

Land-based Explorer Programme

Workbook



Information about Explorer Programmes

Explorer Programmes are offered by Pearson to give learners who are considering a sector-based course a realistic idea of what the sector will be like to work in. This includes the vast opportunities the sector will present but also the challenges. Explorer Programmes are available in a variety of sectors, including land-based and its specialist areas (agriculture, animal care, blacksmithing, countryside, equine, floristry, fish husbandry, forestry and arboriculture, horticulture, and land-based technology).

The Explorer Programmes are suitable for learners who are considering either BTEC or Apprenticeship routes. The purpose is for learners to find out if a career in a land-based specialist subject is one that will work for them and to plan for the future. We have also produced a video to support each course, including advice about career progression from the Pearson sector manager for land-based.

This course is split into the following four modules:

Module 1: Finding out about yourself

Module 2: Finding out about the sector

Module 3: The Land-based course

Module 4: Next steps towards your career

The Land-based Explorer is delivered as an accredited course using a regulated qualification to support delivery, which can be certificated. The qualification is funded for 19+ learners under the local flexibility funding stream of the Adult Education Budget. The Explorer leads to achievement of:

- 601/9014/0 Pearson BTEC Level 1 30-GLH Award in Workskills. The qualification specification can be found [here](#), and the units can be found [here](#).

It is vital when delivering accredited courses, that the evidence is full. Centres need to refer to the qualification and/or unit specification. Learners need to follow specification instructions, for example, when 'describing', 'listing' or 'identifying'.

What next?

Learners who have taken this Explorer Programme could potentially complete the following qualifications in the sector:

Apprenticeship

- Pearson Edexcel Level 2 Diploma in Work-based Animal Care
- Pearson Edexcel Level 2 Diploma in Work-based Environmental Conservation
- Pearson Edexcel Level 2 Diploma in Work-based Land-based Engineering Operations
- Pearson Edexcel Level 3 Diploma in Work-based Animal Care
- Pearson Edexcel Level 3 Diploma in Work-based Land-based Engineering Operations
- Pearson Edexcel Level 3 Diploma in for Sustainable Recycling Activities

Qualifications, full-time study

- Pearson BTEC Level 1/Level 2 First Award in Animal Care
- Pearson BTEC Level 2 Technical Diploma in Agriculture
- Pearson BTEC Level 2 Technical Diploma in Animal Care
- Pearson BTEC Level 2 Technical Diploma in Blacksmithing
- Pearson BTEC Level 2 Technical Diploma in Countryside Studies
- Pearson BTEC Level 2 Technical Diploma in Equine Studies
- Pearson BTEC Level 2 Technical Certificate in Fish Husbandry
- Pearson BTEC Level 2 Technical Diploma in Floristry
- Pearson BTEC Level 2 Technical Diploma in Forestry and Arboriculture
- Pearson BTEC Level 2 Technical Diploma in Horticulture
- Pearson BTEC Level 3 Nationals in Agriculture
- Pearson BTEC Level 3 Nationals in Animal Management
- Pearson BTEC Level 3 National in Blacksmithing
- Pearson BTEC Level 3 National in Countryside Management
- Pearson BTEC Level 3 National in Equine Management
- Pearson BTEC Level 3 National in Fish Management
- Pearson BTEC Level 3 National in Floristry
- Pearson BTEC Level 3 National in Forestry and Arboriculture
- Pearson BTEC Level 3 National in Horticulture
- Pearson BTEC Level 3 National in Land-based Technology

Land-based Sector Explorer Programme Workbook

What do you think of when you hear the words 'Land-based', or one of its specialist areas (agriculture, animal care, blacksmithing, countryside, equine, floristry, fish husbandry, forestry and arboriculture, horticulture, and land-based technology)? – An episode of 'Countryfile'? Perhaps stories in the newspapers about incidents on farms, or in the countryside? The truth is often quite different; working in one of the land-based specialist areas can be fun, interesting and rewarding. Like any other career, it can have its 'ups and downs' but it is never boring because every day is different.

There are many different career paths you could follow. For example, you could work on livestock or arable farms, or with domestic and exotic animals within zoos and safari parks, or work within the countryside as a wildlife ranger, gamekeeper or forester. You could specialise as a veterinary nurse, equestrian rider or as a mobile land-based mechanic. After gaining a few years' experience working in their chosen sector, many people within the land-based industries become self-employed and start their own business.

