from 2013 for those aged 24+ and who wish to study at L3 or above. This may affect a greater proportion of horticulture students than in other land based industries.

The SFA plans to introduce a simplified funding methodology and funding rates. Achievement funding will be set at 20% and there will be Job Incentive Outcome payment. Greater emphasis appears to be placed on incentivising colleges to enable learners to progress to jobs.

Curriculum design will need to blend stakeholder needs, take account of labour market information, have regard to the programmes for the unemployed managed by Jobcentre Plus and the work of Sector Skills Councils on qualifications.

Graham provided an account of changes over 25 years in the design of qualifications, the current drivers and how colleges could be striving to improve the curriculum and outcomes for learners and employers.

Over time the system has moved from locally devised qualifications to centrally prescribed ones, with links to concepts about parity of esteem between different sectors. The current concern over success rates affects the debate over rigour. Many employers may still believe that qualifications are as they were 25 years ago. Following the Wolf report, English and Maths will have an enhanced place post 16 and the emphasis for 16-18 is moving from qualifications taken to the notion of the whole programme followed by the student. The minimum length of time for an apprenticeship may be a constraint on some sectors but is unlikely to affect horticulture.

Colleges seek to balance national priorities and those of employers. Horticulture attracts a more diverse group of students and age range than some other land-based industries. The advent of FE Loans will be important to horticulture provision. The proportion of part-time to full-time students tends to be higher than in other land-based industries and there may be greater word of mouth recruitment to horticulture rather than by course information, or prospectus. Prior educational attainment amongst horticulture students may be lower than for other provisions. Horticulture students tend to be disadvantaged in obtaining practical experience outside of course hours.

For Landex member colleges it is a requirement to work with industry bodies and employers, and for colleges to have some form of commercial activity to support students' development of employability skills. Commercial activity in horticulture tends to be underdeveloped. National qualifications may not require these experiences but membership of Landex does.

Graham suggested a checklist of good practice in horticulture that colleges can do:

- Have on site one aspect of horticulture demonstrating high standards.
- Involve learners in commercial activity.
- Will expect more from learners than the achievement of the qualification.
- Provide work experience for the learners.
- Ensure that the skills of learners are well matched to employers' need.
- Be involved in industry skills competitions and the links to World Skills competitions.
- Ensure that assignments set relate to commercial practice requirements as well as those of the qualification – involve employers in assignment development.
- Develop the existing contacts with the industry.
- Profile successful current and past students.
- Promote horticulture outside of college in local communities and schools – promote careers in the industry.
- Influence those that influence young people's choices.
- Develop joint training packages with employers.
- Set up business support advice for current and former students who embark on self employment.

What we need to do – David Lawrence, Easton College

David considered that this conference marked the beginning of work to revitalise horticulture provision in colleges and support employers to avoid skills shortages in the near future. He suggested the next steps:

- Hold a strategic summit with employers to decide on an action plan.
- Draw up a regional campaign to improve the image of horticulture in schools, especially for 14+.
- Gather case studies of former students' success and roll out regionally.
- Devise contextualised modules making use of the Innovation Code and have them validated.

- Improve the use of technology within leaning and the use of social networking to promote the industry.
- Work together as colleges to develop a curriculum and delivery plan to refresh horticulture.

Table top discussions

Employers	Employees
<ul style="list-style-type: none"> • Staff on time, good attitude, (trained) • Motivation • Staff part of company future – part of team • Staff aspirations • Practical skills • Adaptable training/specific • College, awarding bodies not delivering what employers require • Timing of educational year • Diversity of students & industry, although sets huge challenges to education & employers, is a positive rather than a negative issue • So much to take from today! Thoughts - information into schools on horticultural opportunities • Business input to colleges • Colleges being more commercial • Challenges perception of the industry establishing cyber horticulture communities • Relationships between colleges, employers and employees need to be tightened • Connections need to be made to make sure the employers are getting employees with the skills they require and the colleges are training to the right level • Horticulture is one of the most important careers in the world – we all breathe the oxygen produced by plants, eat them and relax in green places. It is vitally important that we raise the profile of the diverse range of horticultural disciplines and enthuse our students so that they can become everything they and employers want. They deserve to have fruitful and fulfilling careers 	<ul style="list-style-type: none"> • Opportunity • Progression • Public perception/ image • Encouragement • Careers advice schools • Lead by example • Employer participation in education practicals – master class • Mentoring • Changing public perceptions – horticulture is very accessible to all ages which results in the perception that it is not an academic subject – promote as a more academic subject – link to industry • Foster and cultivate young people coming into industry
<ul style="list-style-type: none"> • Keeping the interest generated from primary schools at high school age – through science? • No knowledge of industry within the people advising young people and no careers advice given • Tickets • Communication & entrepreneurial skills • Improving the breadth of knowledge 	<ul style="list-style-type: none"> • Demand to be taught craft skills form experienced horticulturalists • Use of master classes to augment programmes • Teaching and learning about enterprise and self employment • Students as mentors/motivators of other students • Work experience when training must

