



# LAND AND ENVIRONMENT | LEVEL 3

BTEC National

# Teaching BTEC

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# Contents

<b>Introduction</b>	<b>3</b>
<b>What’s new for BTEC</b>	<b>4</b>
<b>BTEC success stories</b>	<b>6</b>
<b>Getting started: planning course delivery</b>	<b>8</b>
<b>Planning unit delivery</b>	<b>14</b>
BTEC units: a quick overview .....	18
Developing a scheme of work .....	20
<b>Assessment and grading</b>	<b>26</b>
Assignment design.....	28
Internal verification of assignment briefs .....	32
Grading an assignment .....	34
Internal verification of assessor’s comments .....	35
<b>Frequently asked questions</b>	<b>36</b>
<b>Appendix: a sample assignment</b>	<b>38</b>
Sample assignment front sheet.....	39
Sample assignment brief.....	40
Sample internal verification of assignment brief .....	42
Sample learner work .....	43
Sample assessor’s comments.....	55
Sample internal verification of assessment decisions.....	56

## Introduction

This publication supports your delivery of BTEC Level 3 National Land and Environment qualifications, and should be read in conjunction with the published specifications. It provides an overview of how the qualifications have changed, how the BTEC unit specifications should be used, and how best to deliver the course and assess your learners' progress.

These materials are not prescriptive. You may feel that the course can be delivered and assessed more effectively in a different way. This may be because of the way the qualifications are organised within your centre or because a different approach better suits your learners, after taking into consideration their learning styles and prior learning. BTEC qualifications are designed to enable you to plan and deliver programmes that are dynamic and relevant to local needs.

## What's new for BTEC

Edexcel has redeveloped its suite of BTEC Level 2 First and BTEC Level 3 National qualifications to ensure that they are aligned with the new Qualifications and Credit Framework (QCF). Wherever possible the changes have been minimal and in all cases BTEC units have retained their key characteristics.

### What is the Qualifications and Credit Framework?

The Qualifications and Credit Framework (QCF) is a system whereby credit is awarded for qualifications and units (small steps of learning). It enables learners to work towards qualifications at their own pace and along flexible routes.

All QCF units are published on the Register of Regulated Qualifications (RRQ). Every unit and qualification has a credit value indicating how much time it takes to complete and a level showing how difficult it is (ranging from Entry Level to Level 8). Learners are given a unique learner number (ULN) where their individual record of credit accumulation is logged. For more information see [www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk).

### How does this affect the BTEC Level 3 National qualifications?

The new family of BTEC Nationals – which are all at Level 3 – is made up of four sizes of qualification: Certificates, Subsidiary Diplomas, Diplomas and Extended Diplomas. (Qualification names have changed during the revision of BTEC Nationals to meet the QCF structure – please see the table below to compare the new names to the old if you have taught BTEC before.)

The Certificate has been introduced as a new BTEC Level 3 National qualification, to be broadly equivalent to one AS Level. This increases flexibility and improves opportunities for co-teaching with A Levels and other qualification types. The BTEC Level 3 Certificate will be nested

wherever possible in the corresponding BTEC Level 3 Subsidiary Diploma, and the BTEC Level 3 Diploma in the corresponding BTEC Level 3 Extended Diploma.

All BTEC Level 3 National qualifications (whether Certificates, Subsidiary Diplomas, Diplomas or Extended Diplomas) may comprise a mix of units at different levels but the majority of units must be at the main level of the qualification: Level 3.

Rules of unit combination have been determined to show how learners can select and combine unit choices to achieve new BTEC Level 3 National qualifications (see the specification for the list of available units). In some cases there will be mandatory units which all learners must take to achieve their qualification.

The overall grade for any BTEC qualification will be based on a table in the specification that converts pass, merit or distinction unit grades to points and then totals those points.

For full information about these qualification types, rules of unit combination and grading please see the specification.

### New features for BTEC units

There are some new features common to all new BTEC units:

- credit level and guided learning hours (GLH)\* are stated
- expanded guidance is given on delivery and assessment

	BTEC Level 3 National Qualifications			
	Certificate	Subsidiary Diploma	Diploma	Extended Diploma
Previous name	this is new	Award	Certificate	Diploma
Credits (minimum)	30	60	120	180
Guided learning hours (GLH)	180	360	720	1080
Broad equivalence	1 AS Level	1 A Level	2 A Levels	3 A Levels

\***Guided learning hours (GLH)**: all the times when a member of staff (for example tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent with learners observing and assessing their achievements as they work towards assignments.

- BTEC units now contain guidance and mapping to functional skills and personal, learning and thinking skills (PLTS) – so you can embed learning for these skills
- outline learning plans give suggestions for unit delivery and assessment
- a programme of suggested assignments gives ideas for assignments that will cover the unit's assessment and grading criteria<sup>1</sup>
- each unit suggests how you can link with employers.

This additional information is not meant to be prescriptive. A key feature of BTEC is that you can match your delivery of the qualifications to local needs and circumstances, and to the opportunities that present in your area to give a real vocational focus. For more information about BTEC units see page 18.

### Functional skills

Functional skills have replaced key skills. These are a set of standards that establish a benchmark in English, mathematics and ICT. Functional skills are available from Entry Level to Level 2.

BTEC specifications now offer guidance on how these functional skills can be embedded in your delivery of each unit. Please note: functional skills can be tested while delivering a BTEC course but they are not an integral part of the qualification. They are designed to be assessed by externally set and marked tests.

### Personal, learning and thinking skills (PLTS)

BTEC Level 3 National units offer guidance and signposting to help you develop learners' personal, learning and thinking skills. Along with functional skills, these are seen as key elements for success in learning, life and work. Please note that PLTS are not a compulsory or integral component of the BTEC Level 3 National, but should you wish to integrate your PLTS delivery with this qualification, we provide this guidance for you to do so.

The PLTS framework consists of six groups of skills:

- independent enquiry (IE)
- creative thinking (CT)
- reflective learning (RL)
- team working (TW)
- self-management (SM)
- effective participation (EP).

<sup>1</sup>Every BTEC unit contains an assessment and grading criteria grid. For the purpose of brevity, this will be referred to as the 'grading grid'/'grading criteria' throughout this booklet. In official terms assessment criteria are pass criteria; grading criteria are merit and distinction criteria.

These have connected outcome statements (to view these visit [www.qcda.gov.uk](http://www.qcda.gov.uk)).

Although each skill set is distinctive they may be interconnected and any assignment or learning experience may explore one or more PLTS. BTEC Level 3 National qualifications offer the opportunity to cover PLTS, but in order for learners to recognise this coverage the PLTS would need to be made explicit at delivery. An effective way to record competence in PLTS is by using a tracking system that is linked to the PLTS references in the unit specifications.

### WorkSkills

Edexcel has developed a range of WorkSkills qualifications at Entry 3, Level 1 and Level 2 that may also be studied alongside BTEC Level 3 Nationals. WorkSkills comprise a range of units that focus on personal development, work, social and domestic skills.

For more information on WorkSkills see [www.edexcel.com/workskills](http://www.edexcel.com/workskills)

### So, why choose BTEC?

BTECs are an established and highly successful alternative to general qualifications, suitable for a wide range of learners. As work-related qualifications, they are designed to accommodate the needs of employers as well as allowing progression to university.

By nature BTECs provide a practical, real-world approach to learning alongside a theoretical background, giving learners the knowledge, understanding and skills that they need to prepare for employment. BTECs also provide career development opportunities for those already in work. They can be taken as well as, or instead of, GCSEs and A levels in schools and colleges.

Comprising individual units, which can be built to form a qualification at a size that is suited to the learner, BTECs can be delivered as a full-time or part-time course. Each unit is assessed through the completion of assignments that are designed by you as tutor and call on a range of evidence types. Such flexibility enables you to deliver a qualification that is just right for your learners and your centre.

## BTEC success stories

### Reaseheath College, Nantwich, Cheshire

#### Why did you choose to run this BTEC course?

We have been offering BTEC Firsts and Nationals in Land-based Technology for a number of years on a full-time basis. These BTEC qualifications have been very well suited to preparing young people for employment in the land-based technology industries. They have proven popular due to their rigor, flexibility and practical approach and a large number of employers in the land-based technology sector have chosen to use these qualifications as part of their bespoke Service Engineer Apprenticeship, which now has 160+ apprentices engaged at Reaseheath.

The quality and standardisation of delivery across the UK is robustly supported by the Land-based Technology Consortium, a consortium of colleges who deliver this BTEC programme and meet twice a year to discuss best practice in terms of qualification management, development and delivery.

#### What have you enjoyed most about the course as a tutor?

The qualifications' standards are those expected of land-based technology employers, and the flexibility in the qualifications' design allows for regional needs to be met. This enables centres to adopt an individual learning plan approach to give learners appropriate training and education for employment in their region.

#### How has your teaching changed since you started to deliver the course?

We have moved more toward the 'learning by doing' style of delivery over the last few years. This can make the course more expensive to deliver but we feel the excellent success rates of our learners justifies this approach. Assessment has moved toward more practical and/or verbal assessment and away from written assignments.

#### What changes have you observed in learners as they have progressed through the course?

Learners' ability and understanding improve during their course of study. It is the changes in levels of learner confidence in what they are doing and achieving that are most notable. These improvements come with this style of learning – which is linked very closely with industry – and are very pleasing for all stakeholders.

#### Can you give any examples of how your learners have progressed since embarking on a BTEC course?

Each year employers support a small number of our learners through their qualification who may not have the entry requirements. With this additional support and the focused delivery of the programme, coupled with the learning by doing delivery style and the variety of assessment methods, most learners succeed on the course and the majority achieve very good grades.



### College of Agriculture, Food and Rural Enterprise (CAFRE)

**The College of Agriculture, Food and Rural Enterprise (CAFRE) is a specialist land-based college in Northern Ireland which offers BTEC Firsts and Nationals in the full range of land-based subject areas.**

#### Why did you choose to run this BTEC course?

CAFRE has been running courses in land-based subjects for over 90 years. During that time, new courses have been developed repeatedly to ensure that training and development for learners continues to meet the requirements of a changing industry. BTEC courses are now offered at the college because their framework allows the college to select the subjects that are important to local learners and to choose units accordingly. We have therefore been able to put together bespoke courses for new learners to suit the industries in Northern Ireland. BTEC courses also allow learners to progress from further education on to higher education.

#### What have you enjoyed most about the course as a tutor?

It is a real strength of the course that it promotes creative partnerships with businesses and encourages the full and active participation of learners – in other words, 'learning by doing'. The way the units are designed means that we can tailor the assessment methods to meet their needs too. This removes barriers to learning and assessment, yet still ensures grading criteria are met within the unit guidance. Seeing learners achieving a qualification in a way that suits them best is always rewarding for a tutor.

#### How has your teaching changed since you started to deliver it?

We are much more flexible now in our delivery of BTEC as there is much more scope for activities outside the classroom, for getting learners involved in their own learning, and involving them in the decision-making process. The BTEC model puts the learner at the heart of all learning, which ensures that they respond well to the activities and assessments.

#### What changes have you observed in learners as they have progressed through the course?

Our learners certainly become more self-confident as they progress on this course. As well as developing vocational skills, they also become more employable through the development of personal skills, such as in their ability to organise themselves and their work. All our learners have to complete the Work Related Experience unit as part of their qualification, which exposes them to a different environment, and assists with the transition from college to work.

#### Can you give any examples of how your learners have progressed since embarking on a BTEC course?

A number of our learners have made really good progress on this practically-based, vocational course. Some have progressed from the First to the National level and then on to a Foundation Degree course.



## Getting started: planning course delivery

Good planning is the first step to successful BTEC delivery and assessment. It is the best way of making sure everything is in place and that your unit coverage is robust and achievable. This guide should help you get started.

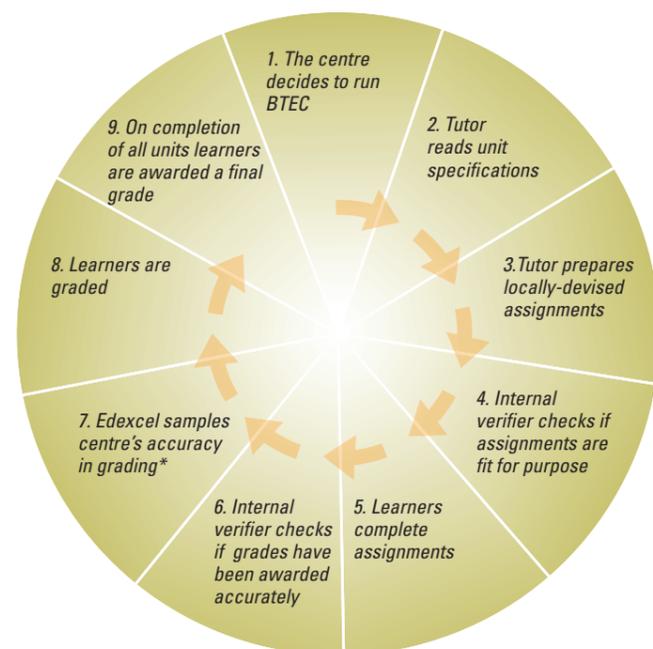
### First things first

- Understand the structure of a BTEC unit (see page 18).
- Read and understand the specification.
- Decide whether you will teach unit by unit or if it is best to integrate unit delivery (for further guidance on this see page 14).
- Plan your programme of assignments (see page 28).

### Key areas to consider

- Resource planning, such as when you might need to call on the expertise of specialist staff.
- Timetabling, practical lessons and enrichment opportunities.
- Interim and major assessment points.
- Planning for internal verification.

