

**Pearson  
BTEC Level 1  
Introductory in  
Land-based  
Studies**

# Specification

*First teaching from September 2019*

Pearson BTEC Level 1 Introductory Award in Land-based Studies  
Pearson BTEC Level 1 Introductory Certificate in Land-based Studies  
Pearson BTEC Level 1 Introductory Diploma in Land-based Studies



**Pearson  
BTEC Level 1  
Introductory Award  
in Land-based Studies**

**Pearson  
BTEC Level 1 Introductory  
Certificate in Land-based  
Studies**

**Pearson  
BTEC Level 1 Introductory  
Diploma  
in Land-based Studies**

**Specification**

First teaching September 2019

Issue 4

### **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at [www.edexcel.com](http://www.edexcel.com), [www.btec.co.uk](http://www.btec.co.uk) or [www.lcci.org.uk](http://www.lcci.org.uk). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contact us](http://qualifications.pearson.com/contact-us)

### **About Pearson**

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

This specification is Issue 4. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

*References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

ISBN 978 1 446 93227 8

All the material in this publication is copyright  
© Pearson Education Limited 2019

# Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this new BTEC Introductory Suite, the focus is on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training. As we expect many learners to be studying functional skills or GCSEs alongside their BTEC we also offer support skills in English and maths.

When creating the BTEC Introductory Suite, we worked with colleges to ensure that learners' needs were met. The colleges told us that it is essential that Level 1 learners develop key progression skills in areas such as problem solving, communication and research.

We have addressed this through:

- offering a BTEC Introductory Award, a BTEC Introductory Certificate and a BTEC Introductory Diploma, each has a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned with what centres need in supporting their learners to become part of a skilled workforce
- graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work.

## A word to learners

Today's BTEC Introductory qualifications will demand a lot of practical work from you. You will complete a range of units, be organised, take assessments that will demonstrate your skills and keep a portfolio of your assignments. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Introductory Award, Certificate or Diploma will help you progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.

## Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Land-based Studies Issue 4 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording under <i>Section 8 Final grading and awarding</i> subsection <i>Calculation of the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 181
The wording in <i>Section 9 Administrative arrangements</i> subsections <i>Learner malpractice</i> and <i>Teacher/centre malpractice</i> have been updated to clarify suspension of certification in certain circumstances.	Page 186

## Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Land-based Studies Issue 2 and 3 changes

Summary of changes made between Issue 2 and Issue 3	Page number
The BTEC Level 1 Introductory Award in Land-based Studies has been added to the specification title.	Title page
The BTEC Level 1 Introductory Award in Land-based Studies has been added to the Welcome message.	Welcome page
References to the BTEC Level 1 Introductory Award in Land-based Studies have been added to the <i>Overview of the BTEC Introductory qualifications</i> pages.	Pages 1 and 2
The BTEC Level 1 Introductory Award in Land-based Studies has been added to <i>Section 1 Qualification Purpose and Objectives</i> .	Pages 6 and 7
In <i>Section 1 Qualification purpose and objective, Who are the qualifications for?</i> has been changed to include all learners.	Page 6
The structure for the BTEC Level 1 Introductory Award in Land-based Studies has been added to <i>Section 2 Structure</i> and the structures for the Certificate and Diploma have been updated.	Pages 8-10
Six new units have been added to the specification. <i>LBS 13 Developing Estate Maintenance Skills, LBS 14 Riding Horses under Supervision, LBS 15 Assist with the care and non-ridden exercise of Horses, LBS16 Maintain the Health of Animals, LBS17 Maintaining Sports Fisheries, LBS18 Aquatic Environments.</i>	Pages 121-168
Learning aim B has been reworded.	Pages 153, 154 and 157
Learning aim A has been reworded.	Page 157
The BTEC Level 1 Introductory Award in Land-based Studies has been added to <i>Section 4 Planning your programme</i> .	Page 169
Detail on understanding the qualification grades for the BTEC Level 1 Introductory Award in Land-based Studies has been added to <i>Section 8 Understanding the Qualification Grade</i> .	Pages 186-188
References to internal units have been removed from <i>Points available for units</i> .	Page 187

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](http://qualifications.pearson.com/en/support/contact-us.html).