<p>regarding the industry to make learners aware of all of the career opportunities</p> <ul style="list-style-type: none"> • Skills & knowledge – broad • Work ethics, behavioural and attitudes – passion & commitment 	<p>happen</p>
<ul style="list-style-type: none"> • Public relations & increased pay! • Better pay and progression into management • Better PR – sold the industry better & accurately • Ongoing training opportunities • In house mentors • Taster sessions in industry (1day) • Industry/students into schools • Mentoring post college 	<ul style="list-style-type: none"> • Work ethic • Bespoke training – machinery PTC, propagation • Plant knowledge – passionate • Plant indents in house • Flexibility – in house & hours • Community links • Skills transfer • Dedicated to a career • Practical ability • Succession planning • Sponsorship
<ul style="list-style-type: none"> • Knowledge • Skills • Experience (work at college) • Work ethic • Life experience • More choice for the younger people? • Are colleges offering the right skills? • Are schools making people ready for work? • Are people aware of their options? • Why can the awarding body certify private sector seemingly more readily than colleges? 	<ul style="list-style-type: none"> • Careers evenings • Misconception the industry? • Broad skills base? • Use of technology? • Horticulture needs to come out? • School experience • How do we raise the enthusiasm for our industry? • How many wrongs can FE colleges put right in society?

Landex
Level Based Colleges
Aspiring to Excellence

How to design and deliver qualifications for the future horticultural sector.

Graham Patrick
Director of Quality Improvement, Landex.

National constraints on qualification design.

- Full time programmes, for young people, for adults.
- Part time programmes and apprenticeships

Some possible student characteristics.

- Age profile.
- Full or part time learner?
- Career or hobby?
- Personal characteristics?
- Travel to college or live in?

How colleges might respond in designing programmes.

- Landex colleges: assessment framework.
- Work with industry bodies and employers.
- Sharing good practice.

Thinking through how to broaden the appeal of horticultural courses (1).

- Make more of your existing public contacts.
- Increase progression.
- Enhance the learning experience.
- Review the curriculum.

Thinking through how to broaden the appeal of horticultural courses (2).

Find the link to those who influence careers choices.

Employers: get involved!

Promote horticultural careers via student case studies.

Evaluation form – individual

Title: Land-based and Environmental Education Network

Date: 13th June 2012
Easton College

In order to ensure that we provide the best possible quality at all of our events, it is important that we receive feedback from attendees. The feedback you provide is consolidated and reviewed by ACER management. It also provides valuable information on quality assurance and feeds into ACER's self assessment process.

QUESTIONS	Very good	Good	Satisfactor	Poor
How would you assess that the aims and objectives of the session were achieved?	14	11		
How would you rate the session for opportunities for involvement and participation?	17	7	1	
How would you assess the new ideas for improving your area of work that you can share with colleagues?	15	8	1	
How would you assess the appropriateness of the session's content	17	7		
How would you rate the venue facilities overall?	16	7	1	
How would you assess the quality of the materials/resources you have received?	8	14	1	
What is your overall assessment of the session?	19	6		

COMMENTS

What specific action are you planning to take as a result of this session?

- Work with the land-based network to develop an opportunity to bid for LSIS project – collaboration project on improving teaching and learning in the curriculum
- What a fantastic conclusion to our original discussion which now need to contrive its journey both inside and outside out colleges
- Follow up on providing business advice
- Hopefully work with the team in developing the ideas today
- Talk to others about the problems and try to help them
- Move horticulture forward through collaboration
- Investigate contracting local high schools through our schools liaison officer
- Review areas of teaching and how to maintain practical aspects of teaching reduce emphasis on assignments where possible
- Campaign to become more commercially involved through college activities (plant sales)

