



Pearson BTEC Level 4 Certificate in Project Management for Land- based Industries

BTEC Professional qualifications

Specification

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Issue 2

Edexcel, BTEC and LCCI qualifications

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About Pearson

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel BTEC Level 4 Certificate in Project Management for Land-based Industries (QCF)

The QN remains the same.

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All information in this specification is correct at time of publication.

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Summary of Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries specification Issue 2 changes

| Summary of changes made between previous Issue 1 and this current Issue 2 | Page/section number |
|--|----------------------------|
| All references to QCF have been removed throughout the specification | Throughout |
| Definition of TQT added | 1 |
| Definition of sizes of qualifications aligned to TQT | 1 |
| TQT value added | 4 |
| QCF references removed from unit titles and unit levels in all units | 15-20 |
| Guided learning definition updated | 9 |

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

BTEC Professional qualification title covered by this specification

Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries

This qualification has been accredited and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit reference number (URN).

The qualification and unit reference numbers will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries 600/6840/1

The qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This qualification is accredited by Ofqual as being stand alone.

Welcome to the Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries

Focusing on the Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries

The Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries has been developed to equip learners with the understanding and practical experience to identify, develop and contribute to the management of projects developed to support organisational and commercial initiatives by planning, recording and monitoring all aspects of projects.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs – **in this case LANTRA the land-based sector.**

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structure and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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Introducing Pearson BTEC Professional qualifications

BTEC Professional qualifications are qualifications at Level 4 to Level 8 that are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres. On successful completion of a BTEC Professional qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

Sizes of Professional qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Professional qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Other size references, such as Extended Diploma, may be used in a suite of qualifications depending on the specific needs of different sectors.

Pearson BTEC Level 4 Certificate

The Pearson BTEC Level 4 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of an HNC or HND diploma in Horticulture, Environmental Conservation, Animal Management or Equine Management, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners, the Pearson BTEC Level 4 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Key features of the Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries

The Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 4 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson BTEC Level 4 Professional qualifications are designed to provide some of the underpinning knowledge and understanding for National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 4 Professional qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

The unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries relates to the NOS in Equine Management.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries

- 1 Qualification credit value: a minimum of 15 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 15 credits.
- 3 All credits must be achieved from the unit listed in this specification.

Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries

The Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries is a 15-credit and 60-guided-learning-hour (GLH) qualification that consists of one mandatory unit.

The Total Qualification Time (TQT) for this qualification is 150.

| Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries | | | |
|---|--|---------------|--------------|
| Unit | Mandatory units | Credit | Level |
| 1 | Project Management for Land-based Industries | 15 | 4 |

Assessment

The unit within this qualification is internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, i.e to reflect the most recent developments and issues
- local, i.e to reflect the employment context of the delivering centre
- flexible to reflect learner needs, i.e at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In Pearson BTEC Level 4 Professional qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC Level 4–7 Professional qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purpose of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Pearson BTEC Level 4–7 Professional qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Pearson BTEC Levels 4–7 qualifications and units.

For all centres delivering BTEC qualifications at Levels 4–7, Pearson allocates a Standards Verifier (EE) for each sector offered, who will conduct an annual visit to quality assure the programmes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality assurance guidance

Details of quality assurance for Pearson BTEC Level 4–7 Professional qualifications are available on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Level 4 to Level 8 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC Level 4 Professional qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Specific resources for this qualification have been indicated in the *Essential resources* sections in the unit specification.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 4 Professional qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries is accredited for learners aged 18 and above.

In particular sectors restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below show how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

Units

Unit 1: Project Management for Land-based Industries

Unit reference number: K/503/1052

Level: 4

Credit value: 15

Guided learning hours: 60

Unit aim

The aim of this unit is to equip learners with the understanding and practical experience to identify, develop and contribute to the management of projects for land-based industries, developed to support organisational and commercial initiatives by planning, recording and monitoring all aspects of these projects.