# Contents

<b>Overview of the BTEC Introductory qualifications</b>	<b>1</b>
Qualifications, sizes and purposes at a glance	2
Qualification and unit content	4
Assessment	5
Grading for units and qualifications	6
<b>1 Qualification purpose and objective</b>	<b>7</b>
<b>2 Structure</b>	<b>9</b>
<b>3 Units</b>	<b>12</b>
Understanding your units	12
Index of units	15
<b>4 Planning your programme</b>	<b>169</b>
<b>5 Assessment</b>	<b>171</b>
Introduction	171
Principles of internal assessment	171
Setting effective assignments	174
Making valid assessment decisions	176
Planning and record keeping	178
<b>6 Administrative arrangements</b>	<b>179</b>
Introduction	179
Learner registration and entry	179
Access to assessment	179
Administrative arrangements for internal assessment	180
Dealing with malpractice in assessment	181
Additional documents to support centre administration	183
<b>7 Quality assurance and centre approval</b>	<b>184</b>
<b>8 Understanding the qualification grade</b>	<b>186</b>
<b>9 Resources and support</b>	<b>192</b>
Support for setting up your course and preparing to teach	192
Support for teaching and learning	192
Support for assessment	192
Training and support from Pearson	193
<b>Appendix 1 Glossary of terms used for internally-assessed units</b>	<b>194</b>





# Overview of the BTEC Introductory qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 1 Introductory Award, Certificate or Diploma in Land-based Studies. It includes all the units for these qualifications. This specification also signposts additional handbooks and policies.

These qualifications are part of the new suite of BTEC Introductory qualifications offered by Pearson. This suite has been designed primarily for pre-16 to 19+ learners who wish to achieve at Level 1 qualification in preparation for future study. The qualifications are not designed to lead directly to employment but will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills. The qualifications have been designed explicitly to meet the needs of this group of learners in terms of content, assessment and progression. For learners who do not want to specialise in one particular sector, we offer a Vocational Studies qualification in the Award, Certificate and Diploma sizes. The Vocational Studies qualification gives learners the opportunity to study units from across the sectors.

The qualifications have been created in line with the ethos and recommendations of study programmes for pre-16 to 19+ year olds and recommendations from centres. The qualifications are designed to meet Ofqual requirements.

All qualifications across the suite share common core units as these units contain the generic attributes learners need to be able to progress to further study. The qualification titles are given below with the size of the qualification in guided learning hours (GLH).

These new graded qualifications provide a broad introduction to a sector and give learners the opportunity to demonstrate increased skill levels. Learners will develop the necessary transferable and sector skills to progress more quickly. The qualifications prepare learners for progression to Level 2 BTECs or other study programmes. They provide for progression by either meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them; typically alongside maths and English studies.

In the land-based studies sector the qualifications are:

Pearson BTEC Level 1 Introductory Award in Land-based Studies (70 GLH)  
(Qualification Number 603/5135/4)

Pearson BTEC Level 1 Introductory Certificate in Land-based Studies (180 GLH)  
(Qualification Number 601/8561/2)

Pearson BTEC Level 1 Introductory Diploma in Land-based Studies (360 GLH)  
(Qualification Number 601/8562/4)

The information in this specification is correct at the time of publication.

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 1 Introductory Award in Land-based Studies</b>	70 GLH Two units must be achieved, of which one must be taken from Core Skills (Group A), Developing a Personal Progression Plan and one unit from the sector options (Group B).	Designed for learners wishing to gain an introduction to a chosen vocation area. The Award offers the opportunity for learners to study a sector unit and plan for their next steps by completing the mandatory unit: <i>Developing a Personal Progression Plan</i> .
<b>Pearson BTEC Level 1 Introductory Certificate in Land-based Studies</b>	180 GLH Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).	Designed for learners who may be ready to progress quickly to further study, the Certificate offers a basic introduction to the land-based studies sector. It could form part of a study programme that includes other appropriate subjects such as English and maths.
<b>Pearson BTEC Level 1 Introductory Diploma in Land-based Studies</b>	360 GLH Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).	Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the land-based studies sector and supporting progression on to further study. It could be a substantial vocational qualification in a study programme that includes other appropriate subjects such as English and maths.

### Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments, that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

The Pearson BTEC Level 1 Introductory Award in Land-based Studies is a qualification having:

- Total Qualification Time: 75 hours
- Guided Learning: 70 hours.

The Pearson BTEC Level 1 Introductory Certificate in Land-based Studies is a qualification having:

- Total Qualification Time: 195 hours
- Guided Learning: 180 hours.

The Pearson BTEC Level 1 Introductory Diploma in Land-based Studies is a qualification having:

- Total Qualification Time: 400 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but may use their professional judgement to determine the provision of guided learning and study time across the units.

## Qualification and unit content

Pearson has developed the content of the new BTEC Introductory qualifications through consultation with further education representatives and other centres that deliver qualifications at this level. This has helped us to design qualifications with a focus on skills development rather than knowledge, therefore avoiding duplication of learning at a higher level and focusing on the broader skills that learners need for progression.

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

As a Level 1 qualification the pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills. It is expected that learners complete tasks fully under supervision, direction or with guidance. At merit and distinction levels, learners may be expected to complete tasks in greater detail or with greater confidence or independence.

### Transferable Skills coverage

The development of transferable and sector skills is the main focus. We intend for every learner to have the opportunity to develop key transferable skills through both core and sector units. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised in the sector they are studying. On completion of their course, learners will have developed a set of transferable and sector skills that will benefit them whatever their chosen progression route. The transferable skills covered in the units are summarised in the grid below.

<b>Communication</b> <ul style="list-style-type: none"><li>• Writing, speaking and listening to others</li><li>• Using body language to help communication</li><li>• Using communication for different purposes</li><li>• Communicating in a variety of ways, including electronic and social media</li></ul>
<b>Working with others</b> <ul style="list-style-type: none"><li>• Setting common goals</li><li>• Showing respect for others in the team and valuing their contributions</li><li>• Listening to others in the team, being open minded</li><li>• Taking on roles and responsibilities</li></ul>
<b>Problem solving</b> <ul style="list-style-type: none"><li>• Identifying issues by being able to examine information</li><li>• Dealing with change</li><li>• Decision making to find solutions</li><li>• Staying with a problem until it is resolved</li><li>• Using IT to help solve problems</li></ul>
<b>Managing information</b> <ul style="list-style-type: none"><li>• Collecting and using information from different sources</li><li>• Determining relevance and accuracy of information</li><li>• Organising information</li><li>• Representing information in different ways</li><li>• Using IT to present and store information</li></ul>
<b>Self-management and development</b> <ul style="list-style-type: none"><li>• Setting goals and planning ahead</li><li>• Being proactive and flexible</li><li>• Being resilient and able to work under pressure</li><li>• Monitoring performance and devising strategies for improvement</li><li>• Using IT for time management</li></ul>

## **Sector skills coverage**

The sector units introduce learners to some broad sector skills and to some underpinning knowledge of a vocational sector. This will help learners to prepare for progression and ensures that the approach to delivery is practical, active, contextualised and skills based.

### **Functional skills**

The units in this specification signpost opportunities for learners to develop functional skills in English and mathematics.

## **Assessment**

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance.

These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable learners to develop sector-specific skills and some knowledge to support progression to the next stage of vocational learning.

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use the learner's evidence from the unit to achieve another unit.

## Internally-assessed units

All units in these qualifications are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit – you can use the examples and support that we give in the units. If you are not an approved centre already, before you assess you will need to become one in order to register learners. You will need to prepare to assess using the guidance in *Section 7*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- carry out practical tasks
- present information that they have gathered
- keep working logbooks, records and reflective journals
- practise English and mathematical skills
- take part in oral or written presentations
- take part in role play, interviews and other activities.