-
- Increased liaison with employers and increased involvement with schools
 - More meetings like this
 - Minutes or notes from the meeting
 - Build links with Martyn & Krissi to create a Easton horticulture network
 - Approach schools re-vamp college open days which will include a team approach covering all areas of horticulture
 - Review our curriculum
 - Got on to level 3
 - Would be nice to check that forums will arise to take this forward
 - I have lots of notes I will write more clearly – I need to contact my employers more regularly and follow up ex-students
 - Re-think promotion activities, more focus on industry links in sessions
 - Consider business development training for our team leaders
 - I am due to be interviewed on radio Cambs on Saturday so I will be discussing why young people should come into horticulture with the presenter – we have open Sunday on the 17th – plug plug plug
 - To create a better relationship with employers and other colleges
 - Build better relationships with local employers to ensure meeting current needs
 - Speak with team members and plan more fun activities

Please detail any further training needs or information that you would like in the future

- More on large horticulture businesses & the organisations to engage with
- Create stronger links with employers and increase opportunities for students
- How to work with employers
- Employers needs and if they are achievable at college or work
- Networking please to share practice & ideas
- An online forum which could be used to allow members to communicate and share ideas – success stories etc
- Quality of students being sent to college
- Funding (EMA) raise profile of horticulture with schools/parents/media/politics
- Employer college meetings to design curriculum and fill skills shortage
- Maintain the link of all participants possibly form a titled working group
- Will this make an impact on the face of horticulture?
- More information on local/national employers
- I would like a mentor please

General comments that you think we may find helpful to help us improve our service?

- An industrious day
- A very intense yet informative day that has raised many questions and some possible solutions
- Keep up good work
- None very happy overall
- Include people attendees that have the power to make the changes
- An excellent stimulating day I have lots of ideas to work with now
- Engage with the horticultural industry employers
- I really enjoy LSIS sessions. Today has been really great for me – employers & students & colleges was a refreshing and honest change – the choice of day was a bit near the end of the year!!! (too much to do!)

ACER has a duty to monitor our equality and diversity strategies and to ensure that all individuals are treated with respect and equality. We have tried to be as brief as possible, but at the same time providing the required information. In order to help us monitor this strategy, please complete the boxes below:

Tick		Tick	
14	Male		Disabled
9	Female	21	Not disabled
	Do not want to disclose	1	Do not want to disclose

Talk from Graham Patrick

How to design and deliver qualifications for the future horticultural sector.

(Graham Patrick, Landex, used at Conference at Easton College, 13th June 2012)

I am conscious there is a broad audience today, so may be talking to different people at different times in the talk. My apologies to those who are familiar with parts of this!

I am also conscious that horticulture is a difficult area. There are no colleges which claim to have cracked the issue of horticulture recruitment, especially of young people. Success rates sometimes tend to be lower than in some other LB areas.

Introduction.

If only we had such freedom (to design qualifications for the future horticulture sector)!

In practice, there are constraints on qualification/programme design.

I've been in education, for about 30 years. When I started, National Certificates/Diplomas were the normal entry route for people starting out in agriculture/horticulture. Since then I have seen the ability of an individual college to customise qualifications to incorporate practical skill and competence, as a requirement of a horticultural qualification, become more challenged, as emphasis has been on national consistency, on the equivalence of qualifications across subject areas, and ability to use qualifications to progress to HE. So ND Ag/NC Ag, used to have a one-year practical requirement before entry and/or a one-year practical requirement during the course. NC/ND Horticulture was not quite so prescriptive, but had some of the same features. More recently, the equivalent qualifications have focussed on being the same length and number of units and degree of rigour as other vocational qualifications in business and sport and music and other subjects, to facilitate progression to HE.

Success rates in the qualifications over this 25 or so year period, have become more, and vitally important. So the content had to be achievable with more emphasis on getting the recruitment right so the right learner is on the right course from the beginning and has high prospects of success. Less taking a risk with a learner who may or may not succeed, or who may not succeed academically who will be good practically.

Progression to employment was interesting, but when has a college failed its Ofsted inspection for lack of employment at the end of the course? So these things influence design of qualifications and learning programmes.

National constraints on qualification design.

Most recently, the Wolfe report is impacting on likely future design of qualifications and learning programmes (Alison Wolfe, commissioned by the government to investigate vocational learning and published in March 2011) and the recent items in the news about the value some of these vocational qualifications have for young people. Remember in the news? Pictures of horses and of items questioning the value of school children doing vocational qualifications and 'proxy' GCSEs?

I could spend a lot of time of this, but in brief, the emphasis I expect, will be put rather more on full programmes of learning for 16- to 18-year-olds and rather less on accumulating lots of individual qualifications while the learner is at college. The need for a rounded learning experience given this, will be forming part of the compulsory phase of education with the raising of the participation age. So English and Maths, unless already achieved, are likely to be required. Colleges have delivered many different qualifications for some learners. A main qualification, and various competency tests. In the future, for young learners, there may be less emphasis on individual qualifications, but more on the overall experience provided by the programme of learning.