Here are a few more suggestions that you could think about:

- RSPCA animal technician – looking after sick and vulnerable animals
- senior veterinary nurse – for example, caring for animals and supporting owners with the health of their pets
- blacksmith – working with the equine industry shoeing horses' feet, or working in the creative industry designing and producing metal sculptures
- tractor driver – working with large-scale agricultural machinery cultivating fields, planting and harvesting crops or feeding livestock
- gardener – for example, looking after plants and maintaining gardens throughout the various seasons.

Whatever you decide to do it will be hard work, but it will be interesting and rewarding, every day will be different and you will be making a difference to maintaining the countryside, the health and care of animals, supporting the production of food and a sustainable environment. What could be better than that?



Module 1 – Finding out about yourself

The first step in this course is to consider the skills and aptitudes that you have and then match these to what is required in the sector.

It is really important to consider what you are good at when planning your career path. The most successful people are usually well aware of what they are good at and how they can use these strengths. This section also considers weaknesses, but in planning your career it is most important that this matches with what you are comfortable and happy doing.

Icebreaker Activity 1a – Myers-Briggs Personality test

Have you ever taken a personality test? It is informative and also a fun way of finding out about yourself. It is also interesting to compare similarities and differences between people and it will help you to get to know other people in the group. If you have taken it before try again to see if you get the same result.

Task 1: Take the test on this website: <https://www.16personalities.com/free-personality-test>

Task 2: Record the main outcomes of your test in the table below:

Personality type	
Individual traits	
Role	
Strategy	
Strengths	
Weaknesses	
Career paths	

Task 3: Reflection

Discuss the following points as a group:

- Do you agree with the results of this test?
- Compare results to others – what are the similarities and differences?
- How do you think this result is useful?

Notes

Activity 1b – Self-assessment (J/508/3479 1.1 ; 1.2)

The aim of this activity is to help you to understand what you are good at and enjoy. People are more successful in jobs that match the type of person that they are and what they are good at. To help you understand – a strength is something you are good at, and a weakness is something you are not so good at. While a skill is something you have learned (like riding a bike) but a quality is something you are born with, such as being a good listener.

Fill in the table on the next page as honestly and as fully as you can, using bullet points. Don't be modest!

Task 1: Fill in the table on the next page on your own. Aim for five points in each box.

NB if you are claiming unit J/508/3479 the minimum requirement is two points.

Task 2: Review the table with three people who know you well, such as a good friend, a work colleague, your supervisor, family, or a college tutor. Ask the people if they agree and whether they can think of any other points.

Describe your strengths?	What are your weaknesses?
What do you enjoy?	What do you dislike doing?
Describe the skills and qualities that you have?	What skills need developing?

Activity 1c – What is needed in the land-based sector?

Task 1: The table below identifies some of the key skills/ values/ competencies for the land-based sector. Rate your own skills between 1 (low) and 5 (high) for each.

Personal skills, values and qualities	Score (1=low, 5=high)					Comments
	1	2	3	4	5	
Patience						
Communication skills						
Ability to follow instructions						
Willingness to work hard and finish tasks						
Ability to cope under pressure						
Respect for the beliefs of others						
Treat people, animals and machinery with respect						
Understand confidentiality						
Ability to work on your own						
Ability to work in a team						

Task 2i:

Having completed module 1, to what extent do you think that you are suited to working in the land-based sector in one of its specialist areas? What do you think you need to develop to be successful and happy in this sector?

Task 2ii: (J/508/3496 1.1; 1.2)

Knowing what you are good at and considering your strengths, skills and qualities are important steps in planning for your future. It might seem odd to think about the jobs and activities you will be carrying out in years to come but a little bit of planning at this stage can make all the difference in the future.

Planning your career doesn't mean making choices that you are stuck with, but it does mean that you are able to recognise the skills and qualities you are developing so that you can move from job to job. This is known as career progression.

Working in pairs, discuss with your class partner why you think career progression might be important and how you will benefit from progressing. Then use the space below to describe the ways in which career progression will be important for you.

Describe **three ways** that career progression is important and describe at least **two benefits** to you of progressing in your career.

Module 2 – Working in the sector

In this module you will find out more about the land-based sector and will start to think about what working in the sector will be like.

Try to be open-minded about what the sector is like to work in and the opportunities available to you.

Activity 2a – Pearson land-based video

Watch the Pearson land-based video, which concentrates on the different options and career routes available in the land-based sector. Use the space below to make notes about the qualifications and career opportunities that the sector manager talks about.

Notes

Activity 2b – True/false activity to get you thinking

Task 1: Identify one of the specialist areas of the land-based sector. Referring to your chosen area, place a tick by true or false for the questions below. If you aren't sure, then make your best guess, some may not even have an absolute correct answer.