You will make grading decisions based on the requirements and supporting essential guidance given in the units. See *Section 5* for rules on resubmission and retakes.

## Language of assessment

Assessment of the internal units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

## Grading for units and qualifications

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Grading has been introduced at this level as a result of feedback from users and practitioners of BTEC qualifications.

All units contribute proportionately, based on the Guided Learning (GLH) to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D, **or** PP to DD. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualifications.

# 1 Qualification purpose and objective

## Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Land-based Studies

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. On our website we publish a Statement of Purpose for each qualification. These Statements are designed to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

### What is the purpose of these qualifications?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Land-based Studies are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

The Award offers a basic introduction to the land-based studies sector and could be studied alongside other subjects.

The Certificate offers a basic introduction to the land-based studies sector and could be studied alongside other subjects within a study programme.

The Diploma gives learners the opportunity to develop a broader range of skills in the land-based studies sector.

### Who are these qualifications for?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Land-based Studies are primarily for all learners who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

The Award is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Certificate is designed for learners who may be ready to progress quickly to further study.

The Diploma is designed to be taken over one year, as a substantial vocational qualification within a study programme.

### What do these qualifications cover?

The content of these qualifications has been developed in consultation with further education colleges and other providers to ensure that the qualifications support progression to further learning and training. All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Learners will also take a number of sector units. The content of the sector units offer a broad introduction to the skills and knowledge within that sector allowing the delivery to be practical and active in order to engage the learners. For land-based studies, the units cover activities such as caring for and feeding animals, preparing soil for planting, looking after plants to keep them healthy and using workshop tools.

### What could these qualifications lead to?

These qualifications prepare learners for further learning at a higher level in land-based studies. The development of transferable skills means that learners can also choose a study programme from alternative sectors. For example, these qualifications in land-based studies could lead to Pearson BTEC Level 2 qualifications in this sector, or to Level 2 qualifications in other sectors.

## **How do these qualifications enable learners to progress?**

The mode of delivery and assessment in the units is designed to build awareness of a sector and the skills required to work in it. Learners will be given contexts and scenarios to help them develop skills and to acquire knowledge through application. Learners will not develop all the knowledge and skills needed to enter the labour market in a given sector but will develop pre-employability skills and contextualised knowledge to allow them to progress to further learning and training and, ultimately, to become successful in their chosen sector.

The Award, Certificate and Diploma all contain a mandatory unit: *Developing a Personal Progression Plan*, that enables learners to consider their next steps in learning.

## **How do the Award, Certificate and Diploma sizes differ in purpose?**

The Award is suitable for learners studying part time or for those who want an introduction to a vocational qualification alongside other qualifications and activities as part of their study programme.

The Certificate is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Diploma is twice the size of the Certificate and will form a substantial element of a learner's study programme. By providing a broader sector experience the Diploma will suit learners who have a clear indication of the sector they wish to study further. The Diploma encourages learners to take on some individual research, enabling them to be further prepared for higher-level learning.



## 2 Structure

### Pearson BTEC Level 1 Introductory Award in Land-based Studies

Two units must be achieved, one of which must be Developing a Personal Progression Plan (Group A) and one unit from the sector options (Group B)