Unit introduction

At this level, it is imperative that learners are able to manage projects within their chosen land-based sector or industry successfully. Not only does this prepare learners for management level employment, it also enables them to gain the necessary skills that will equip them for future employment such as planning, overseeing, recording, analysing and monitoring projects, all of which are transferable skills.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

| Learning outcomes | Assessment criteria |
|--|--|
| <p>1 Understand the appropriate characteristics of projects that can be applied to land-based industries</p> | 1.1 explain the relationship between organisational needs and abilities, and project goal(s), functions and products |
| | 1.2 determine appropriate features of the project environment |
| | 1.3 analyse a project's ability to influence factors affecting a target condition |
| | 1.4 explain the relationships between internal and external stakeholders for project management |
| <p>2 Be able to generate project plans that can be applied to identified requirements and needs</p> | 2.1 generate an appropriate objective and work programme to meet a specified target condition |
| | 2.2 propose an appropriate cost estimate for conducting a programme of work |
| <p>3 Be able to implement planning, recording and reporting strategies</p> | 3.1 assemble an effective specification for a practical work activity |
| | 3.2 record the outcomes of a completed work activity |
| | 3.3 interpret the outcomes of a completed work activity |
| | 3.4 present valid information regarding the outcomes of successful and unsuccessful project activities |

| Learning outcomes | Assessment criteria |
|---|--|
| <p>4 Understand approaches to monitoring activities that ensure effective delivery.</p> | <p>4.1 examine the importance of robust risk management for projects</p> |
| | <p>4.2 explain the process of adaptive management</p> |
| | <p>4.3 justify the selection of performance and target condition indicators</p> |
| | <p>4.4 evaluate activities selected to monitor performance and target indicators</p> |

Unit content

1 Understand the appropriate characteristics of projects that can be applied to land-based industries

Characteristics: organisational needs and abilities; goals; determining appropriate goals for the organisational needs; functions of the project; how to assess the functions; products of the project; essential personnel involved in the project; land-based organisations and their values and how these are achieved; organisational staffing; selection of group to be involved in the project

Features: features of the project environment (audience, market, compatibility with local environment, effect on habitats and species, stakeholders, affected personnel); baseline assessment of attributes of features; relationships between internal and external stakeholders eg partners steering groups, project team, volunteers, contractors; organisational structures for managing a project

Influencing factors: social; financial; environmental; political; factors affecting target condition; ability to influence factors; identification and qualification of project activity

2 Be able to generate project plans that can be applied to identified requirements and needs

Objectives: developing and determining objectives appropriate to the project; local and environmental factors; generating work programmes and their influences; sequencing project activities; techniques for identifying essential activities

Resource acquisition: cost estimation; financial breakdown of project; funding/finance (sources, procurement); cost cutting; influences on cost of project; contingencies; how to propose cost estimation to personnel involved with funding (stakeholders, audience and organisations); methods of acquiring funding for the project

3 Be able to implement planning, recording and reporting strategies

Planning activities: breakdown of project into sections; storage and retrieval systems; identifying and analysing existing work methods; specifying new methods and their validity; resource requirements; accessing resources; operational/organisational guidelines

Recording systems: techniques for recording activities and outcomes; assessing and evaluating activities (qualitative and quantitative)

Reporting information: internal and external reporting of outcomes and progress; communication and disseminating successful and unsuccessful outcomes; methods of communication appropriate to audience; (wider audience, iterative/summative, various media)

4 Understand approaches to monitoring activities that ensure effective delivery

Risk management: robust risk management implementation; risk register; effective prioritisation of tasks

Adaptive management: learning culture; planning and reviewing; feedback from activities; from feature attributes

Performance and target condition indicators: key indicators; concepts; target condition indicators; selection criteria for identification and use of indicators

Protocols: monitoring performance (technical, social, economic); monitoring target conditions (socio-economic, ecological); assessment; analysis and interpretation of activity performance and impact; trend analysis

Essential guidance for tutors

Delivery

Learners should discuss their work with real-life project managers to enhance their understanding of the methods and techniques needed to manage a land based project.

Learners would benefit from being involved in running an actual or simulated project, for example a fund-raising event for a charity or the centre. This could involve learners planning and pitching the project to the centre's staff achieving funding for the project, carrying it out and then analysing the final project.

It would also benefit learners if they had the opportunity to evaluate and analyse other projects, whether carried out in the centre or at a different location, and then feed this information back to an appropriate audience.

Visiting speakers from charities and organisations in the land-based sector could be useful.

Essential resources

Learners must have access to the internet and to spreadsheet and word processing facilities. Access to a well-stocked library with recent literature on project management must be available.