Statement	True	False
It is possible pursuing a career in this sector to gain responsibility early		
You need to be very strong to work in this sector		
You can choose to be self-employed or employed working in this sector		
Places of work in this sector can be dangerous		
You cannot take time off work in this sector		
Only people who don't do well in their examinations pursue a career in this sector		
Working in this sector is a 9 to 5 job		
All people working in this sector earn under £25K per year		
Working in this sector can be fun and rewarding		
You will have to use your own initiative at times		
It is not possible to work in this sector and be based in an office		
Working in this sector is a dead-end career and there is no way to become really successful		
Newspapers/TV/social media reports can give a fair impression of working in this sector		
People have different opinions about working in this sector		
You need A levels to work in this sector		
There are many opportunities to learn and gain qualifications to progress your career while working in this sector		
You can enter this sector at any level and with ambition can progress to become a business director/owner		

Task 2: Compare and discuss the answers that you have with another member of the group. Has this activity made either of you rethink anything? If there are answers you are unsure about, discuss these with your tutor.

Notes

Activity 2c – Would I like/be good at this job?

There are lots of resources available online to help you find out more about the land-based sector and specific roles. For example: <http://www.brightcrop.org.uk/Explore-your-career.aspx>

Task 1: Watch the videos about the people in different roles. Identify two things that you learned from watching the videos:

1.

2.

This activity encourages you to investigate these roles and then to look again at the Pearson land-based video in which the sector manager advises about the different progression routes for land-based subjects.

Category	Description
Agriculture	1.
	2.
	3.

Animal care	1.
	2.
	3.
Blacksmithing	1.
	2.
	3.
Countryside	1.
	2.
	3.
Equine	1.
	2.
	3.
Floristry	1.
	2.
	3.
Fish husbandry	1.
	2.
	3.

Forestry and arboriculture	1.
	2.
	3.
Horticulture	1.
	2.
	3.
Land-based technology	1.
	2.
	3.

Task 2: Select two career case studies from different specialist areas – for example, one from animal care and one from forestry and arboriculture – read as many of the online case studies as you can before you select one. You could use the link given for Activity 2c to help you, as shown below:

<http://www.brightcrop.org.uk/Explore-your-career.aspx>

Summarise each of the two roles and, using the tables provided, identify things that you would like and would not like about each.

A. Role 1

Job title	
Main tasks	
What you would like	
What you would dislike	

B. Role 2

Title	
Career path	
What they are doing now	
What you would like	
What you would dislike	

Activity 2d – Where can I find out about jobs? (J/508/3479 2.1)

Finding the right job for you is based on knowing where to look. There will be a number of places where you can find jobs available in the local area. Use the space below to list different sources of local job information.

Activity 2e – Can I do this job?

Find out the following information about jobs in the land-based sector. Feel free to include anything else that you find that is of interest.

- Normal working patterns once qualified
- Contract status (zero hours/permanent etc.)
- Pay rates
- Requirements in relation to health and fitness/reasonable adjustments for disability
- Any other requirements, e.g. criminal record/insolvency
- Anything else of interest

Finding the right job for you is based on knowing where to look. To find jobs in your local area you can use the following resources:

- Job Centre
- careers advisor
- local internet search
- local newspapers
- shop window adverts
- social media
- word-of-mouth.

Notes

Activity 2f – Available jobs (J/508/3479 2.1)

Find three job adverts for one role in the land-based sector in your local area, or in the area in which you will want to work. Collect printouts of the roles you have looked at and write on each one where you found it, (these should be from different places). For each job, fill in the information in the table below.

	Role 1	Role 2	Role 3
Job title			
Description of job			
Work pattern			
Salary			
Benefits			

Qualifications needed			
Other requirements			
Employer information			
Skills needed			
Qualities needed			

Module 3 – The land-based course

In this section you will find out more about the different routes into the industry and it will help you to decide what the best course of action is for you.

There is a range of options, including classroom-based courses and work-based apprenticeships where you learn on the job. You will also take part in explorer activities that will give you an idea about the difference between the BTEC and Apprenticeship routes, and what may be expected on the different courses.

Activity 3a – Finding out about the options

This activity concentrates on you understanding what the options are for entering the land-based sector in one of its specialist areas (agriculture, animal care, blacksmithing, countryside, equine, floristry, fish husbandry, forestry and arboriculture, horticulture or land-based technology).