Pearson BTEC Level 1 Introductory Award in Land-based Studies			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete one unit</b>		
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete one unit</b>		
<b>LBS5</b>	Finding Out About the Land-based Sector	<b>40</b>	<b>Sector</b>
<b>LBS6</b>	Caring for and Feeding Animals	<b>40</b>	<b>Sector</b>
<b>LBS7</b>	Moving and Accommodating Animals	<b>40</b>	<b>Sector</b>
<b>LBS8</b>	Growing Plants	<b>40</b>	<b>Sector</b>
<b>LBS9</b>	Caring for and Keeping Plants Healthy	<b>40</b>	<b>Sector</b>
<b>LBS10</b>	Using Workshop Tools in a Land-based Setting	<b>40</b>	<b>Sector</b>
<b>LBS11</b>	Using Land-based Machinery	<b>40</b>	<b>Sector</b>
<b>LBS12</b>	Preparing Soil for Planting	<b>40</b>	<b>Sector</b>
<b>LBS7</b>	Moving and Accommodating Animals	<b>40</b>	<b>Sector</b>
<b>LBS8</b>	Growing Plants	<b>40</b>	<b>Sector</b>
<b>LBS9</b>	Caring for and Keeping Plants Healthy	<b>40</b>	<b>Sector</b>
<b>LBS10</b>	Using Workshop Tools in a Land-based Setting	<b>40</b>	<b>Sector</b>
<b>LBS11</b>	Using Land-based Machinery	<b>40</b>	<b>Sector</b>
<b>LBS12</b>	Preparing Soil for Planting	<b>40</b>	<b>Sector</b>
<b>LBS13</b>	Developing Estate Maintenance Skills	<b>40</b>	<b>Sector</b>
<b>LBS14</b>	Riding Horses under Supervision	<b>40</b>	<b>Sector</b>
<b>LBS15</b>	Assist with the Care and Non-ridden Exercise of Horses	<b>40</b>	<b>Sector</b>
<b>LBS16</b>	Maintain the Health of Animals	<b>40</b>	<b>Sector</b>
<b>LBS17</b>	Maintaining Sports Fisheries	<b>40</b>	<b>Sector</b>
<b>LBS18</b>	Aquatic Environments	<b>40</b>	<b>Sector</b>

## Pearson BTEC Level 1 Introductory Certificate in Land-based Studies

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate in Land-based Studies			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete both units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete three units</b>		
<b>LBS5</b>	Finding Out About the Land-based Sector	<b>40</b>	<b>Sector</b>
<b>LBS6</b>	Caring for and Feeding Animals	<b>40</b>	<b>Sector</b>
<b>LBS7</b>	Moving and Accommodating Animals	<b>40</b>	<b>Sector</b>
<b>LBS8</b>	Growing Plants	<b>40</b>	<b>Sector</b>
<b>LBS9</b>	Caring for and Keeping Plants Healthy	<b>40</b>	<b>Sector</b>
<b>LBS10</b>	Using Workshop Tools in a Land-based Setting	<b>40</b>	<b>Sector</b>
<b>LBS11</b>	Using Land-based Machinery	<b>40</b>	<b>Sector</b>
<b>LBS12</b>	Preparing Soil for Planting	<b>40</b>	<b>Sector</b>
<b>LBS13</b>	Developing Estate Maintenance Skills	<b>40</b>	<b>Sector</b>
<b>LBS14</b>	Riding Horses under Supervision	<b>40</b>	<b>Sector</b>
<b>LBS15</b>	Assist with the Care and Non-ridden Exercise of Horses	<b>40</b>	<b>Sector</b>
<b>LBS16</b>	Maintain the Health of Animals	<b>40</b>	<b>Sector</b>
<b>LBS17</b>	Maintaining Sports Fisheries	<b>40</b>	<b>Sector</b>
<b>LBS18</b>	Aquatic Environments	<b>40</b>	<b>Sector</b>

## Pearson BTEC Level 1 Introductory Diploma in Land-based Studies

Learners must complete all core units and six sector units.