### The BTEC assessment and delivery process



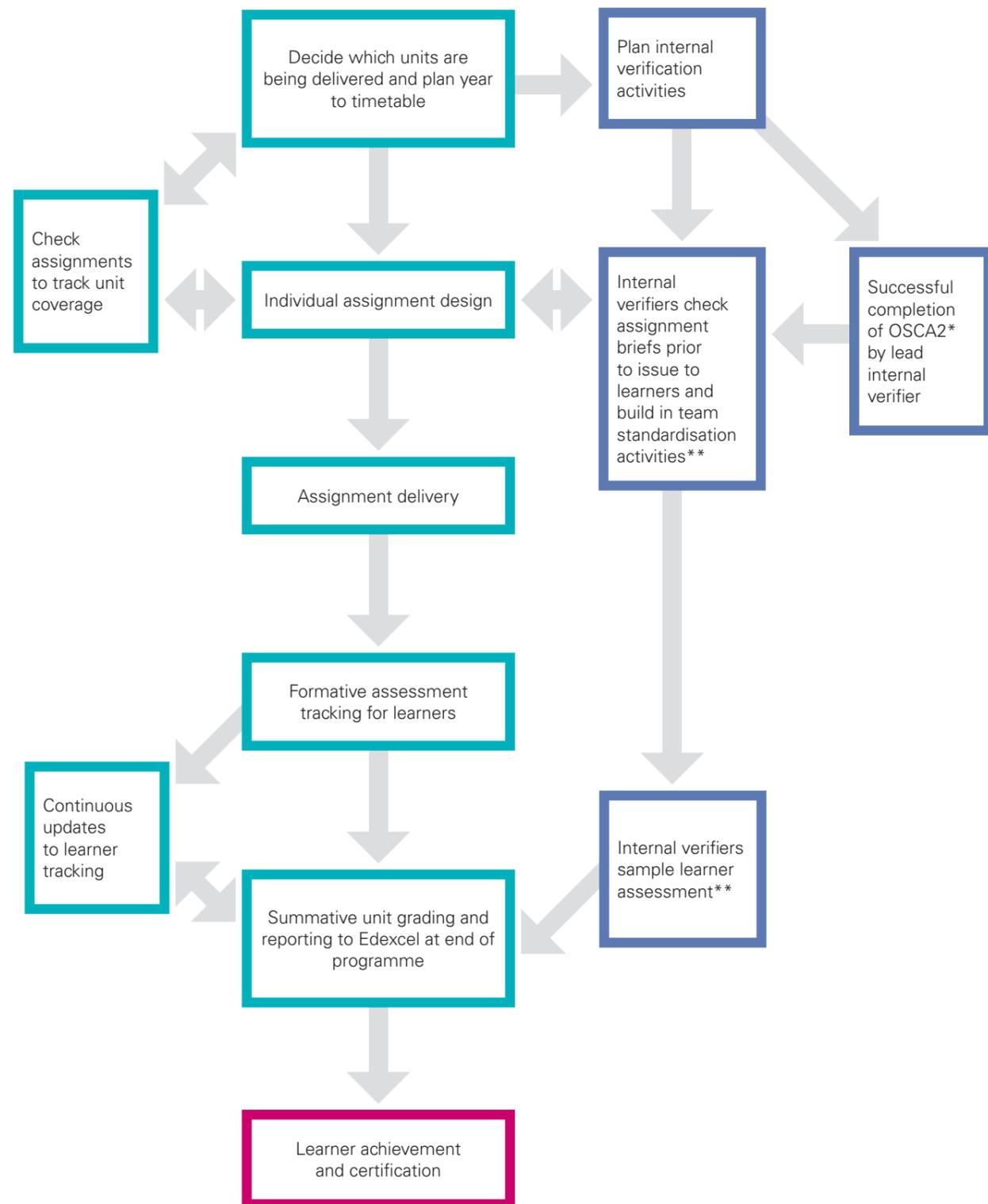
### Overview of roles and responsibilities

	Tutors/assessors	Learners	Internal verifiers <sup>†</sup>	Programme managers/ heads of department
Planning	Read the specification Work with colleagues in their department, planning the course as a team Design assignments which are suited to local and learner needs and matched to unit grading criteria Action the internal verifier's advice on planning	Manage and organise their own time to prepare evidence for assignments	Support programme planning Arrange standardisation meetings across teams and multi-sites Ensure an effective system for recording learner achievement is in place Advise programme team on any training needs	Manage the team to devise assessment programme in collaboration with tutors (assessors) and internal verifier(s) Prepare resources plan to match assignment programme Manage timetable and room allocation Organise a tracking mechanism for learner achievement
Implementing	Deliver unit content and assignments Guide learners towards approaches in gathering assessment evidence Complete observation and witness statements to support demonstration of practical skills Observe, scrutinise and record evidence of individual work within group activities Review progress of learners to give opportunities for achieving grading criteria Award unit grades when the unit has been completed and internally verified	Participate fully in learning Produce work for assessment	Provide advice and support to assessors on regular basis Advise on opportunities for evidence generation and collection Advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency Advise on the interpretation of national standards and undertake standardisation exercise Keep records of the verification process Liaise with Edexcel Assessment Associate where appropriate	Take part in the programme Monitor delivery Organise regular team meetings Coordinate tutor/assessor activity Liaise with the internal verifier(s) and lead internal verifier(s) Deal with learner issues Oversee maintenance of learner record
Internal Verifying	Action internal verifier's advice on assignment design Check authenticity and sufficiency of assessment evidence produced against grading criteria/unit content Record assessment decisions and put these forward for internal verification Action internal verifier's advice on grading decisions	Check the validity and sufficiency of the evidence with the assessor Review opportunities for achieving grading criteria Participate in self and peer assessment activities where appropriate	Check if assignments are fit for purpose Use their subject specialism to sample assignments to check the quality of assessment and to ensure that it is consistent, fair and reliable Ensure own assessment decisions are sampled when teaching on the programme	Collaborate with internal verifier(s) and lead internal verifier(s) to maintain the programme Check the validity of overall verification programme Coordinate awarding body requirements Update internal verifier team on current practice Respond to any awarding body action
Feedback	Give constructive feedback to learners and record learners' formative achievements Provide guidance for learners to enhance achievement Plan next steps with learners Record learners' summative achievements	Receive assessment recommendations and feedback from the assessor Plan next steps with the assessor	Give decisions and feedback on the sampling Ensure appropriate corrective action is taken where necessary Provide feedback on aspects of the assessment system to the programme team, senior management and Edexcel Take part in the formal stages of any appeal	Coordinate and contribute to final internal awarding meetings Oversee recording and transmission of accurate results Review the course for the year with an end of year report including resource and teaching evaluation Plan for the next academic year

\*Lead internal verifiers who have passed the new OSCA2 test can seek certification of learner work for the programme(s) they manage without annual external sampling. (Some centres may be randomly sampled.)

<sup>†</sup>Some of these functions may be undertaken by the lead internal verifier (see page 32).

Overview of year



\*OSCA2 is the online standardisation test that would give a lead internal verifier, and consequently the programme(s) they manage, accredited status. With this status a lead internal verifier can seek certification of learners' work during the period of that accreditation without annual external sampling. (Some centres may be randomly sampled.)

\*\*Where the centre has a lead internal verifier who has passed the OSCA2 test, this process is coordinated by them.

Learner induction

It is crucial that you familiarise your learners with how BTEC delivery and assessment work. Consider developing learners' understanding of:

- the specification (structure, content, grading grids, level of programme and equivalency)
- the purpose of the assignment briefs
- the relationship between the tasks given in an assignment and the grading criteria
- the way that the BTEC grading grids work in relation to their prior experience of other assessment models
- internal assessment procedures and centre policies
- the concept of deadlines/hand-in dates
- the concept of vocational and work-related learning
- learner responsibility.

Setting expectations

It is common practice to provide induction books for learners to sign at the start of the programme. These could set out your centre's expected rules and recommendations, for example adherence to health and safety legislation, and your centre's plagiarism policy. These could also contain rules and procedures about the facilities learners will use.

You might decide to show your new learners some work from previous years. This will give them a realistic idea of what is required and how assessment is carried out for a unit.

Linking theory and practice

Learners need to understand how to apply technical theory in practice. A useful approach is to video a learner's practical performance for subsequent reflection in a theory session. At the same time, debriefing the learner is an effective way of personalising learning. The use of video can also provide a means of assessment. This practice was pioneered within the equine and horse care sector where learners' riding practice is recorded and played back to them as part of theory sessions.

In other subject areas, instructional videos demonstrating machinery use, estate skills, livestock tasks or habitat maintenance operations often prove invaluable aids to understanding.

External links

All work-related programmes benefit from external links with the vocational sector. These links could be developed in many ways:

- provision of 'live' case study material that is company or organisation based
- learner visits to vocational settings

Edexcel's Study Skills Guides

Edexcel publishes free Study Skills Guides for BTEC Level 3 National learners. These provide guidance on:

- time management
- getting the most from work experience and special events
- working with others
- finding and using resources
- organising, interpreting and presenting information
- making presentations
- tackling assignments (including a worked assignment from a learner perspective).



- professional input from practitioners, especially where vocational expertise is clearly identified in the delivery section of the units
- work placements that are specifically related to the qualification
- tutor placements to enhance vocational expertise

Forging links with local businesses

Many land-based businesses and voluntary bodies are willing to provide sites and/or resources to support BTEC Level 3 Land and Environment programmes. For example, to support *Unit 31: Understanding Woodland Management* of the BTEC National in Countryside Management, an area of woodland that requires coppicing may be made available, or information about or demonstration of timber harvesting. Local machinery distributors are often able to demonstrate new techniques or products such as chainsaws, pole saws or chippers.

Employers will often pass on back copies of trade journals or other relevant literature, which you can make available to learners in a suitable base room or in your library. Discussions with employers may also be a useful source of case studies or inspiration for appropriate scenarios for assignments.

The Health and Safety Executive and the Environment Agency may be willing to assist with the delivery of Level 3 Land and Environment programmes. Voluntary organisations such as The Woodland Trust or the Country Land and Business Association (CLA) may also be able to suggest sites or provide resources.

Good teaching practice and resources

Staffing

All staff should be appropriately qualified to teach this course. Ideally, tutors delivering the BTEC Level 3 Nationals in Land and Environment will also have relevant vocational experience. Tutors should have subject-specific knowledge for the unit(s) that they deliver.

### The Higher Level Stewardship (HLS) scheme

There are a number of farms in England that have signed up to the Higher Level Stewardship scheme. The Educational Access component of the scheme is administered by Natural England to improve understanding of the land-based sector. Contact details of participating farms can be found on the Natural England website. For further information see: [www.naturalengland.org.uk/information\\_for/learners\\_and\\_tutors](http://www.naturalengland.org.uk/information_for/learners_and_tutors). In addition to providing useful resources for agriculture learners, all farms entered into this scheme have wildlife and conservation areas, which would prove useful to learners in other land-based subjects.

With reference to *Unit 31: Understanding Woodland Management*, a visit to one of these sites might provide a useful opportunity to study woodlands in the local area.

As course tutor you can arrange to visit an educational access HLS site ahead of a class visit in order to determine whether the site has suitable resources for your learners, or to have an informal discussion with a local industry practitioner. Natural England is also proposing an 'outreach' scheme whereby participating farmers will be able to visit centres as guest speakers or to offer technical updating for staff (see the website for more details).

All farm visits under this scheme are free of charge to the centre.

### Keeping up to date

Learners should be encouraged to read articles in land-based trade magazines and journals in order to keep up to date with developments in the sector.

### Career opportunities

Learners need to be made aware throughout the programme of career opportunities within the land-based sector. Opportunities to talk informally with visiting speakers in different roles will help learners understand the different pathways to career progression.

As part of their continuous professional development, tutors teaching BTEC vocational subjects are advised to spend some time in a work placement to ensure that they keep up to date with developments in the land-based sector. Part of this updating might comprise regular reading of land-based journals. This is especially important if your particular specialism is not directly related to Level 3. BTEC Land and Environment programmes should be as informative and engaging as possible, and learners will benefit from tutors who are able to draw upon up-to-date knowledge and practical experience of modern land-based technology.

### Familiarity with current professional practice

It is important to have knowledge of current professional practice in order to set standards within each specialist

### What is a reasonable adjustment?

Reasonable adjustments are arrangements which give a learner access to a qualification. Reasonable adjustments must be agreed at the pre-assessment planning stage and comprise any action that helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. For example, these actions might involve changing or adapting the assessment method, adapting assessment materials or using assistive technology. Reasonable adjustments must not affect the reliability or validity of assessment outcomes and they must not give the learner an assessment advantage over other learners undertaking the same or similar assessments.

### How do I apply for a reasonable adjustment for internally assessed BTEC qualifications?

For BTEC qualifications that are internally assessed centres do not need to apply to Edexcel to implement a reasonable adjustment. However, centres must only make reasonable adjustments in line with Edexcel policy and keep a record on Form RA1, which can be found on the Edexcel website.

area. It is a feature of the design of BTEC qualifications that they have the flexibility to respond to National Occupational Standards in each area as current practice changes. They also offer the opportunity for innovative approaches to teaching and learning.

### Additional specialist practitioners

You may employ specialist practitioners, taking care that legal requirements are met. Where external tutors are delivering units, the internal verifier should carry out close monitoring to help ensure the quality of the assignment process.

### Awareness of learners requiring reasonable adjustment

Be aware of individual requirements and ensure that learners can achieve the unit grading criteria in all of the units that the planned programme contains. You are free to make adjustments to programme delivery to ensure that learners can be guaranteed gaining the qualification if they comply with all unit grading demands (see more information about reasonable adjustment in the panel above).

### Learning resources

A range of current resource material to support the programme, such as visits, textbooks, videos, magazines, journals, other publications and websites, is essential.

### Sufficient resources to meet the number of learners

Your centre signs a commitment to ensure adequate provision as part of the approval process. This must be adhered to in all cases so that learners are guaranteed the very best provision a centre can provide. Ongoing Edexcel quality assurance processes will check that the centre has sufficient resources to support the delivery of the programme and that the centre has made provision to meet any specialist resource requirements at the approval stage.

