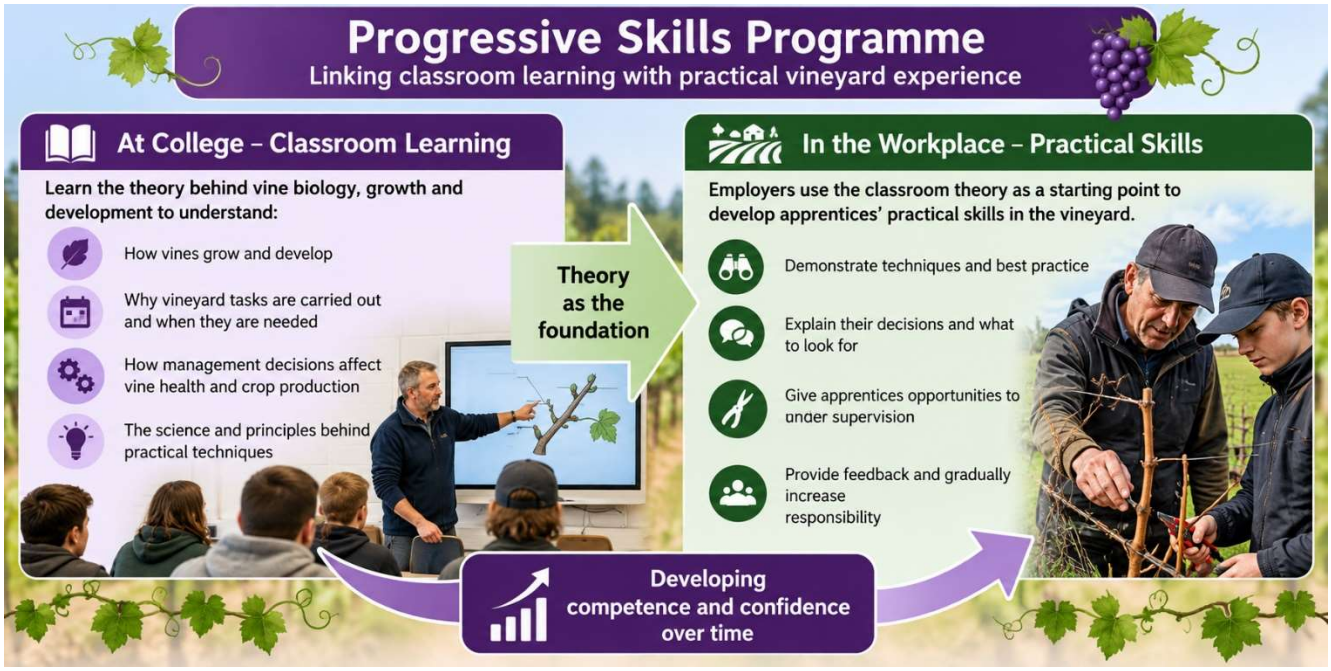
Growing Vineyard Skills - Theory to Practice

