

# Unit 8: Undertake and Review Work Related Experience in the Land-based Industries

<b>Unit code:</b>	<b>R/600/9394</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to give learners the skills needed to identify, participate in and review work experience in the environmental and land-based sector. The unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

## ● Unit introduction

In this unit learners will develop important knowledge and skills that relate to employment in the land-based sector, covering employment in, for example, the equine, farriery, fencing, fisheries management, floristry, game and wildlife management industries and their related service industries.

Learners benefit from experience of the type of work that they hope to do and an idea of the expectations of those who may employ them. Work-related experience can be gained via a number of routes, for example as part of an industrial placement whilst at college, whilst working on a planned daily or weekly basis at a centre's commercial and/or educational facilities, or whilst undertaking voluntary work within the industry. Previous relevant and current work experience in the industry will also count. Experience could also be gained through being a member of a group of learners invited to carry out practical work, for example, at an animal rescue centre or engineering workshop. This could all be useful in gathering evidence to meet the assessment and grading criteria for this unit.

Work-related experience should not just involve undertaking activities in a work environment. Talking to, listening to and watching those with experience of particular industries and/or situations are valid ways of beginning to understand the work involved and what is required of the employee.

The unit gives learners the opportunity to reflect on their personal experience and identify further training needs and possible employment opportunities.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand the opportunities in the environmental and land-based industries
- 2 Be able to prepare for a work-based experience in the environmental and land-based industry
- 3 Be able to undertake a work-based experience in the environmental and land-based industry
- 4 Be able to review a work-based experience in the environmental and land-based sector.

## Unit content

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### 1 Understand the opportunities in the environmental and land-based industries

*Environmental and land-based sector:* appropriate broad representation of current industries eg agricultural crops, agricultural livestock, animal care, animal technology, aquaculture, environmental conservation, equine, farriery, fencing, fisheries management, floristry, game and wildlife management, land-based engineering, landscape, production horticulture, trees and timber and veterinary nursing

*Opportunities:* range of land-based career and progression opportunities; opportunities within related sectors eg retail, leisure, tourism, hospitality

### 2 Be able to prepare for a work-based experience in the environmental and land-based industry

*Selection and application:* identification of work-related aspirations; identification of work-related activities; relevant documents eg curriculum vitae, letter of application

*Interview skills:* body language; personal appearance and hygiene

*Methods of communication:* eg importance of effective communication, face-to-face, telephone, memo, formal letter, presentation, preparation; knowledge of the role interviewing for

*Preparation for a work-related experience:* identifying and selecting the appropriate resources to carry out the work-based experience; reliability; attendance; punctuality; commitment; use of initiative; cooperation

*Target, aims and objectives:* time bound, achievable, complete safely, hygienically, thoroughly, reporting any inconsistencies noticed

*Health and safety:* risk assessment; policies and procedures in the work setting; safe methods for manual handling; emergency procedures; security of the workplace

### 3 Be able to undertake a work-based experience in the environmental and land-based industry

*Work-related experience:* within the land-based or related sector

*Record keeping:* reasons for; eligibility; accuracy; timing; information required eg location or tool recording, date, time, maintenance information

*Personal diary:* recording activities; aim and outcome; achievements

#### 4 Be able to review a work-based experience in the environmental and land-based sector

*Present evidence:* type eg personal daily log, diary, portfolio of evidence, individual learning portfolio, blog, wiki

*Improvement:* identification of improvements eg operational, political, legal, commercial, resources, financial, environmental, physical; evaluation of proposed improvements; justification of proposed and/or actual improvements; continuous improvement at all levels of a business or organisation (importance, benefits); cost savings

*Personal development:* objective setting by self and by employer; reasons for monitoring and review; education and training opportunities eg educational/training institution, work-based; value of induction and experience; ways in which individuals develop at work; individual contribution to the business or organisation's aims and to team work; initiative; self-motivation; flexibility and responsiveness to change; reflection on own attitudes and relationships; recognition

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> evaluate career and progression opportunities within an environmental and land-based industry	<b>M1</b> justify a suitable range of career and progression opportunities within a selected land-based industry	<b>D1</b> independently select and apply appropriate interview skills to a selected work-related experience
<b>P2</b> select an appropriate work-based experience and complete the application process	<b>M2</b> independently prepare for a work-related experience explaining valid targets, aims and objectives	
<b>P3</b> demonstrate interview skills as an interviewee		
<b>P4</b> prepare for a work-based experience, identifying targets, aims and objectives [SM, RL]		
<b>P5</b> undertake a selected appropriate work-based experience		
<b>P6</b> maintain a record of activities and achievements during a work-based experience		
<b>P7</b> present evidence of activities and achievements during a work-based experience [RL]	<b>M3</b> explain strengths and areas for improvement of a specified work-related experience.	<b>D2</b> thoroughly review a specified work-related experience, personal skills and skills opportunities.
<b>P8</b> review a work-based experience, identifying strengths and areas for improvement.		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