Where resources are shared, carefully assess, plan and determine the access demands of all programmes within your subject area.

### A resource base room is desirable

A resource base room will aid learners in producing quality work. Even if the centre is a specialist land-based site, a dedicated space is of great value to learners for them to display suitable posters illustrating land-based subjects, such as tree identification or breeds of livestock. Copies of trade journals and supplier literature help to engage and inform learners. (If you are unable to dedicate such a space to learners, designating a particular wall for their displays is a good alternative.) If a visible value is placed on where they work, learners are more likely to engage with the programme.

### Teaching space and access to land-based resources

In addition to the requirement for a teaching classroom with access to computing facilities, some optional units will require access to particular land-based resources, such as areas suitable for propagating plants, rearing livestock or the creation of wildlife habitats.

Optional unit choices should be made with care. All BTEC Level 3 National Land and Environment units contain guidance regarding the specialist resources required for delivery. It is essential that you have regular access to the required resources for any unit you choose to deliver.

Ensure that these resources are adequate in terms of physical equipment and appropriate technology, and that suitably trained staff are available to deliver the optional units. These resources do not have to be on site; units may be delivered at alternative sites that are better equipped, as long as access is maintained at appropriate times. Centres do not necessarily need to invest in expensive specialist facilities: using industry-based resources will enhance the learning experience. If off-site resources are to be used regularly, a binding agreement between the two parties concerned may be beneficial.

Cooperation between centres is also beneficial in this respect. A specialist land-based college may for example be willing to host a BTEC Level 3 National group from a local school or even to deliver certain sessions requiring specialist resources. A good example of effective cooperation between centres is the Land-based Technology Consortium, where centres offering Level 3 Nationals in Land-based Technology share expertise.

When covering the more theoretical parts of the units, interspersing them with associated practical sessions is a good way to keep learners motivated. The use of such methods will enhance the learning experience.

### Tutorials, individual learning plans and individual study time

If you are able to offer additional access or time allocated for independent learning, this can enhance learner development and allow achievement at merit and distinction levels.

### Grouping your learners by subject

If more than one BTEC in a land-based subject is offered at your centre, it is possible to deliver units with mixed groups. For example, agriculture, horticulture and countryside learners could be co-taught for soil science, where the essential knowledge and skills required are the same.

### Timetabling ICT to develop research skills

ICT should be carefully timetabled in order to facilitate the development of independent research skills. Learners need to be made aware of the wider role of ICT in the land-based sector, and with tools such as the web-based interactive map service MAGIC (Multi Agency Geographic Information for the Countryside) and the use of global positioning.

Learners benefit from individual learning plans that clearly explain what they need to do to achieve the grading criteria. These should be completed with the learner so that action points are agreed and achievable. Consider setting a series of shorter tasks with achievable deadlines that take account of the learner's other commitments, but also state clearly when and in what context the learner will be carrying out the work.

### Health, safety and environmental issues in classrooms, IT laboratories and off-site visits

- Learners need to be made aware that land-based industries are potentially very dangerous, and safety should be their priority in all activities.
- Learners need to be made aware that they, as individuals, must take personal responsibility for health and safety.
- Centres must ensure that risk assessments for all activities, sites and classrooms are undertaken prior to the commencement of the programme, and any concerns reported.
- When negotiating site visits with local employers or voluntary providers, tutors need to ensure that suitable insurance arrangements are in place.
- Zoonoses can be a major health issue in the land-based sector; suitable information and personal hygiene facilities should be provided.
- Tutors must follow their institution's guidelines on external visits with full authorisation.
- Tutors must also be mindful of issues such as biosecurity and animal welfare on some visits.

### Awareness of legislation within vocational practice

Make learners aware of any relevant legislation for vocational practice. Learners can endanger themselves or others if they do not know and understand what is required. Be sure that you are aware of any new or pending legislation that could impact on practice.

## Planning unit delivery

BTEC qualifications are designed to be flexible in their delivery and assessment, giving you the opportunity to construct and deliver programmes to suit your resources and learners. There are two main methods for approaching BTEC delivery: single unit delivery or integrated delivery.

### Single unit delivery

BTEC qualifications comprise individual units that represent clusters of learning outcomes. For many sectors, a unit-by-unit approach to delivery is a valid and appropriate method for meeting the learning outcomes and delivering the unit content within the specification. Vocational applications of knowledge gained through unit-by-unit assignments allow learners to reflect on their practice, resulting in focused and in-depth evaluations.

### Integration of units

For some sectors, however, it is essential that learners know how the content covered by several units interrelates, as it would in the world of work. In these sectors unit delivery is best integrated, with assignment evidence mapped across two or more units. Integrated delivery is one of the distinct strengths of BTEC qualifications and can lead to a deeper practical and vocational understanding of the content.

### Delivering BTEC Level 3 Nationals in Land and Environment

Integrated unit delivery can be a very effective way of delivering some units of BTEC Land and Environment programmes. Some units are closely linked and can therefore be delivered together seamlessly. For example, a number of units containing references to fertiliser applications or ration formulation follow the same principles regardless of species. Even when this is not the case, it is always good practice to try to make connections between units.

A number of units also allow for co-teaching with other qualifications. For example, GCE Biology can be mapped against the BTEC National units in animal science, plant science and ecology.

For information on how to design assignments that cover one or more units please see page 28. Information on tracking delivery – suitable for both a single unit and an integrated approach – can be found on page 17.

#### Referencing and writing styles

Encourage learners to adopt formal referencing in their work, so that they are able to return to useful sources. By the end of the programme, learners should be able to reference and acknowledge sources as a matter of course. This will ensure that they are well prepared for progression on to higher programmes, for which referencing may be mandatory. In addition, encourage learners to develop the skill of writing in the third person, past tense, as expected for scientific reports.

#### Presentations and group work

At an early stage in the programme, encourage learners to make presentations to other members of the class, and ensure that learners work in groups as frequently as possible. Group work presentations are an effective way of involving learners in the delivery of the programme while simultaneously providing assessment opportunities. For instance, if the unit content requires learners to be aware of a wide range of examples, this could be achieved by small sub-groups researching different topics and reporting back to the main group, with their presentations and slides forming the assessment evidence. These are very important PLTS skills which the BTEC programmes have been successful in developing, and which will certainly prove beneficial in the world of work and in higher education or further vocational programmes.

#### Linking theory and practice in assessment

Theory should always underpin practice. Learners should be given practical opportunities to apply the knowledge and understanding that they have gained in the classroom.

Encourage learners to give examples of practical land-based applications when answering assessment questions.

### Selecting the right units

- Look to the specification for information on which units are mandatory and which are optional, and the specific rules of unit combination for each qualification (Certificate, Subsidiary Diploma, Diploma, Extended Diploma).
- Consider which units your centre is best equipped to deliver (consider staffing, expertise, resources).
- Give learners a choice of units so they might follow a course that is appropriate to their needs, abilities and interests.

### Suggested course structures

The tables below provide suggestions only as to how you might choose to structure a BTEC Level 3 National in Land and Environment course. Refer to the published specification to check other optional units available and to view all rules of unit combination. It is key that you make unit choices that are relevant and appropriate for your own learners and centre resources.

BTEC Nationals qualifications in land-based subjects are available along the following pathways:

- Agriculture
- Animal Management
- Blacksmithing and Metalworking
- Countryside Management
- Fish Management
- Floristry
- Forestry and Arboriculture
- Horse Management
- Horticulture
- Land-based Technology.

These are separate qualifications, but share many units, so there is some scope for co-teaching groups. Look to the specification for rules of unit combination for each pathway.

#### BTEC Level 3 National Certificate in Countryside Management:

Optional units that provide for a combined total of 30 credits.

Year 1		
Term 1	Term 2	Term 3
Unit 3: Undertake Estate Skills (10 credits, optional)	Unit 5: Understanding Principles of Physical and Biological Environmental Processes (10 credits, optional)	Unit 18: Undertaking Farm Habitat Management (10 credits, optional)

#### BTEC Level 3 National Subsidiary Diploma in Countryside Management:

One mandatory unit, plus optional units that provide for a combined total of 60 credits.

Year 1		
Term 1	Term 2	Term 3
Unit 8: Understand the Principles of Soil Science (5 credits, optional)  Unit 7: Understand the Principles of Plant Science (5 credits, optional)	Unit 18: Undertaking Farm Habitat Management (10 credits, optional)	Unit 17: Undertake Grassland Habitat Management (10 credits, optional)

Year 2		
Term 4	Term 5	Term 6
Unit 35: Understanding Ecology of Game Species (10 credits, optional)	Unit 34: Understanding Principles of Game Management (10 credits, optional)	Unit 1: Undertake an Investigative Project in the Land-based Sector (10 credits, mandatory)

#### BTEC Level 3 National Diploma in Countryside Management:

Four mandatory units, plus optional units that provide for a combined total of 120 credits.

Year 1		
Term 1	Term 2	Term 3
Unit 14: Undertaking Environmental Interpretation in Land-based (10 credits, optional)  Unit 15: Understanding Countryside Tourism and Recreation (10 credits, optional)	Unit 2: Understanding the Principles of Wildlife Populations, Ecology and Conservation (10 credits, mandatory)  Unit 40: Understand Deer Population Monitoring and Management Plans (10 credits, optional)	Unit 3: Undertake Estate Skills (10 credits, mandatory)  Unit 10: Understand the Principles of Tree Felling and Chainsaw Use (10 credits, optional)
Year 2		
Term 4	Term 5	Term 6
Unit 11: Understanding Land Use and Environmental Issues (10 credits, optional)  Unit 4: Undertake and Review Work Related Experience in the Land-based Industries (10 credits, mandatory)	Unit 9: Undertaking Land-based Machinery Operations (10 credits, optional)  Unit 24: Understanding Stillwater Fishery Creation and Management (10 credits, optional)	Unit 22: Understanding Coastal Management (10 credits, optional)  Unit 1: Undertake an Investigative Project in the Land-based Sector (10 credits, mandatory)





## Developing a scheme of work

All BTEC Level 3 National units are structured in a way that should facilitate your delivery of the course. Each unit includes an **outline learning plan**. This is provided as an **example only** to illustrate just one way you might deliver that unit. This plan includes suggested assignments that will cover the unit's grading criteria.

From this outline learning plan you might then develop a more detailed scheme of work. To show how this might be done, the outline learning plan opposite is taken from *Unit 31: Understanding Woodland Management*. An example of a scheme of work for this unit is given on page 22.

Design your own scheme of work to factor in the needs of your learners and local resources, and to reflect the assignments that you have designed for the unit. (Always ensure that assignments – whether designed by yourself, Edexcel or by others – are internally verified **in your centre** before use; see page 32.)

### Delivery notes

The **introductory session** could be delivered using practical activities. For example, when you are explaining appropriate evidence to meet a criterion, you could ask learners to work in groups to identify the various methods for themselves. They might look at examples of assessment evidence to see how it meets the criteria, such as an interview with a health care professional to obtain information on needs of service users in a care environment. (For more information on assignment evidence, see page 28.)

Always try to **make your teaching as learner-centred as possible**, and apply it to the land industry using realistic scenarios. This approach allows learners to investigate and apply knowledge within their work.

**Visiting speakers** (for example, speakers from the Woodland Trust or representatives from the Environment Agency) give the topics covered a sense of realism for learners. The programme team should endeavour to forge links with local land-based industries, not only for the valuable input they might provide as guest speakers, but also as a possible source of work experience opportunities. Industry representatives can also make a significant contribution to all aspects of the programme if they can be persuaded occasionally to attend course team meetings. Guest speakers should be briefed about the level of learners' understanding and a lesson plan should be prepared with them, with clear learning objectives in order that learners may gain maximum benefit from the experience.

When learners are working on their assignments, tutors should advise them to **remain focused on providing evidence that is relevant and fulfils the grading criteria**. It is

### Group work

Group work is vitally important on BTEC programmes, and you need to create frequent opportunities for it throughout the course. Remember, however, that if any group work contributes towards an assignment, the individual learners must be able to provide evidence that they have individually met the criteria.

Take great care here to reinforce that it is the individual's work that will be assessed.

### Looking out for plagiarism

Be careful with the use of the internet, as unfortunately the copying and pasting of text into assignments is happening with alarming regularity. Even at this level, a plagiarism policy may be required to encourage learners to reference the work of others as far as possible. See [www.jcq.org](http://www.jcq.org) for advice on detecting plagiarism. On the first assignment make sure that any cut and paste evidence is rejected and learners are made to do the work in their own words. This will pay dividends in the long run.

### How do I cover the content?

- Work closely with the specification document to ensure that you fully understand the coverage for each learning outcome within each unit.
- Check your content coverage against the grading criteria.
- Make sure that you understand the distinction between content that must be covered and content that is optional, such as topics listed after the words "eg" in the specification – here tutors may use these examples or replace them with relevant alternatives of their own choice.
- Rather than following the assignment ideas in the specification, it may be possible for you to consider smaller assignments over shorter periods of time which will keep your learners engaged. Remember that your assignments must always be designed for **your** learners.
- Use a matrix tracker to plan your assignments and cross check to see if all content is covered. See page 17 for examples of tracking sheets.

helpful to demonstrate a 'model answer' to an assignment or task. Giving learners guidance regarding the volume of work expected can be useful; for example, suggested word limits for written tasks, or the size required for a poster.

Achieving the correct balance between **formal teaching, self-directed study, practical activities and industrial visits** is very important and will depend on the unit being taught. Guidance is given in the unit specifications. Adopting a kinaesthetic learning approach will benefit many of the learners.

Learners should understand how **continuous assessment** works in terms of interim and formative assessment. All learners should submit interim work or show you where they are with their assignments so that you can feed back on how well they are meeting the tasks against the criteria that they are working towards. If a learner has already met the pass criteria, you should indicate how the learner can achieve merit and distinction grades. If the pass criteria are not yet met, indicate what the learner has to do to get to the appropriate standard.