For adults, who may have to take out loans to help pay for their studies, flexibility will be important, to allow them to earn while they study. Cost will be important to keep their likely debts acceptably low. Employer sponsorship for learning will be exciting where offered.

Apprenticeships will continue to be important. Minimum of a years duration from September, not that many horticulture apprentices have ever completed in less time than this, but a lot have, apparently in retail industries...! Horticulture apprenticeship has been one of the rather more buoyant areas of horticulture recruitment (relatively to recruitment onto full-time courses), many into sportsturf, some into Landscape, less into garden centres or production horticulture, at least with colleges. The number of adults going onto apprenticeships generally is increasing (wider than horticulture). Just certifying the skill of existing employees?

Are national constraints on how much funding can be allocated to a learning programme, so limiting, for example, how many hours can be allocated to a course? How many staff hours can be allocated to supporting learners through a course? It is complicated, but there are clear limitations on what can be delivered.

Colleges often run up against one or more of these national limiting factors when employers ask for extra qualifications, extra time, extra skills and extra experience. Colleges are inevitably in a position of having to balance learners, and employer needs on one hand, with what can be delivered with the resources available, on the other.

Some possible characteristics of a horticultural student.

One of the complicating factors in considering horticulture courses is that people are more likely to enter horticulture at a range of ages and circumstances than some other professions. So most animal management students come to college aged 16 or 17, immediately after school. With Horticulture however, students are just as likely to arrive following a first career somewhere else, and now want a change of direction. So the politics which is currently raging about adults paying fees for FE courses is more relevant for horticulture than for some other subjects. And course design needs to be able to accommodate this flexibility to allow this range of students to attend. Full- and part-time options.

Horticulture often attracts more 'interest' students. Those attracted to horticulture as a hobby, part time students than some other subjects. Often part-time courses recruit more students than full-time. It is interesting to wonder if there are ways for colleges to incorporate commercial and career insights into these courses so as to enable understanding and possibly interest to develop.

The personal characteristics of horticulture students might be different, to some others.

Story of interviewing young students in another college. I interviewed various groups, but including some animal management, and some horticulture students. I asked how they had found out about the college. All level 3, diploma students. Animal management students had all viewed the website information. A couple had checked it against the info they felt they needed and found it wanting. All had good GCSE grades. Then the horticulture students came in. We discussed how they found out about the course. 'Asked me mates'. Not one had looked on the website. Not one had read the college prospectus. All had somewhat lower GCSE grades than the animal management students. But clear to me that horticulture students might have different characteristics than some others! Different support needs. Different ways needed of getting them to consider horticulture course information (No good having a brilliant web site!).

Horticulture learners often travel to college from a wide area across the county. Yet they are less likely to live in college residences than some other groups of learners. So the curriculum has to be delivered within timetabled hours from when the busses arrive to when the busses depart, all to match in with other, linked public services transport. Equine, or agriculture learners, across the country, are more likely to be in residence, and more likely to undertake early morning practical experience to develop their skills. Horticulture students are less likely to do this.

How colleges might respond in designing programmes in horticulture.

So there are national constraints over what college can do. And there may at least be specific things about the sorts of learners likely to consider horticulture as a career, which also need to be considered.

Landex colleges: requirement. Assessment framework.

Landex is the association of colleges with a specialism in providing education and training in land-based industries, which includes agriculture, horticulture, animal management, equine, arboriculture, environment conservation, and others. Currently 36 members in England which represents almost all of those you would regard as specialist colleges. Part of the membership requirements for Landex is an assessment of whether there is a minimum capability to deliver specialist courses for learners, to a decent standard. So membership discussions include discussions about the resource base... physical, financial, staffing.

Landex colleges work with industry, and with employers to know what standards are required, and to provide RWEs (realistic work environments) for learners undertaking courses. Many are active in this way. Some are active in writing qualifications, developing new units or options for existing qualifications. I suspect that some of the writers of the current LB qualifications will have links with one or other Landex college. And the colleges are required to have some commercial activity. Landex assessment requires such commercial activity in at least one, of agriculture or horticulture. The purpose of this is to help develop students' practical skills, help develop their understanding of commercial operations and help develop their employability skills. To this end many colleges will make it a part of their course requirements, that students undertake routine duties on these commercial enterprises. The best colleges manage to find a good compromise between the need to have commercial standards, and the need to have students who are just learning their skills, involved.