Task 1: Watch the section of the Pearson land-based video where the Pearson sector manager explains the differences between the qualifications.

Notes

Task 2: Referring to the land-based progression routes on the webpage, identify the career route and level you think would suit you best. Explain why in the box below.

- Apprenticeships – Opportunity to earn while you learn
- Technical – College-based learning
- Applied – Full time college-based learning

Notes

Activity 3b – Land-based explorer activity (J/600/3172 3.1; 3.2)

Planning the construction of a post and rail fence

You are a group of volunteers at the grounds of a National Trust property. You have been asked by the manager to plan the construction of a post and rail fence along the edge of one of the gardens, approximately 5 meters in length. The fence has to be erected by hand as the ground is uneven. It will take approximately one whole working day to complete as you have four volunteers, including yourself.

Your plan must include:

- identification and selection of the tools and fencing materials required, and the costs
- a completed 'risk assessment' that identifies potential hazards, and the equipment and processes required to reduce and minimise these potential hazards
- a step-by-step action plan of how the work is to be carried out.

When you have finished, rate yourselves on the following, both as individuals and as a group, using the scale 1–5 (where 1 = needs a lot of improvement and 5 = brilliant):

- respect for the health and safety of yourself and others
- willingness to listen to instructions and carry them out correctly
- willingness to help and support other people
- providing good ideas about how to improve the erection of the fence
- joining in and not leaving everything to other people
- tidying up when the job was finished.

Activity 3c – Apprenticeship work-related explorer activity

Checking a small animal's health

Whether you are working in a veterinary practice or a visitors animal park, checking an animal's temperature, pulse rate and respiration (breathing) rate, will give you an idea of the animal's health status. For example, if they have an infection, their temperature, pulse rate and respiration rate could all be higher than normal.

Tools you will need: thermometer with probe covers, restraining equipment, stopwatch, paper and pen.

Task 1: In pairs, measure the temperature, pulse rate and respiration rate of two small animals (for example, a guinea pig or rabbit) for one minute and record your findings.

Task 2: Look up the normal values (NV) and compare them with your results (YR). Use the table below to record your results.

	Temperature		Pulse Rate		Respiratory Rate	
	NV	YR	NV	YR	NV	YR
Animal 1 (specify type)						
Animal 2 (specify type)						

Module 4 – Next steps towards your career

This section is where you put plans together to enter the land-based sector in one of its specialist areas. This includes reflecting on the course so far, and planning your next steps by setting goals to work towards.

Activity 4a – Reflecting on the Explorer Programme (J/508/3479 1.3; 2.2; 2.3 J/508/3496 2.1; 2.2; 2.3)

Take an hour to reflect individually on what you have learned about yourself, the sector and potential courses. Write some notes/thoughts in response to the prompts below.

Explain how your own skills, qualities and interests help you in your personal life, and how they can be transferred to support you in work.

Use the information you have gained to choose your most suitable career path within the land-based sector, and describe the skills and experience that will be needed to succeed in that area.

How do your skills and experience match up to these career paths, note where you have suitable skills and experience already and identify where there is not a match.

Make a list of potential jobs that interest you within your chosen career paths.

Choose one role that you think offers you the best chance of success should you apply for it and match your strengths, skills and qualities against the role, identifying any gaps that you would need to develop before you could apply.

Is it something that practically fits with your life? Explain how your lifestyle might be affected by the career choice that you make. Think about impacts on your health, your working conditions, your hours of work, travelling time and the impact on your family and social life.

What are you looking forward to/worried about?

Activity 4b – Planning next steps

(J/508/3479 3.1; 3.2; 3.3 J/508/3496 3.1; 3.2; 3.3)

To plan next steps, you need to set yourself goals based on what you need to develop in order to be successful in the land-based sector. In order to do this, you need to set one long-term goal, two medium-term SMART goals and two short-term SMART goals, and include a plan about how you are going to achieve them. Make sure you include career and course options.

SMART goals are:

S = Specific – well defined and clear

M = Measurable – able to monitor/measure ‘the journey’

A = Achievable – goals should be possible, don’t set yourself up to not achieve

R = Realistic – is the objective relevant and appropriate to your overall objective?

T = Time bound – is there enough time available to enable you to achieve the objective?

Long-term goals (in the next 3 years)

Goals	How I will achieve this
1	

Medium-term goals (in the next year)

Goals	How I will achieve this
1	
2	

Short-term goals (in the next 2 months)

Goals	How I will achieve this
1	
2	
3	

For more information please contact your Pearson Subject Advisor

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