## Outline learning plan for Unit 31: Understanding Woodland Management

Topic and suggested assignments, activities and assessment
Introduction and overview of the unit
<b>Assignment 1. Producing a management plan (P1, P2, P3, P4, M2)</b> <ul style="list-style-type: none"> <li>• Tutor introduces the assignment brief</li> <li>• Collecting woodland data</li> <li>• Interpreting the data collected</li> <li>• Using the data collected to compile a management plan. Includes time for independent research of various sources</li> <li>• Preparing a presentation of the management plan</li> <li>• Presenting the management plan to an audience and justifying its recommendations, including time to answer questions</li> </ul>
<b>Assignment 2. Presenting and summarising data (M1, D1)</b> <ul style="list-style-type: none"> <li>• Tutor introduces the assignment brief</li> <li>• Explanation of the importance of data for informing decisions</li> <li>• Evaluation of data presented and recommendation of alternative methods of presentation</li> </ul>
<b>Assignment 3. Management objectives (P5, P6, P7, M3)</b> <ul style="list-style-type: none"> <li>• Tutor introduces the assignment brief</li> <li>• Investigating the different uses of woodlands</li> <li>• Comparing uses and investigating potential conflicts</li> <li>• Formulating objectives for woodland management</li> <li>• Justifying objectives for a woodland site</li> </ul>
<b>Assignment 4. Management planning (P8, P9, P10, M4, D2)</b> <ul style="list-style-type: none"> <li>• Tutor introduces the assignment brief</li> <li>• Reading management plans; investigating structure, contents, formats and presentation styles</li> <li>• Evaluating management plans based upon given criteria</li> <li>• Discussing the importance of the five factors (legal, environmental, financial, users/stakeholders and physical) that influence the management of woodlands</li> <li>• Assessing woodlands for different uses</li> </ul>
<b>Unit review</b>

### Scheme of work for Unit 31: Understanding Woodland Management

Session	Teaching topic	Approx time allocated*	Linked assessment	Resource checklist	Core content and delivery methods
1	Introduction and overview of the unit Introduction to <b>Assignment 1: Producing a management plan</b>	2 hrs	P1, P2, P3, P4, M2	Presentation introducing <i>Unit 31: Understanding Woodland Management</i> Handout explaining grading criteria Presentation introducing the work to be undertaken during the study of the unit	Tutor introduction to the unit and explanation of grading criteria Explanation of pass, merit and distinction criteria Tutor presentation introducing the range of work undertaken as part of woodland management Class discussion Tutor presentation outlining any relevant health and safety guidelines, environmental legislation, or codes of practice
2	Collecting woodland data	6 hrs	P1, P2, P3, P4, M2	Suitable woodland Transport to and from site Risk assessments Personal protective equipment (PPE) and spare PPE Tools and resources Video camera	Class discussion regarding the data required for woodland management Tutor-led discussion of features of suitable woodland Peer tutoring regarding data
3	Woodland management plans	3 hrs	P1, P2, P3, P4, M2	Presentation introducing woodland management plans Examples of woodland management plans Internet	Class discussion regarding the data required for woodland management plans Tutor-led discussion of features of suitable woodland management plans
4	Presenting woodland management plans to an appropriate audience	2 hrs	P1, P2, P3, P4, M2	Presentation of woodland management plans Handout: management plans, worked examples and suitable templates	Learner presentations of woodland management plans, including time for questions and answers Tutor presentation and discussion and general feedback on presentations Peer tutoring
5	Feedback on Assignment 1 Introduction to <b>Assignment 2: Presenting and summarising data</b>	2 hrs	P1, P2, P3, P4, M2, M1, D1	Assignment brief and marked assignments Handout explaining grading criteria Reference material for the next session	Feedback on Assignment 1 Introduction to Assignment 2 Learners undertake resource-based learning
6	The importance of data for decision-making Evaluation of data and alternative methods of presentation	3 hrs	M1, D1	Presentation on how to evaluate and present data Decision trees Worked examples Sample templates Internet	Tutor presentation on how data should inform decision-making Tutor-led discussion regarding methods of presenting data Peer tutoring regarding different presentational methods Assignment 2 preparation and submission
7	Feedback for Assignment 2 Introduction to <b>Assignment 3: Management objectives</b>	2 hrs	M1, D1, P5, P6, P7, M3	Assignment brief and marked assignments Handout explaining grading criteria Internet Reference material for the next session	Tutor feedback on Assignment 2 One-to-one feedback Learners undertake resource-based learning
8	Investigation of different uses of woodlands	3 hrs	P5, P6, P7, M3	Presentation on different uses of woodlands Decision trees Flipchart or whiteboard for whole group discussion Internet	Tutor presentation on different uses of woodland Whole class discussion on uses of woodland Peer tutoring regarding specific uses Learners undertake resource-based learning
9	Comparing uses and investigating potential conflicts	3 hrs	P5, P6, P7, M3	Presentation regarding potential conflicts Decision trees Flipchart or whiteboard for whole group discussion Internet	Tutor presentation and led discussion of potential conflicts Learners undertake resource-based learning Whole class discussion regarding woodland use conflicts Peer tutoring regarding specific conflicts
10	Formulating and justifying objectives for woodlands (1)	2 hrs	P5, P6, P7, M3	Worked examples Templates Internet Flipchart or whiteboard for whole group discussion	Tutor presentation on formulating and justifying objectives Learners undertake resource-based learning Whole class discussion formulating and justifying objectives for woodlands
11	Formulating and justifying objectives for woodlands (2)	2 hrs	P5, P6, P7, M3	Learner presentations on management objectives Flipchart or whiteboard for whole group discussion	Learner presentations Whole class discussion formulating and justifying objectives for woodlands

\***Guided learning hours (GLH):** all the times when a member of staff (eg tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent with learners observing and assessing their achievements as they work towards their assignments.

Note: the suggested timings are approximate, and the sessions could be broken down further; however, unless sites are very close to a base room, it is usually inappropriate to undertake practical sessions that are shorter than half a day. Full days are preferable, as less time is lost in travelling. It is also essential that some form of contingency plan is developed in case of bad weather or waterlogged soil conditions, etc.

Session	Teaching topic	Approx time allocated*	Linked assessment	Resource checklist	Core content and delivery methods
12	Feedback for Assignment 3 Introduction to <b>Assignment 4: Management planning</b>	2 hrs	P5, P6, P7, M3 P8, P9, P10, M4, D2	Assignment brief and marked assignments Handout explaining grading criteria Reference material for the next session	Tutor feedback on Assignment 3 One-to-one feedback Learners undertake resource-based learning
13	How to read a management plan	2 hrs	P8, P9, P10, M4, D2	Presentation on the importance of management planning Outline of the elements of a management plan Worked examples Templates Internet	Tutor presentation on how to read management plans, investigating structure, contents, formats and presentation styles Discussion of examples Peer tutoring and feedback
14	How to evaluate a management plan	2 hrs	P8, P9, P10, M4, D2	Handout explaining different criteria by which to evaluate a management plan Worked examples Flipchart or whiteboard for whole group discussion	Tutor explanation of criteria for evaluating management plans Whole class practice of evaluating a series of case study examples
15	Discussing the importance of factors that influence the management of woodland (1)	3 hrs	P8, P9, P10, M4, D2	Presentation on the five factors influencing the management of woodland: legal, environmental, financial, users/stakeholders and physical factors Flipchart or whiteboard for whole group discussion Internet	Tutor presentation on the five factors influencing the management of woodland: legal, environmental, financial, users/stakeholders and physical factors Case study scenario for small group work: learners take one factor each to discuss and present points for consideration by whole class Individual research around assigned factor influencing woodland management
16	Discussing the importance of factors that influence the management of woodland (2)	3 hrs	P8, P9, P10, M4, D2	Flipchart or whiteboard for small group mini presentations and whole group discussion	Case study scenario small group work (cont.): learners take one factor each to discuss and present points for consideration by whole class Whole class discussion and feedback Tutor summarises findings
17–19	Assessing woodland for different uses	15 hrs (based on three different site visits)	P8, P9, P10, M4, D2	Handout detailing practical tasks for the coming sessions Maps or plans of sites Resource request (as required) Templates Discuss risk assessments Recording equipment	Tutor-led practical sessions Peer tutoring Recording data/observations
20	Visiting speaker or visit	2 hrs	All	Any relevant topic	Presentation from a visiting speaker Tutor-led discussion with an industry expert(s)
21	Feedback on Assignment 4, and any referred work for the unit	2 hrs	All	Completed assignments Handout explaining grading criteria Any relevant presentations	Tutor feedback on Assignment 4 One-to-one feedback
<b>Total time</b>		<b>60 hours</b>			

**\*Guided learning hours (GLH):** all the times when a member of staff (e.g. tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent with learners observing and assessing their achievements as they work towards their assignments.

Note: the suggested timings are approximate, and the sessions could be broken down further; however, unless sites are very close to a base room, it is usually inappropriate to undertake practical sessions that are shorter than half a day. Full days are preferable, as less time is lost in travelling. It is also essential that some form of contingency plan is developed in case of bad weather or waterlogged soil conditions, etc.

## Assessment and grading

Learners work through BTEC units by participating in the learning programme and tackling the assignments you set for them. The ultimate aims in the setting of assignments are to cover the grading criteria for each unit and to set learning within a vocational context. (Full guidance on assignment design can be found on page 28.)

### Tell me more about assignments

The number of assignments for each unit will vary. It is up to you how you decide to cover the grading criteria for each unit. Take into account the ability of your cohort of learners, the requirements of the unit itself, local resources and not least your imagination as tutor.

There are drawbacks in setting both too few and too many assignments. If you set **too few** assignments (by, say, adopting the one-off project approach), you can place too much reliance on large pieces of evidence that may only be available late in the programme. These large assignments can be hard to assess and difficult to put right if things go wrong.

By contrast, setting **too many** assignments can put a burden on both you and the learners. This can lead to fragmentation of the unit. The unit content, outcomes and grading criteria have generally been produced to provide a coherent package. As such, the assignments should, wherever possible, maintain the coherence and links between the outcomes and grading criteria of the unit.

Your assessment can be achieved through **differently paced assignments** to provide variation: some assessments can be designed for learners to complete within a short

space of time, and others over the course of several weeks (or even a whole term).

There are four recommended assignments for *Unit 31: Understanding Woodland Management* in the unit's *Programme of Suggested Assignments* and associated *Outline Learning Plan*. The first assignment covers the criteria P1, P2, P3, P4 and M2. If some learners are becoming de-motivated because of the length of this assignment, then shorter assignments can be created from the tasks within the original assignment to make the assessment process more manageable for the learners, while still covering all the targeted criteria. With some units, it is possible to write the assignments 'working backwards' from the D criteria, especially if, by answering the D criteria, much of the evidence required for the P and M criteria can also be covered (eg D2, M3, and P7), and/or where there is an implicit industry timeline (eg D2, M3 and P7 again).

It is good practice to provide learners with a list of assignment deadlines over the period of study. This will help learners to manage their workload. The table below shows part of an example assignment plan\* (the table could be extended to cover two years).

	September	October	November	December	January
Unit 1	Assignment 1	Assignment 2			Assignment 7
Unit 2			Assignment 4		
Unit 3		Assignment 3		Assignment 6	
Unit 4			Assignment 5		

\*generic example only

### Contextualising assignments

The most successful assignments are those set in the context of a suitable practical or industry-based scenario. Learners may use their work experience or part-time employment or voluntary work to generate evidence for their assignments (though it may prove difficult to obtain paid part-time employment in some sectors). If learners do have the opportunity to undertake any work experience, ensure that they are provided with suitable witness testimony templates so that they can generate appropriate evidence in support of their learning. (A template for witness testimonies can be found on page 31.) Your teaching programme should lead learners into each assignment.

### Engaging learners

Learners can be engaged by ensuring that their initial assignments relate to a topic of particular interest, and by selecting an assignment methodology that gives them a sense of achievement when the task has been successfully completed.

### Building a portfolio of evidence

Learners should be encouraged to compile a portfolio of evidence to meet the grading criteria for each unit. It is worthwhile spending time developing these skills during the course induction period.

### What about grading?

Learners need to provide evidence to meet the grading criteria shown in the unit specification.

- To **pass** a unit, every pass criterion needs to be achieved.
- To gain a **merit**, all the pass and merit criteria need to be achieved.
- To gain a **distinction**, all the pass, merit and distinction criteria need to be achieved.

See the specification for further information on how unit grades are converted to points to calculate a learner's overall grade for the course. Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

#### Each criterion generally begins with an operative verb, for example:

- Pass = describe (what)
- Merit = explain (how)
- Distinction = justify/evaluate (why)

It is crucial that these same operative verbs are used in the wording of assignment tasks to yield correct evidence from the learner to meet each criterion.

Each assignment must cover part or all of the grading criteria in the unit's assessment and grading grid. This will be dependent on the nature and size of the individual assignment, and how it relates to the content of the unit (or units, if you are integrating unit delivery through assignments).

When the criteria include the assessment of skills or knowledge and understanding that cannot always be evidenced in writing, the use of observation sheets or witness statements is advised – preferably with the unit criteria printed out so that accurate judgements can be made against these criteria. All documents of this nature should be signed and dated to form an authentic audit trail within the learner's assessment profile. For more information about the use of observation and witness statements see page 29.

#### Working towards merit and distinction criteria

As programmes progress, some learners may struggle to achieve the merit and distinction criteria. It is imperative that in giving assignment feedback, you show learners clearly what they need to do to improve their grades and achieve the higher criteria.

For full information on grading, please see the specification.

### Tracking learner achievement

There is an example of a learner tracking grid on page 17. This type of grid enables you to keep record of learners' progress during the course. If your unit delivery is integrated with other units, the grids facilitate your tracking of which assignments have covered which grading criteria.