## Delivery

Tutors could use a wide range of techniques, including lectures, discussions, seminar presentations, work placements, visiting speakers, site visits and practicals, internet and/or library-based research and the use of personal and/or industrial experience.

Work-related placements should be monitored regularly to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities take place, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to carry out risk assessments of work activities, and they should be encouraged to ask for observation records and/or witness statements to be provided as evidence of this. Guidance on the use of observation records and witness statements is provided on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)).

Ideally, learners should be given the opportunity to gain actual work-based experience by a number of routes, eg as part of an industrial placement whilst at college; while working on a planned daily or weekly basis at the centre's commercial and/or educational facilities; while undertaking voluntary work within an environmental and land-based sector; as previous relevant and current work experience in an environmental and land-based sector; or as a member of a group of learners invited to carry out practical work. Learners are not expected to have work-related experience of every environmental and land-based sector. For example, those who have already identified their preferred career path can concentrate their time on an individual industry. Learners must carry out a minimum of 300 hours or related study/work to complete this unit successfully.

Health and safety issues relating to working within the environmental and land-based sector must be stressed and reinforced, and risk assessments must be undertaken before practical activities take place.

Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessment instruments learners are taking as a part of their programme of study. Learners must be given supported time to plan and review their own development.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
<b>Assignment 1: Career Pathways and Progression</b> (P1, P2, P3, M1, D1)
Tutor introduces the assignment.
Theory: introduce the different pathways and career opportunities.
Research: career opportunities and progression within the land-based sector identifying the requirements, skills and attributes for a range of industries.
Theory: discussion on interview skills.

## Topic and suggested assignments/activities and/assessment

Role play: interview skills for a range of industries.

### **Assignment 2: Practical Work-based Diary** (P4, P5, P6, P7, P8, M2, M3, D2)

Tutor introduces the assignment.

Theory: introduction and discussion of the preparation, undertaking and reviewing of work-related experiences.

Practical application of a range of work-related experiences (practice).

Discuss the benefits and reasons for maintaining and presenting work-based records.

Look at a range of methods for maintaining and presenting records.

Work-related experience.

Review and reflect.

Work-related experience.

Review and reflect.

Work-related experience.

Review the unit.

## Assessment

For P1, P2 and P3, learners need to research and evaluate the career and progression opportunities within one environmental and land-based industry area. Learners are expected to focus on one industry of interest to them within the environmental and land-based sector. Evidence could be in the form of a presentation or report on the industry of their choice. Learners should select an appropriate work-related experience based on their research and evaluation and prepare and complete the application process for the given role. Tutors must ensure an appropriate and realistic application process is available for learners. For P3, learners need to demonstrate their interview skills as an interviewee. This could be assessed by a tutor within a role-play setting. Evidence for this could be in the form of witness testimony and/or observation records.

For P4, P5, P6 and P7, learners should keep a practical work-based diary. The diary must demonstrate how the learner prepares for a work-related experience, identifying targets, aims and objectives. The work-based diary must support the recording of activities and achievements while undertaking the work-related experience.

For P8, learners should review the work-related experience identifying strengths and areas for improvement and provide suitable evidence of achieving work-related goals. This could be in the form of authenticated photographic or witness testimony evidence.

For M1, learners must justify a suitable range of career and progression opportunities within the chosen land-based industry. The learner should select a range that might be suitable to themselves. Evidence could be through a presentation session where different learners cover different industry careers.

For M2, learners must independently prepare for a work-related experience explaining the targets, aims and objectives. This could be recorded in a work-related diary enabling them to easily reflect on their performance later.

For M3, learners must explain their work-related experience through at least three strengths and at least one area for improvement. Evidence could be a work-related diary.

For D1, learners must independently select the correct skills and accurately apply them to a tutor-selected work-related experience. The selection of experience should be negotiated with the learner prior to assessment.

For D2, learners must assess and reflect on their work-related experience detailing how their experience

relates to their original expectations and whether they met their targets, aims and objectives. Strengths and areas for improvement should also be detailed within the practical work-based diary, with learners making recommendations for work based on this review.

### Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1, D1	Career Pathways and Progression	You wish to pursue a career in a given land-based industry. Once you have evaluated the career opportunities and progression for this industry, you will participate in an application and interview process where you will be observed.	Witness testimonials. Completed observation records. Practical observation.
P4, P5, P6, P7, P8, M2, M3, D2	Practical Work-based Diary	While experiencing work-related to a given industry, you will demonstrate you can prepare for and undertake work identifying targets, aims and objectives. While participating you should maintain a practical diary noting your achievements and activities. The diary should also review your work.	Written evidence/blog/wiki. Completed observation forms, witness testimonies.

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
Undertake Work Related Experience in the Land-based Industries	Undertake an Investigative Project in the Land-based Sector

### Essential resources

Learners will need supervised access to appropriate work-based sites (see *Unit introduction* and *Delivery* for details).

First-aid facilities and appropriately trained tutors are essential for practical activities are undertaken.

### Employer engagement and vocational contexts

The focus of this unit is on practical aspects of work-based experiences, it will provide learners with the knowledge and understanding covering a range of interview and practical work-based skills. Centres are encouraged to create and develop links with local land-based establishments. This could be via guest lectures, visits and/or web cams.

## Indicative reading for learners

### Textbooks

Innes J – *The Interview Book: Your Definitive Guide to the Perfect Interview* (Prentice Hall, 2009)  
ISBN 9780273721758

James J – *You're Hired! Interview: Tips and Techniques for a Brilliant Interview* (Trotman, 2009)  
ISBN 9781844551781

Mills C – *You're Hired! CV: How to Write a Brilliant CV* (Trotman, 2009) ISBN 9781844551774

### Websites

[www.countryside-jobs.com](http://www.countryside-jobs.com)

Produced quarterly the CJS (Countryside Jobs Service) Focus appears in full on this website and is promoted in CJS Daily Online and CJS Monthly.

[www.defra.gov.uk](http://www.defra.gov.uk)

Defra is the UK government department responsible for policy and regulations on the environment, food and rural affairs.

[www.environment-agency.gov.uk](http://www.environment-agency.gov.uk)

Environment Agency is an Executive Non-departmental Public Body responsible to the Secretary of State for Environment, Food and Rural Affairs and an Assembly Sponsored Public Body responsible to the National Assembly for Wales.

[www.fwi.co.uk](http://www.fwi.co.uk)

Farmers Weekly Interactive

[www.growcareers.info](http://www.growcareers.info)

The website for horticulture careers information

[www.hse.gov.uk](http://www.hse.gov.uk)

Health and Safety Executive aims to be an exemplar organisation in terms of health and safety management and performance.

[www.land-force.org.uk/index.aspx](http://www.land-force.org.uk/index.aspx)

Landbased Jobs on-line

[www.lantra.co.uk](http://www.lantra.co.uk)

Lantra is the Sector Skills Council for environmental and land-based industries and works with 17 industries across the whole of the United Kingdom.

[www.naturenet.com](http://www.naturenet.com)

UK Countryside and Nature Conservation

[www.pathfinder.co.uk](http://www.pathfinder.co.uk)

We are highly experienced practitioners who work with organisations to make them more effective and to deliver measurable business results.

[www.ruralslp.co.uk/index.aspx](http://www.ruralslp.co.uk/index.aspx)

Lantra on-line Competency Framework

[www.studenttimes.org](http://www.studenttimes.org)

The UK's national student newspaper



## Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
<b>Reflective learners</b>	setting targets, aims and objectives they are setting goals with success criteria for their development and work presenting evidence of their activities and achievements they are evaluating experiences and learning to inform future performance.
<b>Self-managers</b>	preparing for a work-based experience they are organising time and resources and prioritising targets and actions.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	carrying out research on careers and progression and appreciating the consequences
<b>Creative thinkers</b>	selecting and appropriately applying interview skills to selected work-based experiences they are adapting as circumstances change
<b>Reflective learners</b>	reviewing a work-based experience they are assessing themselves, identifying achievements.

## ● Functional Skills — Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	carrying out research on careers and progression and appreciating the consequences
Follow and understand the need for safety and security practices	
Troubleshoot	
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	setting targets, aims and objectives they are setting goals with success criteria for their development and work
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	using mathematics within work-related experiences for example through the calculation of efficient plant or animal feeding regimes
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	demonstrating interview skills as an interviewee.
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	