WORKPLACE: Progressive Skills Programme



How the Progressive Skills Programme Works

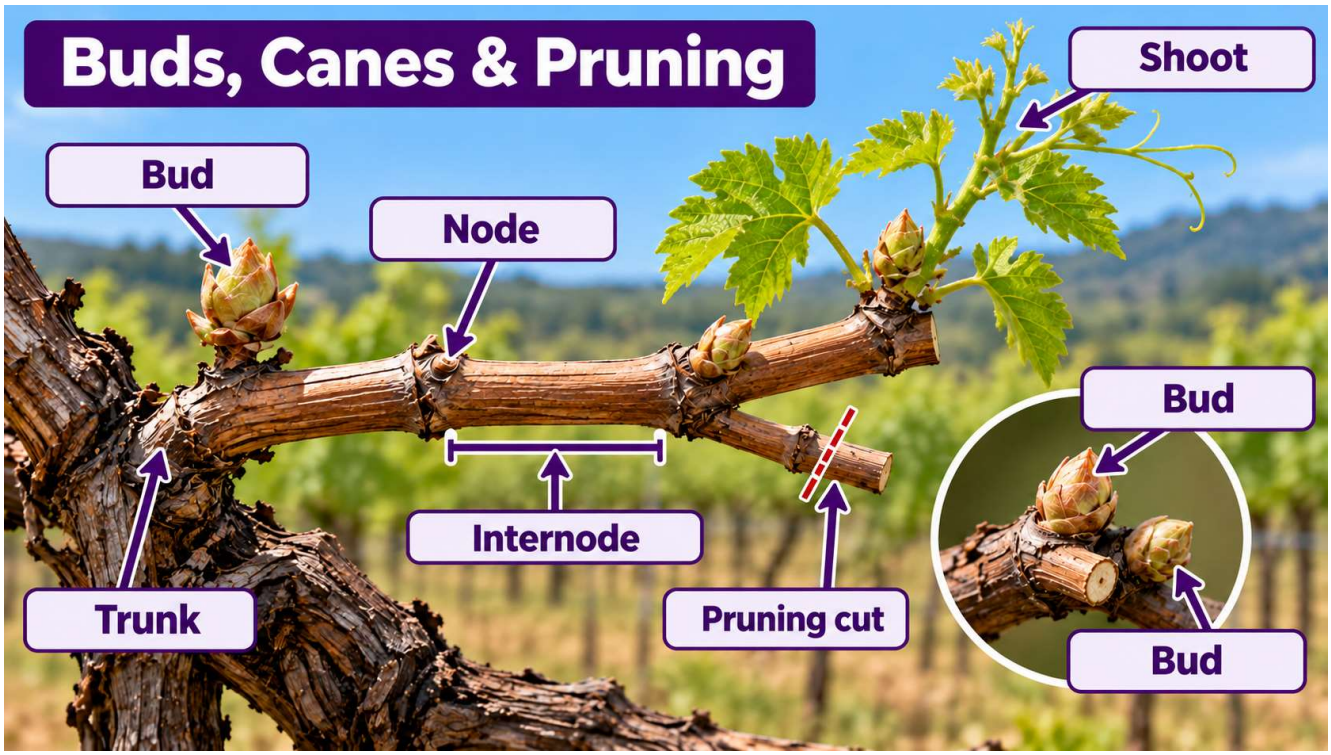
The **Progressive Skills Programme** recognises that viticulture is a practical occupation and that vineyard employers possess the specialist knowledge, experience and practical skills apprentices need to develop.

At college, apprentices will learn the **theory behind vine biology, growth and development**, giving them the basic understanding needed to make sense of practical vineyard operations. This classroom learning provides the starting point for developing their skills in the workplace.

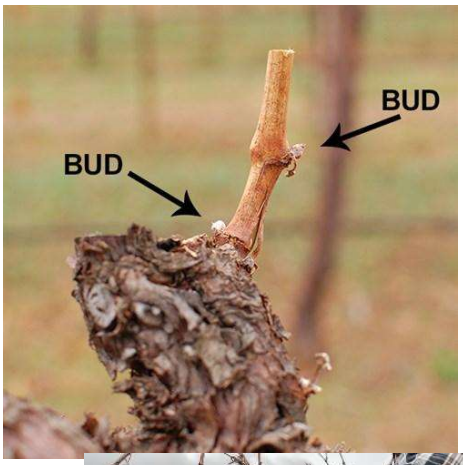
Employers play the key role in teaching practical viticulture skills. Using the classroom theory as a foundation, they will demonstrate techniques, explain their decisions and give apprentices opportunities to observe, practise and gradually develop their competence under supervision. Through coaching, feedback and repeated experience in the vineyard, apprentices will build the confidence and practical ability needed to work independently.

The aim is to create a clear partnership: **college provides the underpinning knowledge; employers turn that knowledge into practical skill and workplace competence.**

Stage 1 — Dormant vines



Classroom - Learning Objectives:



- *Identify buds, nodes, internodes, canes and spurs on a grapevine.*
- *Explain how buds develop into shoots and why one-year-old wood is important for grape production.*
- *Analyse how different pruning choices could influence vine growth and crop potential*

Workplace: Practise under supervision



Identify permanent wood, canes, spurs and buds. Observe then talk through employer's pruning decisions and explain what is retained or removed. Gradually practise the correct technique under supervision, receiving feedback before working independently.

Employer's role: coach, observe and confirm practical competence.

Apprentices Role: follow instruction and produce evidence in portfolio of this skill.

One thing I can now identify: _____

One thing I learned about pruning: _____

*How this links to my classroom diagram:*_____

One thing I still need to practise: _____