It is important to ensure that assessors, internal verifiers and external verifiers have easy access to learner evidence for each of the unit grading criteria. The evidence must be clearly referenced and annotated in each learner's portfolio.

## Assignment design

Assignments must be designed to motivate learners, to allow learners to achieve specified unit grading criteria in vocational contexts, and must call on learners to produce varied forms of evidence.

When designing assignments it is possible to:

- have one assignment brief to assess all the grading criteria of a unit
- have two or more smaller assignment briefs for a unit
- allow assessment of criteria from one unit to be integrated with assessment of criteria from another unit.

### The assignment brief must include:

- the title and level of the qualification
- the title and number of unit(s) under assessment
- the title of the assignment
- the date the assignment is set (start date)
- submission/assessment date(s)
- the name of the assessor(s)
- the name of the learner
- space for the learner to sign to confirm the work is their own.

In addition to this the use of interim/milestone assessment dates is recommended – especially where assignments cover a number of criteria. It is essential that assignments have a suitable timescale.

### The scenario

Each assignment should be based within an **interesting vocational scenario** so that learning can be applied to the real world of work.

### The tasks

Each assignment is divided into tasks: detailed descriptions of the activities learners will undertake in order to produce evidence to meet the unit's grading criteria and complete the assignment. Each task must:

- specify the extent and nature of evidence that learners should present
- be clear, specific, time-bound, stepped, relevant and realistic
- address the grading criteria they target, paying careful attention to the operative verb of each criterion ('describe', 'explain', 'evaluate', etc)
- reference the grading criteria they address
- be presented in learner friendly, engaging and inspirational language, they should not simply repeat the grading criteria
- address the grading criteria in full, and not split a criterion across more than one assignment.

### Evidence

Clearly state what learners are expected to provide as evidence for each task. Forms of evidence can include:

- recorded discussions
- log books/diaries
- artefacts

- presentations
- performance
- brochures/leaflets/posters
- case studies
- web-based material (websites, blogs, VLE, podcasts, etc)
- role plays
- reports/written investigations
- annotated photographs
- promotional material
- work-based evidence.

For evidence that is not written, observation records or witness statements can be completed. See opposite (page 29).

### Assessment and grading criteria

- The assignment must state exactly which assessment criteria are being addressed.
- Centres **must not** rewrite any aspect of the unit's assessment and grading criteria nor add their own centre-devised criteria.
- Centres may provide additional guidance, explaining assessment criteria requirements in learner friendly language, but the exact wording of the published criteria must appear on the assignment.
- An assignment can have one unit as the main focus, but learners may also be producing evidence towards other units at the same time.

### Local needs

Assignment briefs should always be developed and adapted to meet the needs of learners at your centre and to take account of your centre's resources. They must also be checked by someone in your centre (internally verified) to ensure they are fit for purpose **before** they are given to learners (for more information on this see page 32).

The assignment brief will often need to be supplemented with further information, for example:

- a demonstration
- handouts
- videos or DVDs
- references to books
- references to websites
- visits to source primary research materials within the locality of your centre
- visits to local woodland sites
- visits from guest speakers such as local professionals, suppliers and contractors
- functional skills/ PLTS opportunities

An example of an assignment brief can be found on pages 39–41.

### Access to local employers

If learners are unable to gain access to local land-based businesses in order to contextualise their assignments, then tutor-generated material should be provided.

### Learner responsibility

Learners need to take responsibility for completing their assignments. Many centres have instigated learner agreements or contracts, which learners sign to commit themselves to meeting all deadlines and the other demands of completing their programme. Learners need to produce assessment evidence that is all their own work – plagiarism can be an issue. It is important that learners are instructed on the correct use of referencing. For more information, see Edexcel's *Centre Guide to Managing Quality: Policies, Procedures and Practice*.

### Engage your learners

The most successful assignments will engage and excite learners to take responsibility for the progress of their own learning.

### Observation records

An observation record is used to provide a formal record of an assessor's judgement of learner performance (for example, during presentations, practical activity, performance, role play) against the targeted grading criteria. The record:

- will relate directly to the grading criteria in the unit specification
- may confirm achievement or provide specific feedback of performance
- will provide primary evidence of performance
- will be sufficiently detailed to enable others to make a judgement as to quality and whether there is sufficient evidence of performance.

Observation records should be accompanied by supporting additional evidence. This may take the form of visual aids, video or audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary records, log books and/or peer assessment records. Observation records should also:

- note how effectively these were used to meet the assessment criteria
- record the assessor's comments
- be evidenced in a learner's portfolio when assessment is carried out through observation, together with relevant supporting evidence
- be completed by the assessor who must have direct knowledge of the specification to enable an assessment decision to be made
- be signed and dated by the assessor.

An observation record can have greater validity than a witness statement since it is capable of directly recording an assessment decision without reference to others.

### Witness statements

A witness statement is used to provide a written record of learner performance (process evidence) against grading criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, a learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or assessment criteria as a whole but who is able to make a professional judgement about the performance of the learner in the given situation.

The quality of a witness statement is greatly improved and enables the assessor to judge the standard and validity of performance against the assessment criteria if:

- the witness is provided with clear guidance on the desirable characteristics required for successful performance by including a checklist
- the grading criteria are present on the witness testimony (this may need further amplification for a non-assessor)
- the witness also provides a statement of the context within which the evidence is set.

The witness statement does not confer an assessment decision. The assessor must:

- consider all the information in the witness statement
- note the relevant professional skills of the witness to make a judgement of performance
- review supporting evidence when making an assessment decision
- review the statement with the learner to enable a greater degree of confidence in the evidence
- be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

When a number of witnesses are providing testimonies:

- every witness testimony should be signed and dated by the witness
- information of their job role/relationship with the learner should also be available.

These details add to the validity and authenticity of the testimony and the statements made in it. Centres should note that witness testimonies can form a vital part of the evidence for a unit(s) but they should not form the main or majority assessment of the unit(s).

Example forms for observation records and witness statements are given on pages 30 and 31 and can be modified to show a centre's own logo. These are available in Word format on the CD-ROM in your Specification Pack.

### Observation record (by tutor)

Learner name			
Qualification			
Unit number and title			
Description of activity undertaken (please be as specific as possible)			
Assessment and grading criteria			
How the activity meets the requirements of the assessment and grading criteria			
Assessor signature		Date	
Assessor name			

### Witness statement (by external observer)

Learner name			
Qualification			
Unit number and title			
Description of activity undertaken (please be as specific as possible)			
Assessment and grading criteria			
How the activity meets the requirements of the assessment and grading criteria, including how and where the activity took place			
Witness name		Job role	
Witness signature		Date	
Assessor name			
Assessor signature		Date	

## Internal verification of assignment briefs

Internal verification is a quality assurance system you must use to monitor assessment practice and decisions. It is there to ensure that:

- assessment and grading are consistent across the programme
- assignments are fit for purpose
- assessment decisions accurately match learner work (evidence) to the unit grading criteria
- standardisation is a feature of centre assessment practice.

**Prior to each brief being issued to learners**, a tutor who understands BTEC Level 3 National Land and Environment units must carry out internal verification. Some centres may not employ an additional experienced tutor with BTEC Land-based expertise; if this is the case, invite a colleague from a related BTEC subject area to assist Land and Environment tutors in scrutinising the brief as part of the internal verification process.

Well-written assignment briefs help to ensure that the subsequent assessment process runs more smoothly. The verification procedure is undertaken in order to make sure that the assignment brief is fit for purpose. This means that:

- the tasks and evidence will allow the learner to address the targeted criteria
- the assignment brief is designed using clear and accessible language
- learners' roles and tasks are vocationally relevant and appropriate to the level of the qualification
- equal opportunities are incorporated.

The system used to do this is a matter for individual centres. Edexcel fully supports the use of the centre's own quality assurance systems if they ensure robust internal standardisation.

Internal verification of assignment briefs should always be reported and recorded. If action is required, the assessor should complete this and return it to the internal verifier for sign off. Once the assignment brief is verified as fit for purpose, it may be issued to the learners.

Internal verifiers are advised to use the paperwork that is available on the CD-ROM that accompanies the specification (see the example on page 40) as this meets all Edexcel requirements.

Internal verification is to be seen as a supportive process. If an assignment brief is not fit for purpose, the internal verifier should return the assignment with appropriate comments. There should be a deadline set for the amendments to be made and, when all is approved, the documents should be signed and dated to give the team an auditable document. Tutors can engage in professional discussions where there is disagreement so that all standards and decisions are shared and understood.

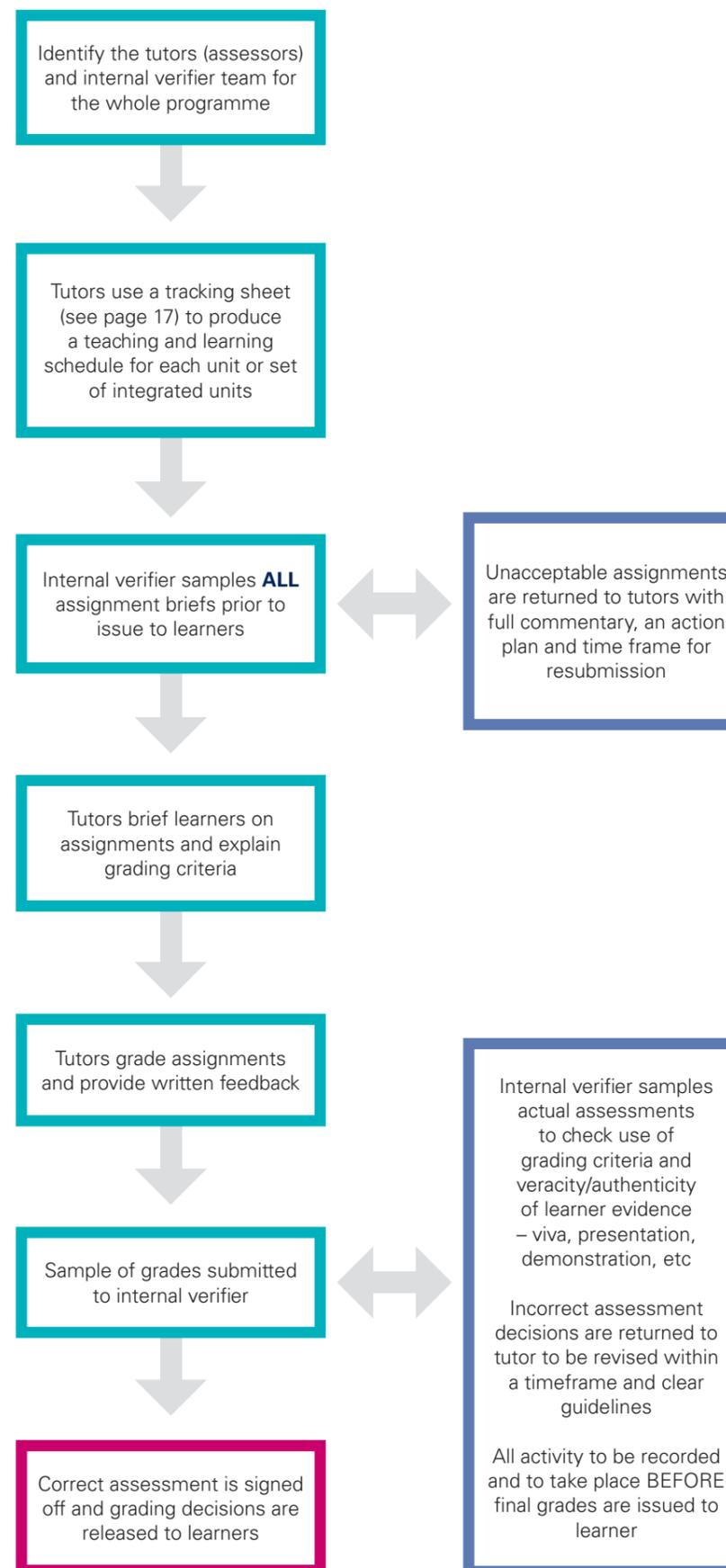
For an example of an internal verification form for an assignment brief, see page 40.

### Lead internal verifiers (new from 2010)

Each centre has a lead internal verifier who coordinates the work of other internal verifiers and offers leadership on issues of internal standardisation and related training. The lead internal verifier will be expected to gain accreditation via the Edexcel online OSCA2 test. The achievement of this test will permit release and certification of learner attainment. For more information on becoming a lead internal verifier, see [www.btec.co.uk](http://www.btec.co.uk).

(Some programmes may be subject to annual sampling prior to release and certification of learner attainment.)

## Procedure for internal verification



## Grading an assignment

When designing an assignment it is key that you set the level of expectation for learners and provide guidance related to the kinds of evidence that they should be producing. Assignments will not, ideally, require a uniform response otherwise you will have difficulty in assessing across the range of grading criteria – differentiated learning would be constrained. Learners should have the freedom to develop their own responses within the demands of the learning outcomes and grading criteria.

When grading an assignment it is good practice to use a form such as that shown on page 55 (this is available on the CD-ROM that accompanies your specification). Alternatively, you can devise your own assessment record sheets but these should always allow feedback to learners on their performance against the criteria. It is also good practice to have space for learners to comment on their own work. It is important to give learners positive feedback that tracks and records their learning journey and achievement but also identifies areas for improvement. This is very valuable for learners who have missed criteria and need further encouragement and direction to achieve these criteria.

Learners normally receive feedback after each assignment has been assessed and internally verified.

### Maximising learner achievement

Unit grades need not be submitted to Edexcel until the centre wishes to claim certification. Learners should have every opportunity to obtain the best unit grades they are able to achieve.

Learners could be encouraged to tackle criteria that they have missed or are weaker in understanding and achieving via newly designed assignments. Mini assignments or a second opportunity to meet the criteria in a fresh way is good educational practice. Newly designed assignment briefs must be internally verified before issue to learners.