However, in practice, commercial activity within a college is more likely in agriculture. When I ask colleges about commercial activity in horticulture I am more likely to be told that they have to be careful how much they develop this in the college because they don't want to upset other local horticulture businesses. They feel, rightly or wrongly, greater tension with other local business in horticulture, so don't develop the commercial side for their students so much and the students do not (always) do as much commercial practice, in horticulture subjects.

The degree of development of the commercial enterprise varies. A few have well-developed garden centres. More likely a limited scale plant production and sale enterprise. Possibly a few plants grown for sale at the annual college open day only. Remember, a college is not required to have this commercial activity by national qualifications, to have this. It is just Landex which asks for it to be present.

But: Landex colleges often have good grounds for landscape practice and often have high quality planting areas or formal gardens, some open to the public. Some incorporate routine duties into the timetabled day. They often have excellent links with local employers for work experience.

Some ideas in landex colleges for good practice in designing their courses to develop horticulture skills.

Good colleges will have present, on site, of at least one aspect for horticulture which demonstrates high standards of horticultural practice to display best practice. It could be an

area of garden. It might not be all the grounds and we have to accept that funding is tight these days, but at least one area to demonstrate high commercial standards.

Good colleges will involve their students in some commercial activity as part of their course, growing and selling to an internal college or a visitor to college or to an external market, through open days or other shows etc. This will develop experience and skills in dealing with real customers and hone both customer service skills and understanding of standards required in providing a service to customers. The size of the enterprise may vary, but the commercial realism should be present.

A good college expects more of its learners than merely gaining the formal qualification. At least one has gone further, and has developed a college certificate for learners which incorporates assessment of commercial experience too. This college certificate incorporates assessments of how learners have performed in commercial activity, routine duties, to be awarded at speech day in addition to their formal qualification certificate.

A good college will (and most do) have periods of work experience for different learner groups. A good college will have really close working relationships with employers, and employers with their colleges, so each understands the skills which can and should be developed on work experience, and checks that these skills are indeed developed.

Good colleges will get involved very effectively in skills competitions to both increase the profile of the department and also the skill level and aspiration of students. (However, don't assume it will be sufficient to attract new, young students (not many of them watch Chelsea flower show...)).

Good colleges check the assignments they ask students to complete as part of their course relate to commercial requirements as far as possible. At least one college goes further and asks an employer to check each assignment before it is issued to make sure it is relevant enough!

Considering the appeal to potential students.

Can we.... make more of existing public contacts? Colleges have struggled to have horticulture courses which entice young people. It is said that Alan Titchmarsh attracted the females of a certain age?! We need role models to attract young people. There is scope for horticulture to have a higher profile in our colleges, not just a national one. Why not profile students who have done specific plant, flower, shrub, etc. bedding areas within the college? Why not put a poster up, put a note on the college website, raise the profile? Why not sponsor a garden bed and highlight the learners who have done good work doing it? Why not make more of the contact many of your colleagues have with the public, to promote horticulture careers better? Why not have posters, leaflets or student case studies of those gone on to successful horticulture careers?

Can we... increase progression? Why not focus on increased progression from entry level and level one (where recruitment is often more buoyant). A number of colleges have developed good sheltered enterprises for entry and level one students, and developed their interest in horticulture. But the step up to level 2 and 3 is too hard. Maybe there is room to think what support could be put in toward the end of their entry/level one course, and at the start of their level 2/3 course, to support their progression?

Can we... enhance the learning experience? A few colleges have increased the recruitment by ensuring a really good, fun, high-quality learning experience, and letting word of mouth filter round the county over a period of years. Study tours, visits, high quality teaching making good use of the estate and practical resources. I have no obvious examples of horticulture doing this, but there are examples of agriculture courses doing it successfully.

Can we... review the curriculum? Is there scope to consider the curriculum available, to appeal more to younger learners (construction elements/mechanisation work /mix of vocational and academic/an appealing student experience: study tours, visits, etc.) and to emphasise the transferability of some of these skills to help increase its appeal?

Can we... find the link to those who influence careers choices? Note there may be a bigger difference between the parents who go to flower shows and are keen on gardening and the young people who may come into the industry than there is between parents and young people

who enter some other subject areas. Equine young people are often the children of equine enthusiasts. Agriculture students often the children of farmers or those employed in agriculture. Animal Management often have pets to kindle an interest. Horticulture?! It is harder to find to link which attracts. So one of our challenges is to find the link, so we can use it to attract new students.

Can we... get employers involved! Some do this well already, but there is almost always more to do! Work with employers re specific vacancies to emphasise the opportunities available and the importance of training. Joint posters/adverts..... XXX garden centre, working with YYY College. Very much like some education adverts now, where a college will work with another organisation to find specialist staff. Work with employers to develop real jobs with careers prospects, rather than anything less. Why not encourage employers to include a training offer as part of the packages of benefits for new recruits, in association with their local college. Start the process of getting horticulture jobs to be seen as something for high skill and continuous development, rather than 'dead end'.