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

How to obtain National Occupational Standards

Please contact:

Lantra Sector Skills Council
Lantra House
Stoneleigh Park
Coventry
Warwickshire
CV8 2LG

Telephone: 024 7669 6996
Email: standardsandquals@lantra.co.uk
Website: www.lantra.co.uk

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

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Annexe A

The Pearson/BTEC qualification framework for the Land-based sector

Progression opportunities within the framework.

| Level | General qualifications | BTEC vocationally-related qualifications | BTEC Professional/Specialist qualifications | NVQ/occupational |
|-------|---|---|---|--|
| 5 | | Pearson BTEC Level 5 HND Diplomas in Animal Management, Environmental Conservation, Equine Management, Horticulture | | |
| 4 | | Pearson BTEC Level 4 HNC Diplomas in Animal Management, Environmental Conservation, Equine Management, Horticulture | | |
| 3 | Pearson Level 3 Diploma in Environmental and Land-based Studies | Pearson BTEC Level 3 Certificates, Subsidiary Diplomas, Diplomas and Extended Diplomas in Agriculture, Animal Management, Blacksmithing and Metalworking, Countryside Management, Fish Management, Floristry, Forestry and Arboriculture, Horse Management, Horticulture, Land-based Technology | | Pearson Edexcel Level 3 Diploma in Work-based Environmental Conservation |

| Level | General qualifications | BTEC vocationally-related qualifications | BTEC Professional/Specialist qualifications | NVQ/occupational |
|--------------|---|--|--|--|
| 2 | Pearson Level 2 Diploma in Environmental and Land-based Studies | Pearson BTEC Level 2 Certificates, Extended Certificates and Diplomas in Agriculture, Animal Care, Blacksmithing and Metalworking, Countryside and Environment, Fish Husbandry, Floristry, Horse Care, Horticulture, Land-based Technology | | Pearson Edexcel Level 2 Diploma in Work-based Environmental Conservation |
| 1 | Pearson Level 1 Diploma in Environmental and Land-based Studies | BTEC Foundation Learning in Land-based Studies | | |
| Entry | | BTEC Foundation Learning in Land-based Studies | | |

Annexe B

Wider curriculum mapping

Pearson BTEC Level 4 Professional qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of this qualification learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards (NOS)/mapping with NOS

The grid below maps the knowledge covered in the Pearson BTEC Level 4 Certificate in Project Management for Land-based Industries against the underpinning knowledge of the National Occupational Standards in Equine Management.

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

| NOS in Equine Management | Unit 1 |
|---|---------------|
| Unit CU111 Use information to make decisions relevant to the Land-based Sector | # |
| Unit CU119 Help teams working in the Land-based Sector to achieve their objectives | # |
| Unit CU123 Manage information, knowledge and communication within the Land-based Sector | # |
| Unit CU130 Produce and implement a business plan for the land-based business | # |

Annexe D

Glossary of accreditation terminology

The following information about this qualification can also be found on the Pearson website – see: 'Accreditation Information' (link).

| | |
|---|--|
| Accreditation start/end date | The first/last dates that Pearson can register learners for a qualification. |
| Certification end date | The last date on which a certificate may be issued by Pearson. |
| Credit value | All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units. |
| Guided Learning Hours (GLH) | Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present. |
| Learning Aims Database | Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference. |
| Learning Aim Reference | Unique reference number given to the qualification by the funding authorities on accreditation. |
| Level | All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator. |
| Performance tables | This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges. |
| Qualification Number (QN) | Unique reference number given to the qualification by the regulatory authorities on accreditation. |
| Register of Regulated Qualifications | Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification. |
| Section 96 | Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners. |

| | |
|--------------------|---|
| Title | The accredited title of the qualification. |
| UCAS points | This qualification is listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education. |

Annexe E

BTEC Specialist and Professional qualifications

| BTEC qualifications on the NQF | Level | BTEC Specialist and Professional qualifications | BTEC qualification suites |
|---|----------|--|---|
| BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma | 7 | BTEC Level 7 Professional qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma | |
| BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma | 6 | BTEC Level 6 Professional qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma | |
| BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma | 5 | BTEC Level 5 Professional qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma | BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma |
| BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma | 4 | BTEC Level 4 Professional qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma | BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma |
| BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma | 3 | BTEC Level 3 Specialist qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma | BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma |

| BTEC qualifications on the NQF | Level | BTEC Specialist and Professional qualifications | BTEC qualification suites |
|---|--------------|--|---|
| BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma | 2 | BTEC Level 2 Specialist qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma | BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma |
| BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma | 1 | BTEC Level 1 Specialist qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma | BTEC Level 1 qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning) |
| | E | BTEC Entry Level Specialist qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma | BTEC Entry Level qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning) |

NQF = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

| Qualification sizes | |
|----------------------------|--------------|
| Award | 1–12 credits |
| Certificate | 1336 credits |
| Diploma | 37+ credits |

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