### Key points

- **Always use the specification document** and cross reference learner evidence to the learning outcomes, unit content and the unit's assessment and grading grid to ensure that the criteria specified in the assignment are fully met. For merit and distinction grades, the decisions should not be based on quantity of evidence presented but on its quality (in meeting the criteria).
- **The guidance section of each unit specification will assist you** in reaching a decision. Delivery teams will find that standardisation prior to major unit assessment will be very useful in setting the standard of individual assessor's decisions. Use of a sample of learner work across the grade boundaries, especially if there are 'cusp' decisions, is the best way to setting the team standard. This activity builds confidence among the assessor team. A post-standardisation session can be very useful for further discussions on the quality and standard of the work that has been assessed and it provides an opportunity for internal verification to take place before grading decisions are confirmed to learners.
- **Good feedback can identify the way that learners can achieve a higher grade** and positive feedback will assist learners who may be diffident about gaining more than a pass grade, which is a common problem with learners who are only prepared to do the bare minimum to pass. Assessors can encourage learner self-esteem and confidence by setting clear expectations. The feedback section can also provide learners with an individual learning plan, giving clear targets for completion, dates and deadlines.

### Improving grades

In general, BTEC units expect a gradual improvement in grades over the progress of the course as learners become more familiar with the degree of independence and self-responsibility that is required to meet the higher grading criteria.

For an example of a graded assignment, see page 55.

## Internal verification of assessor's comments

Once assignments have been graded, the internal verifier should sample these to ensure that the assessor is:

- conducting assessment in a fair and equitable way
- using the specification document
- using grading criteria
- checking the veracity and authenticity of learner evidence through vivas, presentations, demonstrations, etc.

Centre teams can hold standardisation sessions to establish the veracity and accuracy of the team's assessment decisions.

Any incorrect assessment decisions will be returned to assessors to be revised within a timeframe. Where the internal verifier deems the assessment decisions to be invalid, there must be dialogue between assessor and internal verifier to discuss the issues raised. This dialogue should be documented on the internal verification form together with the action to be taken and the resulting grading outcome. There must be a clear audit trail of the closing of the 'quality loop'.

All activity should be recorded and take place before final grades are issued to learners.

For an example of an internal verification form for assessor's decisions, see page 56.

## Frequently asked questions

### How many assignments should there be?

As many as is necessary to assess the unit. Determine the most appropriate assessment strategy for the unit, taking into account the ability of your cohort of learners, the requirements of the unit, local resources and your imagination as tutor.

If you set too few assignments (by, say, adopting the one-off project approach), you can place too much reliance on large pieces of evidence that may only be available late in the programme. These large assignments can be hard to assess and difficult to put right if things go wrong.

By contrast, setting too many assignments puts a burden on both you and the learners. This can lead to fragmentation of the unit. The unit content, outcomes and grading criteria have generally been produced to provide a coherent package. As such, the assignments should, wherever possible, maintain the coherence and links between the outcomes and grading criteria of the unit.

### When should assignments be set?

There are two issues here when considering timing. First, be aware of the possibility of assessment overload – when there is a bunching of assignment deadlines across a number of units at any point in the programme. To avoid overload, detailed planning needs to take place at programme level to spread the assessment load. Second, there is the issue of identifying the most appropriate place within the unit for the assignment. This will be determined by a combination of the nature of the unit and the way the outcomes link together plus the overall approach taken to teaching and learning.

As a third consideration, if you are aware of the timing of external quality checks, it is good to prepare for this early in the year by setting some assignments and assembling all learner work. This will take away any pressure on your delivery and assessment.

### Can tests be used?

Any valid method of assessment can be used and this includes tests in the appropriate place. However, the assessment must be made against the grading criteria set within the unit and this equally applies to tests as any other method. The overriding issue is the need to prepare assessment instruments that are fit for purpose, challenging, vocationally relevant and provide a vocational focus that will interest and engage the learner.

### Setting the pace for learners

Using Unit 31 as an example, the outcomes and assessment criteria can be covered either over four assignments (as shown in the unit specification), through fewer, larger assignments, or through several more smaller assessments. This latter approach may be more appropriate if this is the first unit to be assessed, or if the unit is assessed using a 'long, thin' model, ie if it is delivered over a full academic year.

### What if the work is handed in late?

Deadlines are an important aspect of any work. In general, time deadlines should be given for the end of the unit. Centres need to inform learners about their policy towards late work. If a learner hands in work late without prior negotiation, then the centre may decline to mark it. If the centre marks the work, then all grades applicable to the unit must be considered. In this case, the learner must not be punished for late work. As these programmes are vocational, some assignments will not permit late submissions, such as those that involve the performance to an audience or production of a newspaper.

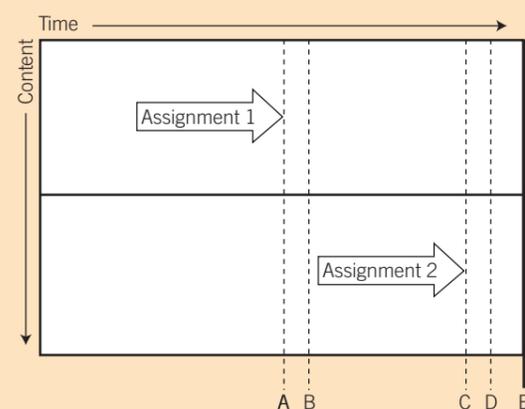
### How can learners be encouraged to achieve more than just a pass?

The assignment design, guidance and support are all important factors in getting learners to achieve at the highest possible level. It must be recognised that learners do have choice and if they make a conscious and informed choice to only achieve at pass level then there is probably very little anyone can do. However, experience shows that learners who become fully engaged in their BTEC programme – understanding its interim and varied assessment model, the importance of tutorials and clear recording of grading criteria they have achieved – will be encouraged and will aim higher.

### What if a learner doesn't achieve a pass?

Feedback and support should be provided to ensure that the learner is aware of any failings in the work presented for assessment and then given the opportunity to rectify these failings through some means (such as reworking material, taking advantage of a further assessment opportunity, etc). If the learner has not attempted assessment, then the programme team could indicate that the unit/course had not been completed by the learner, and in such cases the qualification certificate would be withheld.

### Example of an assessment plan for two assignments



The first assignment covers the first outcome and has an initial deadline for feedback indicated at A. If this deadline is met, the work is reviewed and detailed feedback provided to learners at B. Learners can then rework the evidence, based on the feedback provided and resubmit for final assessment at E.

The deadline for feedback on Assignment 2 is C, with feedback at D and final submission for assessment also at E. To encourage learners to meet the deadlines, work submitted after point B will only be assessed and then returned with feedback at D. Learners' work is only ever double handled using this process but it does provide learners with an opportunity to reflect on their work and achieve at the highest possible level.

Concerns about the advantages in this system for those learners who 'take more time' to achieve are balanced out by the advantages gained by the informed feedback and, possibly, the removal of work burden for those who meet deadlines. What this system does achieve is that it encourages learning based on sound assessment decisions.

### How many times can a learner rework or resit an assignment?

The issue here is the validity of the assessment instrument. If a learner is simply going round and round on a single task or activity brief, then the validity of the assessment must come into question and the tutor should consider the need for an alternative assessment instrument.

If the assignment is prompting learning, then that is what the course is about in the first place and therefore rework is to be encouraged whenever applicable.

The final assessment evidence simply needs to be a valid and reliable measure of the learner's current level of achievement against the outcomes and criteria of the unit.

### Improving grades

Lack of achievement can often be attributed to poor attendance and learners not completing and handing in work for assessment. Tutors will need to monitor deadlines and ensure that learners are coached in time management. Ongoing assessment through teaching tutorials and portfolio reviews using the unit assessment criteria will highlight weaknesses in performance, which may then be addressed through individual learning plans.

## Appendix: a sample assignment

A sample assignment follows for **Unit 31: Understanding Woodland Management**.

### All assignments you set for your learners must be internally verified

It is intended that sample assignments are used as examples of good practice. However, they may not be entirely appropriate for every learner in every centre. You are advised to make suitable amendments to sample assignments in response to your own centre's requirements to meet the needs of your learners. All sample assignments used, whether amended or not, must be internally verified by a suitable person at your centre.

This assignment that follows is designed to allow learners to apply their knowledge to a real-life situation. Learners should visit a woodland and be provided with digital cameras to enable them to take photographs for their assignment tasks. This approach enables the learners to take ownership of their own learning and to work together on their ideas for the woodland. The unit's assessment and grading criteria are linked whenever possible to provide integrated holistic assessments.

Further integration could be achieved by using the same site as was used for the management plan (grading criteria P1, P2, P3, P4 and M2).

If possible, a site could be identified on the grounds of your centre upon which the learners could base their assignment. This could provide an opportunity for the learners to give a presentation to the centre's senior management team or the Premises and Estates Department.

If your centre does not have a woodland area, it may be possible to contact the local authority for a suitable woodland to study. The local countryside team may also know of a small community woodland that may need a management plan; in this case, the learner's assignments would have a direct practical application. A competition could be held and the best plan could win a gift voucher presented by a local councillor or the mayor. This would provide a good incentive for the learners as well as creating good publicity for the centre.

The site does not have to be an existing woodland, although it is best if it is. Any area of open space that would be suitable for woodland cover can be used. This would still allow assessment of present and potential uses to occur. This would also enable the learners to be more creative with different aspects of woodland design.

**Task 1** is designed to link functional skills with vocational knowledge. Many learners are uncomfortable speaking in

front of their classmates. This provides them the opportunity to do so while speaking on a topic of interest to them. A presentation also involves less formal writing than a report, although the latter would be a perfectly acceptable medium.

**Task 2** is linked to the first task in that it uses information from the same woodland visit. The leaflet format suits the grading criteria, which have been placed in a vocational context to allow learners to see the practical application of their knowledge. An annotated poster or a website would be suitable alternatives for providing evidence for this task.

**Task 3** is a straightforward task based upon a fictional management plan. Tutors can either create their own plan or use one of the numerous examples freely available on the internet. There are numerous alternatives for providing evidence for this task. A one-to-one discussion with the tutor (eg, performance observation with accompanying observation record) would be suitable, as would an annotated poster, or a copy of the plan with the learner's comments.

An alternative scenario for this assignment could involve the learner being a countryside warden giving a talk to a local community group. This would enable P8, P9, P10 and M4 to be covered in the same task.

Typically for assignments of this nature, which require learners to evaluate a piece of work, success depends upon the extent to which learners provide an evaluation with suggested improvements rather than a basic description. Another consideration is the degree to which the learner has carried out background research to inform the work produced. Quite often a learner will provide a good description and some ideas, but will not have carried out sufficient research to justify and validate their suggestions.

To help train learners to focus on fulfilling the required criteria, the assignment front sheet asks them to identify in their own work where evidence of their having met each of the criteria can be found.

### All learners are different and will approach their assignments in different ways

The sample assignment that follows shows how one learner answered a brief to achieve pass, merit and distinction level criteria. The learner work shows just one way in which grading criteria can be evidenced. There are no standard or set answers. If your assignment is fit for purpose, and if your learners produce the required evidence for each task, then they will achieve the grading criteria covered by the assignment.

## Sample assignment front sheet

This front sheet must be completed by the learner where appropriate and included with the work submitted for assessment.

Learner name		Assessor name	
Jane Doe		Mrs Tamsin Lockthwaite	
Date issued	Completion date	Submitted on	
20 May 2011	24 June 2011	22 June 2011	
Qualification		Unit	
BTEC Level 3 Diploma in Countryside Management		Unit 31: Understanding Woodland Management	

Assignment title	Management Planning
In this assignment you will have opportunities to provide evidence against the following criteria. Indicate the page numbers where the evidence can be found.	

Criteria reference	To achieve the criteria the evidence must show that the student is able to:	Task no.	Evidence
P8	Explain the structure, content and presentation of a woodland management plan	1	1–5 Observation record
P9	Explain how to achieve the best balance between present and potential woodland uses covering: i) legal ii) environmental iii) requirements of woodland users iv) economic/financial v) physical	2	6–8
P10	Explain techniques used to assess woodlands	1	1–5
M4	Assess the suitability of a woodland for given activities	2	6–8
D2	Evaluate a selected management plan and suggest improvements	3	9

Learner declaration
I certify that the work submitted for this assignment is my own and research sources are fully acknowledged.
Learner signature: <i>Jane Doe</i> Date: <i>22 June 2011</i>

### Sample assignment brief

<b>Qualification</b>	BTEC Level 3 Diploma in Countryside Management
<b>Unit title</b>	Unit 31: Understanding Woodland Management
<b>Start date</b>	20 May 2011
<b>Deadline date</b>	24 June 2011
<b>Assessor</b>	Mrs Tamsin Lockthwaite

<b>Assignment title</b>	Management Planning
-------------------------	---------------------

The purpose of this assignment is to enable you to gain an understanding of the structure and content of a woodland management plan and its importance for guiding management activities.

**Scenario**  
As a tree and woodland officer for a local council, you have been asked to attend a meeting of the Environment Committee. You have asked for funding to write a management plan for a popular woodland site owned by the council. You have been called to the meeting to explain to officers what a management plan is and why you need one.

- Task 1**
- a) Prepare a ten minute presentation on woodland management planning that explains the structure, content and presentation of a woodland management plan. Include in your presentation the importance of:
- a site description
  - prescriptions (recommendations)
  - action plans and budgets.