Can we...promote horticulture careers via student case studies? Emphasise the jobs, and the careers available. Put up posters of students with successful employment post course. Give posters to local schools of their previous students, informing them of their successful employment destinations post college? Work with schools to counter popular impressions of horticulture and create a positive view of horticulture careers.

Work with schools to offer tasters across the school curriculum. At every stage, work to counter the negative hype surrounding horticulture careers. Highlight good careers available in horticulture industries and the often good salaries. Highlight in college and in partner schools to counter other prevailing impressions.

Notes from Meeting three

Meeting held at Otley on 25th April

Present: Michael Johnston, Chris Camping, Martyn Davy, David Bullock, Nigel Beckford, Steven Ashley, Andy Sparks, Alison Barber, Neil Ridley.

Grow careers event

Mike Johnson reported on Grow careers event in London <http://www.growcareers.info/>
The group knew very little about this initiative, which we seem to share synergy with.

- Highlighted the many bodies “representing “the industry no single voice more a cacophony.
- There does not appear to be a communication with the colleges.
- Presentations were by young people and the audience was coloured by much grey hair.
- The summary point to go home with was – “its up to you...”
- Titchmarsh is the face of Horticulture – not the media attention on Horticulture as was over previous years that raised profile of Horticulture to people.
- IOH has a lack of vision.

How do we design and deliver courses when there are so many voices, initiatives of a diverse nature?

Report on the event on the blog-o-sphere. Looks good (what do you think?)

<http://flowerona.com/2012/04/rhs-careers-day-conference-focusing-on-horticulture-a-career-to-be-proud-of-part-1/>

<http://flowerona.com/2012/04/rhs-careers-day-conference-focusing-on-horticulture-a-career-to-be-proud-of-part-2/>

Compare timetables and delivery at the colleges.

All colleges have a three-day delivery module.

Conflict between funding and delivery of Horticultural skills.

What is best NPTC or Edexcel?

Can colleges share specialist delivery by travel to other college sites? On I2 machinery?

Difficult to adapt delivery to modules due to staff skills.

Colleges shared detailed and confidential information; discussion could have been extended with benefits to all on this area.

Difficult to deliver employability skills.

Students put on different areas due to retention issues and enable funding for example Lnatra level 2 for land-based industries.

June 13th at Easton

Agree out line of Event, NR and MJ meet at Milton on Monday 30th with AB to fill out plan.

Colleges bring 7 each 2 staff, 2 students, 2 employers, IIAG person and 1 PRD member.

Notes from Meeting two

Meeting held at Shuttleworth on 21st March

Present: Michael Johnston, Chris Camping, Mark Eakin, David Bullock, David Smith, Jackie Bassfield, Moira Caborn, Nigel Beckford, Steven Ashley, Andy Sparks, Alison Barber, Neil Ridley.

Read minutes nothing to follow up on

Minutes reviewed no actions required

Results of surveys

A total of 77 questionnaires were completed across the group which was a rough mix of a third for each group being surveyed employers, staff and students.

A more detailed analysis is included in a section at the end of this note (P4)

Headlines focused on a disconnect between curriculum delivery and employer needs, complexity of both selling/explaining horticulture courses to schools/prospective students

Action: Should the group of colleges come up with a strap line that they all use in their websites.

Horticulture is the art, science, technology and business of intensive plant cultivation for human use. It is practiced from the individual level in a garden up to the activities of a multinational corporation. It is very diverse in its activities, incorporating plants for food (fruits, vegetables, mushrooms, culinary herbs) and non-food crops (flowers, trees and shrubs, turf-grass, hops, grapes, medicinal herbs). It also includes related services in plant conservation, landscape restoration, landscape and garden design/construction/maintenance, horticultural therapy, and much more. This wide range of food, medicinal, environmental, and social products and services are all fundamental to developing and maintaining human health and well-being.

This is from Wikipedia and I have included it as a possible starter that we can consider on 25th April at Otley?