Also explain the types of information that will have to be gathered, including sources, such as Ordnance Survey maps, soil/geology maps, mensuration surveys, ecology/habitat surveys, historical records. **(P8)**

- b) As part of your presentation, explain the techniques used to assess woodlands for different purposes, such as estimating the timber resource, monitoring pests and diseases, determining landscape value and recording wildlife habitats. **(P10)**

*Evidence required: oral presentation with accompanying notes*

**This provides evidence for P8, P10**

- Task 2**
- You have been given permission by the Environment Committee to produce a leaflet to provide an explanation on how to achieve the best balance between present and potential uses of the popular, local woodland site for which you wish to write a management plan. The leaflet will be used to call on views from the public on how they would like their site to be used. To prepare your research for the leaflet you will need to visit the woodland. Your research should cover the following four factors **(P9)**:
- Legal and Environmental Considerations: explain the constraints that could be imposed by felling licences, tree preservation orders, EU Species Directive 1992, Site of Special Scientific Interest (SSSI) and Area of Outstanding Natural Beauty (AONB), Local Nature Reserve (LNR).
  - Economic and Financial Considerations: identify possible sources of income, such as government grants, sales of products and limitations imposed by access to markets.
  - Requirements of Woodland Users: explain the current and potential uses of the woodland for walking, exercising dogs, picnics and the provision of suitable facilities, taking into account proximity to a population centre and public attitudes.
  - Physical Limitations: explain factors such as access to and within the site, exposure, site stability, soil drainage and potential effects of weather extremes such as drought, floods and winds.

As part of your leaflet provide an assessment of the woodland for use by the general public, including activities such as walking, exercising dogs and enjoying picnics. **(M4)**

*Evidence required: illustrated leaflet*

**This provides evidence for P9, M4**

**Task 3**  
In the course of your work for the council, you discover in the archives a woodland management plan for another nearby woodland. Using information obtained from other sources, write a critique of the plan, including comments on how clear the plan is, its layout and structure, any missing information and make recommendations for improvements.

*Evidence required: written report*

**This provides evidence for D2**

**Sources of information**

**Textbooks**

Broad, K – *Caring for small woods: a practical manual for woodland owners, woodland managers, woodland craftsmen, foresters, land agents, project officers, conservationists, teachers and students* (Earthscan, 1998) ISBN 9781853834547  
 BTCV and Agate, E – *Woodlands: a practical handbook* (BTCV Enterprises, 2002) ISBN 9780946752331  
 Buckley, G P – *Ecology and management of coppice woodlands* (Chapman & Hall, 1992) ISBN 9780412431104  
 Fuller, R J – *Coppiced Woodlands: Their management for wildlife* (Joint Nature Conservation Committee, 1993) ISBN 9781873701324  
 Harmer, R and Howe, J – *The silviculture and management of coppice woodlands* (Forestry Commission, 2003) ISBN 085538591X  
 Hart, C – *Alternative silvicultural systems to clear cutting in Britain: a review* (Forestry Commission, 1995) ISBN 9780117103344  
 Hart, C – *Practical Forestry for the Agent and Surveyor* (Alan Sutton, 1991) ISBN 9780862999629  
 JNCC – *Field guide to woodland* (Joint Nature Conservation Committee, 2004) ISBN 9781861075239  
 Mackie, E and Matthews, R – *Timber measurement* (Forestry Commission, 2008) ISBN 9780855387495  
 Matthews, R W and Mackie, E D – *Forest mensuration: a handbook for practitioners* (Forestry Commission, 2006) ISBN 0855386215  
 Peterken, G F – *Woodland conservation and management* (Chapman & Hall, 1993) ISBN 9780412557309  
 Rackham, O – *Ancient Woodland; its history, vegetation and uses in England* (Nottingham University Press, 2003) ISBN 9781897604274  
 Starr, C – *Woodland management – a practical guide* (Crowood, 2005) ISBN 9781861267894

**Journals**

*British Wildlife*  
*Quarterly Journal of Forestry*  
*Small Woods*

**Websites**

British Trust for Conservation Volunteers [www.btcv.org.uk](http://www.btcv.org.uk)  
 Forestry Commission [www.forestry.gov.uk](http://www.forestry.gov.uk)  
 Royal Forestry Association [www.rfs.org.uk](http://www.rfs.org.uk)  
 Small Woods Association [www.smallwoods.org.uk](http://www.smallwoods.org.uk)  
 Woodland Trust [www.woodlandtrust.org.uk](http://www.woodlandtrust.org.uk)

**This brief has been verified as being fit for purpose**

<b>Assessor</b>	Mrs Tamsin Lockthwaite		
<b>Signature</b>	<i>Tamsin Lockthwaite</i>	<b>Date</b>	13 May 2011
<b>Internal verifier</b>	Mr I Worrell		
<b>Signature</b>	<i>Ian Worrell</i>	<b>Date</b>	13 May 2011

### Sample internal verification of assignment brief

<b>Qualification</b>	BTEC Level 3 Diploma in Countryside Management
<b>Unit</b>	Unit 31: Understanding Woodland Management
<b>Assignment title</b>	Management Planning
<b>Assessor</b>	Mrs Tamsin Lockthwaite

Internal verifier checklist		Comments
Are accurate programme details shown?	Y	
Are accurate unit details shown?	Y	
Are clear deadlines for assessment given?	Y	
Is this assignment for whole or part of a unit?	P	This is the final assignment of four assignments that cover this unit.
Are assessment criteria to be addressed listed?	Y	P8, P9, P10, M4, D2
Does each task show which criteria are being addressed?	Y	The grading criteria are clearly shown.
Are these criteria actually addressed by the tasks?	Y	P8 and P10 is covered in Task 1 P9 and M4 is covered in Task 2 D2 is covered in Task 3
Is it clear what evidence the learner needs to generate?	Y	The required evidence is clearly specified for each task.
Are the activities appropriate?	Y	The activities are suitable for the unit and level and there are several evidence types requested.
Is there a scenario or vocational context?	Y	The tasks are set within a clear vocational context.
Is the language and presentation appropriate?	Y	
Is the timescale for the assignment appropriate?	Y	The learners have sufficient time to complete the task.
Overall is the assignment fit for purpose?	Y	

\* If "No" is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm that the action has been undertaken

<b>Internal verifier</b>	Mr I Worrell
<b>Signature</b>	<i>Ian Worrell</i> <b>Date</b> 13 May 2011

<b>Action required:</b>
No action required for this assignment. The assignment brief is fit for purpose.
<b>Action taken:</b>
N/A

<b>Assessor</b>	Mrs Tamsin Lockthwaite
<b>Signature</b>	<i>Tamsin Lockthwaite</i> <b>Date</b> 13 May 2011
<b>Internal verifier</b>	Mr I Worrell
<b>Signature</b>	<i>Ian Worrell</i> <b>Date</b> 13 May 2011

### Sample learner work

Sample learner work: page 1

## Management Planning

### Task 1: 'Management plans' presentation (P8 and P10)

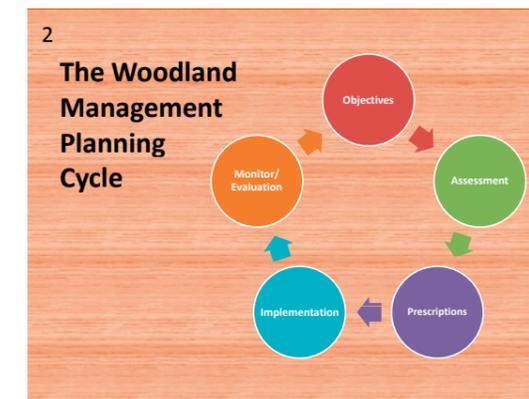
1

### Management Plans



Jane Doe  
Tree & Woodland Officer

Hello, my name is Jane Doe and I am the council's Tree and Woodlands Officer. Thank you for inviting me to this meeting to explain the funding request for a management plan for Millstream Wood. I realise that funding is tight this year, but this site, owned by the council, has suffered for several years due to a lack of management. Also, there may be grants that we could apply for that would bring in some extra money for the council. However, all the grants require that any proposed work be done as part of a management plan.



There are five stages in a typical woodland management planning cycle.

1. Defining objectives: the vision of the future purpose of the woodland and how it could be used, including consultation with stakeholders
2. Assessment: description of the site and its potential suitability to be used in the ways proposed
3. Prescriptions: what should go into the action plan, including how the site should be managed to achieve its purpose
4. Implementation: putting the plan into practice
5. Monitoring and evaluation: including ongoing consideration of whether the objectives are being met, feeding back into possible later redefinition of the objectives.

## Sample learner work: page 2

### 3 Woodland Aim/Objectives

- Aim: the 'big picture' – our long-term vision for the wood
- Objectives: how we will meet our aim
  - Starting point
  - Public consultation

Before we can make any work plans, we have to know what the vision for the wood is. I have some ideas, but this is a public open space, so the community should really have a say.

### 4 Assessment

- **Site description:** location, physical and biological features
- **Techniques and sources of information:** Ordnance Survey maps, soil and geology maps, mensuration surveys, ecological survey, historical records

The next part of the cycle is a description of the site. The community may have some big ideas, but they need to be considered in the light of the limitations of the site, particularly the physical features such as soils, drainage, access and size. In addition, surveys will need to be carried out to determine what plants and animals live there. If there are any rare ones, we will have to plan for their protection. We do have some survey records, but they are quite old and the information needs to be updated.

## Sample learner work: page 3

### 5 Assessment: Techniques and sources of information

- Ordnance Survey maps
- Soil and geology maps
- **Assessment techniques**
  - Timber resource assessment
    - Mensuration survey
    - Pests and diseases survey
  - Woodland assessment for nature conservation
    - Ecology/habitat survey
  - Landscape and cultural assessment
    - Historical records

Information from an OS map shows the size of the site and also provides a grid reference that pinpoints the location of the site. It also shows the contours and the altitude of the site.

Soil maps provide information on the soil types. Information from the UK Soil Survey provides descriptions of these soil types and their uses. Geology maps provide a picture of the underlying geology. Both these types of maps can usually be found in a local library.

Mensuration refers to woodland measurement. These surveys tell us how much timber there is (ie its volume in cubic metres) and the species, as well as giving an idea of the age distribution of the woodland. Several different techniques are used. These are generally called tariffing. They involve estimating the volume of a wood by measuring individual trees in plots and getting an average height and diameter. The Forestry Commission have tables that can be used to determine the timber volumes from this information. This is important because the wood is owned by the public and any economic value in the wood should be put to public use. For example, if we could sell some trees, we could use the money to put in some benches. Or there might be some other use for the trees. For example, the local green group is talking about renewable energy. There might be enough timber in the wood to run a wood fired power plant, but we won't know the answer to any of these possibilities unless a survey is done.

Additional information is also gathered in terms of the quality of the timber resource. This tends to be through making regular observations while going through the wood and doing the tree measurements. This is often affected by the presence of pests and diseases. One of the main local pests is the grey squirrel; however, squirrels are really popular with the public, so there may not be much we can do about it. However, if they are killing the trees, we might have to do something. We won't know unless a thorough survey is done.

The ecological survey will tell us what species live in the wood, as well as providing an estimate of the presence and estimated populations of any rare species that may be living there. It will also tell us about any interesting features, such as ancient trees or old hedgerows, which provide an idea of the history of the site. The trees and shrubs are identified and counted in large plots (often 100 m<sup>2</sup>), while the plants are usually counted in 2 m quadrants. Insects are often gathered using sweep nets. Birds are generally recorded by observation or listening to bird song. Mammals are rarely seen, so evidence is gathered from the presence of tracks or burrows, such as badger setts.

The county museum or the county records centre or local history centre will probably have some information on the history of the wood. This, along with some of the biological information, could tell us if it is an ancient woodland. Ancient woodlands are very special places because there are not many of them about.

The OS maps will give us some idea of the importance of the site for local landscape value. However, the best way to do this is to gather photographic evidence of the wood from different local vantage points, such as from the top of Backbreak Hill, with photos taken at different times of the year. This will provide an idea of how important the woodland is for the landscape and could have an impact on any work that may be planned.

## Sample learner work: page 4

## 6 Prescriptions

- Recommendations for management
- Provides the information for the Action Plan

Bearing in mind what people want from the site and its potential as identified in the site description, the consultants will come up with some recommendations for managing the site. These will form the basis of an Action Plan, which will then be reviewed and updated every year. This will help us to plan our work and make up budgets.

## 7 Implementation

- Carrying out the plan
- Working to an annual Action Plan

Once the plan has been completed, we will actually be able to do some work! If the community are interested, we may be able to form a 'Friends Group'. These are helpful in providing 'eyes and ears' on the site. Some groups actually do fundraising and carry out some of the management work, so they can be really useful.

## Sample learner work: page 5

## 8 Monitoring and evaluation

- Monitoring: More surveys!
- Evaluation
  - Checking progress
  - Modifications to prescriptions

The purpose of monitoring is to make sure that everything is going to plan. We don't have any of our own countryside management staff to do this, so as part of our contract tender, we will ask the consultants to conduct a monitoring visit after Year 3 to see if our work is showing any results.

Depending on what the results of the monitoring are, we may have to evaluate our progress and revisit some of the management recommendations and make some modifications.

**Bibliography**

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 Lane, A and Tait, J – *Practical Conservation: Woodlands* (Open University, 1990) ISBN C1021

## 9 Conclusion

- Management planning is a cycle
- Management plan is required for:
  - Meeting public expectations
  - Planning work
  - Evaluating progress
  - Obtaining funds

As you can see, a management plan is vital if we are going to effectively use the Millstream Wood site.

I hope you have found my presentation useful. Thank you for listening.

Any questions?

## Observation record

<b>Learner name</b>	Jane Doe
<b>Qualification</b>	BTEC Level 3 Diploma in Countryside Management
<b>Unit number and title</b>	Unit 31: Understanding Woodland Management
<b>Assignment title</b>	Management Planning

**Description of activity undertaken (please be as specific as possible)**

This was a presentation with supporting notes designed to be delivered on the structure and content of a woodland management plan (P8) and the techniques used to assess woodlands (P10).

**Assessment and grading criteria**

**P8:** Explain the structure, content and presentation of a woodland management plan.

**P10:** Explain techniques used to assess woodlands.

**How the activity meets the requirements of the assessment and grading criteria**

**Task 1**  
For **P8**, the learner provided a thorough explanation of the content, structure and presentation of a woodland management plan to an audience of peers. There was a good flow to the presentation and the content, as outlined in the unit description, was satisfactorily covered.