Lack of understanding of what Horticulture is

Industry is fragmented and varied with specific and individual needs

Need to find ways of engagement with schools and in college. COMMUNICATION is Key
Newsletters, prize opportunity

Challenge going forward is to interact with 14 – 16 year group due to school leaving age

QCF and Unitized delivery

This ranged wide around the design of curriculum and is reduced to 4 inter-linked but not easily connected objectives

1. Employer needs
2. Student needs
3. Funding needs
4. Quality needs

“We don’t understand the issues surrounding delivery, how should employers and future employees be expected to know”

Many areas to cover in curriculum

- Nursery
- Hard and Soft landscape
- Turf
- Interior landscape
- Business Contract management
- Science

Shaping is by funding

Different pathways need a sufficient size of group which is about 30; this is also restricted by the limits of staff skills.

Fragmented timetables four different delivery needs

1. Tutorial
2. Horticulture
3. Work Experience
4. Additional Qualifications/entitlements

ACTION forward details of college figures for numbers and recruitment, retention and success together with timetables. 3 day?, 2 day?, 12 GLH? And further discussion

Points to consider/ponder?

Contact with outside world for students

Staff can’t be all things to all people

CPD event with staff/employers

Additional qualifications for the work place such as sprayers, chainsaws, and others

Clarity in the offer put ‘out there’ consistency in information provided about Horticulture

IAG for schools, students and employers

18th April 2012

Neil Ridley

LSIS PRD group - Questions. For employers

1. What qualifications is desirable/necessary in a prospective employee including specialist licences?

PA1, PA6, Chainsaws, Health and safety, Forklift, driving license, first aid, level 2 WBH, need to obtain CSCS cards

2. What experience do you look for in a prospective employee?

Practical hands on experience
Right attitude and willing to get stuck in
Enthusiasm for the work and enthusiasm generally

3. Do you prefer to train your own staff through an apprenticeship scheme or employ qualified staff?

Mixed answers employers are happy to have college training, apprenticeships, WBL and expect to undertake training to their staff as well.

There are some entrenched views about 'worldliness, knowledge of real world' students don't seem to be ready for work, preferring benefits to undertaking 'immigrant jobs'

4. How do you engage with potential employees?

Usual channels, interviews, job centre, word of mouth, trade and local press (None answered college)

5. Which type of learning do you prefer them to have experienced? Work based learning with a day at college or college based learning with work experience?

Majority of answers have no particular preference here

6. Describe your perceptions of education of Horticultural students?

Not critical of colleges but the training is poor and there is a lack of practical knowledge
Not always got the knowledge to back up skills
Presume there is an ND hort with ability to progress to HNC/HND

7. In your experience recruiting students what do you feel are the barriers to entering the Horticultural industry?

Pay, working conditions, start times, low holiday entitlements

8. What is your knowledge of the present qualifications delivered to horticultural students?

Mixed responses, based on own knowledge from when at college, when asked if qualifications meet needs 40% answer no

9. What does the word horticulture mean to you?

Way of life, outside, plants, soils, science, design, practical

LSIS PRD group - Questions. For Staff

10. In your experience recruiting students what do you feel are the barriers to entering the Horticultural industry?

Image of industry

There is a lack of knowledge of the industry in schools and lack of potential employment opportunities.

Lack of basics skills which funders, employers and staff all define in different ways.

Transport

Poor pay

11. Your present course is delivered in units to make up the qualification, are there better ways in your view to undertaking these units to make them more applicable to the work place?

Units are good so say 50% units are bad so say the other 50%

Units too prescriptive, do not reflect site practice

Teach with 'whole' approach units is disjointed and fails to reflect real work situation.

Unit criteria can't be covered in work place

Underpinning knowledge would benefit from being more employer focused

Important to use projects and external partners

Difficulty in evidence for some units

12. What is your view of the basic structure of the QCF and the benefits for students of unit-based, credit-bearing qualifications, and will this make Horticulture more accessible for employers and students?

Should be more accessible however difficulties in practice

Intention is admirable but in practice unworkable

Set up is ok, but the constant churn and change makes explaining courses to employers and schools very difficult

Could amalgamate some units, there is a need to have a basic horticultural unit with an exam to ensure basics at Level 3

13. Do the skills available in staff restrict the ability to deliver units in the QCF?

Responses indicate that this is a thing that staff are either not cognizant about or don't want to be cognizant of.

Need more focus on science

Staff could benefit from time in developing Horticultural knowledge

14. What is your current level of knowledge and skills amongst staff and the gaps that need addressing; in respect of the QCF and how delivery will or can be changed to challenge barriers to careers in Horticulture?

Employers link to their knowledge and new qualifications have become lost in translation

Several report poor knowledge in regards to the question

Prefer NPTC to Edexcel

15. As Providers do we design QCF packages and market them in a way that both learners and employers understand.

Not many answers here, but if anything it is in negative terms

16. What does the word horticulture mean to you?

Very broad term

LSIS PRD group - Questions. For Students

17. Would you work with students taking different courses in taking your qualification?

Majority of students said they would be happy too

18. What does the word "horticulture" mean to you?

Plants, outside, garden, landscape

19. What attracted you to the industry?

A previous interest, a love for plants, working outside, family, sports, science

20. Do you feel that the horticultural curriculum is versatile for your personalized learning needs?

Variable teaching

Want more practical

Several negative answers

21. In your experience as a student what do you feel are the barriers to entering the Horticultural industry?

Getting a job

Too young, not enough experience – but how do I get it?

Lack of experience

22. As a youngster seeking employment in horticulture what are the challenges for the sector looking into the future say 5 or 10 years?

Students do not look this far ahead

Lack of jobs

23. What do you consider are the barriers to entering the Horticultural industry?

money

lack of certain qualifications e.g. PA certs and chainsaw

Explain better the type of work involved

Employers don't value work done at college as experience for the job they have on offer

24. What do you think would attract potential employees to the Horticultural industry?

Money

Notes from First meeting 25th January 2012.

Location West Suffolk College, Bury St Edmunds 2PM to 4PM

Present Michael Ratcliffe (LSIS), Michael Johnston (Shuttleworth College), Chris Campling (Shuttleworth College), Alison Barber (College of West Anglia), Andy Sparks (Writtle College), Tom Cole (Writtle College), Rob Storer (Otley College), Neil Ridley (Otley College).

Overview of the key project activity is: -

1. To bring together the colleges with the sector skills council, awarding bodies and employers to undertake curriculum development in Horticulture with water issues.
2. To identify a credit/unit framework for delivery on horticultural and core employment skills in Level 1 and Level 2 Horticulture and land-based courses delivery, this being transferable into other areas of the curriculum.
3. To support current NEET and long term unemployed learners not engaged in learning
4. To meet land-based employer needs for personnel development and skills shortages

Discussion ranged around the original bid, and what colleges wanted to do to develop their horticultural offer. There was good agreement from partners on activities to be undertaken and the problems to find solutions for.

The bid was hatched out of identified need from the ACER land-based group where weakness had been identified in horticultural curriculum.

We will be to meet the aims of the bid and identified action plan to be agreed with LSIS by **30th January 2012.**

Rob Storer spoke about how Otley has developed a special offer to NEETS which will be used as an example. Partners from other colleges identified activity they are working on.

Lantra was identified as having done the work on framework and will inform unit delivery.

Growcare, BALI, RHS and similar were identified as partners to work with.

The first task identified was the development of a common questionnaire to put out to students, staff, employers and intermediaries in the horticultural sector to understand solutions and problems identified in delivering horticulture curriculum.

Questions to be sent through to NR by close of play on Friday 27th January

This information from questionnaire will be collated and analysed to inform the first meeting of practitioners from the five partners at **a meeting at Shuttleworth on 21st march 2012.** together with presentations from each college on how they deliver horticulture at present identifying unit delivery, and explore how this can be enhanced and the barriers to efficiency.

- The meeting will be tasked to identify methods of delivery based around how each college delivers their horticultural curriculum. The practitioners will have to come prepared to present what their college does and what developments are being undertaken.

Each college will have undertaken an employer focus group and undertaken research with schools on horticultural curriculum by Easter.

The project group will meet **at Newmarket on 26th April at 1000hrs** to reflect and review materials and reports generated from PRD activity.

There will be a **final conference** that includes findings and input from Lantra, industry groups to be held at **Easton College in May 2012**. date to be agreed.

Each college needs to identify

1. what is being done in horticultural curriculum at present;
2. what they are doing in addressing barriers to progression;
3. how they may meet the needs of employers and students from the information gathered to inform curriculum delivery as unit development to meet challenges for employments of new personnel to the sector.

PROJECT Key Outcomes:

- **Developing Flexible ways of delivering modules in curriculum for Horticulture skills development – QCF unit delivery model**
- **Identified pathways for new entrants into Horticulture**
- **Customer-focused approach to delivery**
- **Developing outstanding provision in Teaching & Learning**

Signed Neil Ridley
27th January 2012

Updates

Create an effective communication channel between all stakeholder teams inside and outside the organisation with regular updates as new information becomes available.

Be clear on your offer; give robust IAG around the purpose of the units you are delivering and what they will lead to in terms of employability or further study

Links

<http://www.excellencegateway.org.uk/node/18775>

<http://www.frelectra.gr/index.htm>

<http://www.frelectra.gr/pdf/REPORTfinal.pdf>

Horticultural trades association <http://www.the-hta.org.uk/#>