For **P10** the learner presented the information required integrated within the presentation for P8. A good explanation was provided of the different types of assessment involved for woodlands.

<b>Assessor signature</b>	Tamsin Lockthwaite	<b>Date</b>	20 June 2011
<b>Assessor name</b>	Mrs Tamsin Lockthwaite		

### Task 2: 'Millstream Wood: Your views needed!' (P9 and M4)

# Millstream Wood Your Views Needed!



**Pyramid Borough Council**  
Civic Offices Phone: 555-123-4567  
1 High Street Fax: 555-123-4500  
Anywhere E: mwc@pyramidbc.gov.uk  
CU1 OMC

#### GENERAL ASSESSMENT FOR DIFFERENT USES

**Walking:** The site is very good for walking as it is flat, easily accessible from the town and forms part of the much longer Millstream Trail. However, the footpath surfaces will require further work (such as the provision of gravel or boardwalks) to allow year-round access.

**Exercising dogs:** The woodland is already heavily used by dog walkers, but there are no facilities for disposing of waste. This has resulted in lots of dog mess accumulating. In addition to being unpleasant and harming the visitor experience, it also poses a health hazard.

**Picnics:** There are no provisions for picnics at the moment. However, as the site is located so near to the town, there is a great potential for developing this by installing picnic tables and a bin for waste disposal.



**Pyramid Borough Council**  
Civic Offices Phone: 555-123-4567  
1 High Street Fax: 555-123-4500  
Anywhere E: mwc@pyramidbc.gov.uk  
CU1 OMC

#### PRESENT USE

As the woodland is located so near to the town centre and has good pedestrian access, lots of people walk through it. However, the paths can get really muddy when it is wet, so that access is limited even to the more able bodied. There are also no places to sit or to have picnics. The woodland is also regularly used by dog walkers as is evident by the amount of dog mess.



#### HAVE YOUR SAY!

We would like to hear what you think. We have listed some of the things that need to be considered, but we need to know what you think. What would you like the Millstream Wood to be? What features would you like to have?

## Sample learner work: page 7

**MANAGEMENT CONSIDERATIONS**

As part of the management plan process there are several factors to consider.

This leaflet will provide a general assessment of the woodland for use by the general public, dog walkers and picnickers, and explore how the following factors could influence decisions regarding the management of Millstream Wood:

- legal and environmental
- requirements of woodland users
- economic/financial
- physical

**PHYSICAL FACTORS**

Physical factors include location, soils, slope, size and aspect. Millstream Wood is located next to the millstream going through the town. It is well connected with tarmac paths leading from the town centre along the millstream. Thus, pedestrian access to the wood is very good.

It is a small wood (about one hectare), so the amount of activities it can hold is very limited. Also, it is a low lying flat site with moderate exposure, which is just above the water table. As a result, the site often becomes flooded making access difficult, especially in the winter.



*Footpath leading from the town along the millstream.*

**LEGAL & ENVIRONMENTAL CONSIDERATIONS**

The woodland is a Local Nature Reserve, which means it has been recognised by Natural England as an important site for both wildlife and people. It is not a Site of Special Scientific Interest, which means it is not protected by the Wildlife & Countryside Act 1981, nor the Countryside and Rights of Way Act 2000. It also does not have any breeding populations of any European Protected Species (EPS) under the EU Species Directive 1992, although some bats (which are EPS) have been seen within the reserve. It is important that these are encouraged and not disturbed.

None of the trees in the wood are protected by a Tree Preservation Order, so none of the trees are protected by the local authority. Although it would be possible to carry out coppicing and the felling of small trees without permission, no more than 5 cubic metres of larger trees (8 cm diameter at 1.3 m) can be felled in any three month period without a felling licence from the Forestry Commission.

**ECONOMIC & FINANCIAL CONSIDERATIONS**

As the wood is so small, it has limited economic use. It is too small to receive funding from the Forestry Commission grant schemes. However, as it is a Local Nature Reserve, it may be eligible for funding from Natural England. There is also the possibility of raising small amounts of money by selling pea and bean sticks to people in the nearby allotments.

## Sample learner work: page 8

**Bibliography**

- Forestry Commission – *Tree Felling: Getting Permission* (Forestry Commission, 2007)  
 Forestry Commission – *European Protected Species and Woodland operations V3* (Forestry Commission, 2009)  
 Jones, B, Palmer, J and Sydenham, A – *Countryside Law* (Shaw and Sons, 2004)

**Task 3 handout: An evaluation of the 'Colonel Copse Woodland Management Plan' (D2)**

**Colonel Copse Woodland Management Plan**

**Site details**

Colonel Copse is located along the B3121 outside of the hamlet of Peasley.  
 Grid Reference: SY 620 135  
 OS 1:50,000 Sheet No. 195  
 County/District: Peashire  
 Area: 5.0 acres (2 hectares)  
 Designations: There are no designations for this site.

**Summary site description**

Colonel Copse is a recent woodland that was planted on the edge of Peasley in 1952. It was originally owned by the Forestry Commission, who sold it in 1980 to a private landowner hoping to use the land for a woodland holiday park. It was purchased by the Peasley Village Trust in 1999 as a Millennium Project.

The woodland was originally planted with conifers, but these have gradually been removed and the site planted with hardwoods, although some conifers still remain. There are no public footpaths in the wood, but there is a gate from the B3121 onto a permissive footpath and an access track that runs through the wood.

As the wood is located on the edge of the hamlet it is frequently used by local residents. Since the Peasley Village Trust placed a sign at the entrance in 2000 to celebrate the Millennium, there has been a steady increase in visitors from the nearby market town of Woolsager. As there is no car park at the wood, visitors tend to park along the road or by the old chapel, which has been converted into a village hall and is also managed by the Peasley Village Trust.

There are two main compartments in the wood bisected by an access track. When the wood was planted a small pond was created in the lower corner of the wood where the water table is very high. There are no hedgerows linking the wood to any other woodlands. The surrounding land is a mixture of improved grassland for silage/grazing and some houses.

**Summary**

Colonel Copse is a small wood which is well used by the local people of Peasley. With proper management, it has the potential to be a valuable resource for the community, providing small roundwood produce and open air recreation for several years.

**Compartment descriptions**

Compartment no.	Area (ha)	Description	Silvicultural Recommendations	Management Constraints	Features	Designations
1	0.40	This is a small corner on the eastern side of the foot path that still retains the original conifer cover. The main species is Douglas fir with a scattering of Scots pine. Some ash has also appeared in the gaps created by a couple of the firs becoming wind-thrown, and these are now approximately 25 cm in diameter, but do not have a good form. The understorey is limited to the woodland and track edges. This consists mainly of elder, hawthorn and blackthorn.	The current management regime is high forest, but it is proposed to clearfell this block of conifers to realise some income for the Peashire Village Trust who are currently fundraising for a new roof on the village hall. Part of the proceeds will also be used to pay for replanting a hazel coppice on this site, as the local residents would like to harvest pea and bean sticks.	Public safety and attitudes. Before any work is planned, the local residents will need to be consulted to get agreement on the felling of the large conifers. Furthermore, access will need to be restricted during the days that the felling operation is taking place.	None	None
2	1.60	This compartment is located on the eastern side of the access track and was planted with broadleaves in 1977 to celebrate the Silver Jubilee. There is a good stocking of oak and ash with the occasional cherry and field maple. Unfortunately, all of the trees are of poor form, particularly the oak, which has been severely damaged by grey squirrels. No management has occurred since the original planting, so the stocking is too dense and there is no understorey or ground flora. In the lower corner of this compartment there is a small pond which is heavily shaded by willow and alder. In the upper corner of the wood, there is a badger sett, which is monitored by the local badger group.	The management regime is high forest with continuous cover. To maintain a suitable stocking level and to improve the diversity of the ground flora, a heavy thinning is recommended, removing the most heavily damaged trees and retaining those least favoured by the squirrels. However, a few wolf trees should be retained to eventually develop into mature veteran trees. The thinnings can be sold to the local villagers or to a firewood contractor. It is recommended that the willow around the pond is pollarded and the alder is coppiced, to allow more light to reach the pond and to reduce the rate of siltation.	The population of grey squirrels will reduce the value of any timber trees. However, they cannot be controlled as the local residents like having them in the wood and many of the residents sit on the Executive Committee of the Peashire Village Trust. The badger sett is also a constraint. It is recommended that the local badger group is consulted prior to any thinning work commencing so that a method of working can be agreed.	Pond Badger sett	None

## Sample learner work: page 9

**Task 3 learner work: An evaluation of the Colonel Copse Woodland Management Plan (D2)****Title, Site details and Summary site description**

No author has been given, so nobody knows who wrote it or where they were from. No date has been given, so nobody knows when the plan was written. Also, it should contain a time span that the plan covers. According to the Forestry Commission, woodland plans should be for a minimum of 5 years.

There are no aims or objectives provided, so nobody knows what the purpose of the woodland is or what the owners want from it. This means that the management recommendations may not be the right ones as they are not connected to any desired outcomes.

The site details are very limited. It would have been useful to have had information on soils, topography or slope, aspect, exposure and geology. Without these details it is difficult to know what are the best trees for the site.

**Compartment descriptions**

Most of the information is really general. There are recommendations to fell trees, but there are no volume or value estimates. Nor are there any details on replanting or information on potential costs of replanting. This makes it very difficult for the owners to make decisions. No information has been provided on possible sources of funding for small community woodlands.

There are no maps or plans provided that show where the different compartments are or to illustrate the different features. This is particularly important for the badger sett, as it is illegal to disturb a badger sett.

The plan also fails to mention the need for a felling licence. It would be illegal to fell the conifer block without one and the landowners could get in a lot of trouble.

**Summary**

A summary is provided, but as no objectives have been provided, it is unclear if the recommendations will have the desired outcomes.

No Action Plan has been provided giving recommended activities for the first year. This would have been useful for the owners to have had.

Another useful feature would have been a list of useful contacts. This could have included the names of local timber merchants and forestry contractors, sources of planting stock, sources of grants, the local authority woodland officer, the local Forestry Commission officer and other useful contacts.

**Evaluation conclusion**

Although this is a good management plan, it is missing several details that would have made it more useful. Some of the missing information could put the owners at risk of breaking the law.

**Bibliography**

Alexander, M – *Management Planning for Nature Conservation* (Springer, 2007) ISBN 978-1402065804  
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**Sample assessor's comments**

<b>Qualification</b>	BTEC Level 3 Diploma in Countryside Management	<b>Year</b>	2010–11
<b>Unit number and title</b>	Unit 31: Understanding Woodland Management	<b>Learner name</b>	Jane Doe
<b>Assignment title</b>	Management Planning		

<b>Grading criteria</b>	<b>Achieved?</b>
<b>P8</b> Explain the structure, content and presentation of a woodland management plan	Y
<b>P9</b> Explain how to achieve the best balance between present and potential woodland uses covering: i) legal ii) environmental iii) requirements of woodland users iv) economic/financial v) physical	Y
<b>P10</b> Explain techniques used to assess woodlands	Y
<b>M4</b> Assess the suitability of a woodland for given activities	Y
<b>D2</b> Evaluate a selected management plan and suggest improvements	Y

**Learner feedback**

I don't like talking in front of a group, so I was really dreading the presentation bit of this assignment. However, I felt better once we had done some practising of doing presentations as part of my functional skills classes. The tutors had been talking together, so that I was able to work on this presentation during my functional skills lessons. Once I did the talk I felt a lot better.

**Assessor feedback**

Jane, thank you for a brilliant assignment. Clearly you have worked very hard on it. Your presentation was clear and well presented – those functional skills lessons have really paid off! Your leaflet is also to a high standard and you have carried out a good evaluation of a management plan.

**Action plan**

There are just a small number of areas that I would like you to focus on:

- TASK 3:** You have correctly observed that the management plan lacks objectives, but you also omitted to include an introductory paragraph to your own report. Remember that reports should include in introduction that explains the purpose and content of the report.
- ALL TASKS:** Although you have listed your sources, you should get into the habit of actually citing references in the text.

<b>Assessor signature</b>	<i>Tamsin Lockthwaite</i>	<b>Date</b>	<i>1 July 2011</i>
<b>Learner signature</b>	<i>Jane Doe</i>	<b>Date</b>	<i>8 July 2011</i>

## Sample internal verification of assessment decisions

<b>Qualification</b>	BTEC Level 3 Diploma in Countryside Management		
<b>Assessor</b>	Mrs Tamsin Lockthwaite		
<b>Unit(s)</b>	Unit 31: Understanding Woodland Management		
<b>Assignment title</b>	Management Planning		
<b>Leamer's name</b>	Jane Doe		
<b>Which criteria has the assessor awarded?</b>	<b>Pass</b> P8, P9, P10	<b>Merit</b> M4	<b>Distinction</b> D2
<b>Do the criteria awarded match those targeted by the assignment brief?</b>	Yes. The criteria awarded are the same as the ones listed in the assignment brief.		
<b>Has the work been assessed accurately?</b>	Yes. The assessor has correctly awarded P8, P9, P10, M4 and D2 and the assessment decisions are valid.		
<b>Is the feedback to the learner: Constructive? Linked to relevant grading criteria? Identifying opportunities for improved performance?</b>	Yes. The assessor has provided constructive feedback with praise for achievements and recommendations for improvement.		
<b>Does the grading decision need amending?</b>	No. Assessment decisions are valid.		
<b>Remedial action taken</b>	None required		
<b>Internal verifier name</b>	Mr I Worrell		
<b>Internal verifier signature</b>	<i>Ian Worrell</i>	<b>Date</b>	8 July 2011
<b>Confirm action completed</b>	N/A		
<b>Assessor name</b>	Mrs Tamsin Lockthwaite		
<b>Assessor signature</b>	<i>Tamsin Lockthwaite</i>	<b>Date</b>	8 July 2011

# LAND AND ENVIRONMENT

# LEVEL 3

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