Pearson BTEC Level 1 Introductory Diploma in Land-based Studies			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete all units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>A3</b>	Working with Others	<b>30</b>	<b>Core</b>
<b>A4</b>	Researching a Topic	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete six units</b>		
<b>LBS5</b>	Finding Out About the Land-based Sector	<b>40</b>	<b>Sector</b>
<b>LBS6</b>	Caring for and Feeding Animals	<b>40</b>	<b>Sector</b>
<b>LBS7</b>	Moving and Accommodating Animals	<b>40</b>	<b>Sector</b>
<b>LBS8</b>	Growing Plants	<b>40</b>	<b>Sector</b>
<b>LBS9</b>	Caring for and Keeping Plants Healthy	<b>40</b>	<b>Sector</b>
<b>LBS10</b>	Using Workshop Tools in a Land-based Setting	<b>40</b>	<b>Sector</b>
<b>LBS11</b>	Using Land-based Machinery	<b>40</b>	<b>Sector</b>
<b>LBS12</b>	Preparing Soil for Planting	<b>40</b>	<b>Sector</b>
<b>LBS13</b>	Developing Estate Maintenance Skills	<b>40</b>	<b>Sector</b>
<b>LBS14</b>	Riding Horses under Supervision	<b>40</b>	<b>Sector</b>
<b>LBS15</b>	Assist with the Care and Non-ridden Exercise of Horses	<b>40</b>	<b>Sector</b>
<b>LBS16</b>	Maintain the Health of Animals	<b>40</b>	<b>Sector</b>
<b>LBS17</b>	Maintaining Sports Fisheries	<b>40</b>	<b>Sector</b>
<b>LBS18</b>	Aquatic Environments	<b>40</b>	<b>Sector</b>

# 3 Units

## Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

### Internal units

Section	Explanation
<b>Unit number</b>	The numbering of the core units is sequential from A1–A4. The numbering of the sector units is preceded by an abbreviation of the sector plus the number of the unit, e.g. LBS1, LBS2.
<b>Unit title</b>	This is the formal title used and it appears on certificates.
<b>Level</b>	All units are at Level 1 as outlined in the Ofqual level descriptors.
<b>Unit type</b>	This shows whether a unit is a core or sector unit. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a value of 30 or 40 Guided Learning Hours (GLH). This indicates the number of hours of teaching, directed activity and assessment expected.
<b>Unit in brief</b>	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
<b>Unit summary</b>	This section helps tutors to see at a glance the main content and skills in the unit presented against the learning aims. The suggested assessment evidence is suitable to fulfil the requirements of the unit.
<b>Functional skills</b>	This table summarises opportunities for functional skills development in the unit.
<b>Unit content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when an 'e.g.' is given. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
<b>Learning aims</b>	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
<b>Assessment criteria</b>	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades. A glossary of the terms used in the assessment criteria is given in <i>Appendix 1</i> . All assessors need to understand our expectations of the terms used.

Section	Explanation
<b>Essential information for assessment decisions</b>	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass, Merit and Distinction standard. This section also gives examples and clarification.
<b>Essential resources</b>	This section lists specific resources that are essential for teaching and assessing the unit. For information on support resources see <i>Section 10</i> .
<b>Delivery guidance</b>	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities in sector contexts that can be used to help develop relevant skills and to encourage learner progress.
<b>Suggested assessment activity</b>	This section suggests scenarios and tasks that can be used in summative assessment activities.



## Index of units

This section contains all the units developed for these qualifications. Please refer to *page 8* to check which units are available for the land-based studies qualifications.

Unit A1: Being Organised	17
Unit A2: Developing a Personal Progression Plan	25
Unit A3: Working with Others	33
Unit A4: Researching a Topic	41
Unit LBS5: Finding Out About the Land-based Sector	49
Unit LBS6: Caring for and Feeding Animals	57
Unit LBS7: Moving and Accommodating Animals	67
Unit LBS8: Growing Plants	75
Unit LBS9: Caring for and Keeping Plants Healthy	83
Unit LBS10: Using Workshop Tools in a Land-based Setting	91
Unit LBS11: Using Land-based Machinery	101
Unit LBS12: Preparing Soil for Planting	111
Unit LBS13: Developing Estate Maintenance Skills	121
Unit LBS14: Riding Horses under Supervision	129
Unit LBS15: Assist with the Care and Non-ridden Exercise of Horses	137
Unit LBS16: Maintain the Health of Animals	145
Unit LBS17: Maintaining Sport Fisheries	153
Unit LBS18: Aquatic Environments	161





# Unit A1: Being Organised

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

---

## Unit in brief

Learners will develop key techniques to help organise their work and priorities and manage their time effectively.

## Unit introduction

How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education.

From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.

The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

## Learning aims

In this unit you will:

- A** Explore techniques to improve own organisational skills
- B** Review the use of techniques to improve own organisational skills.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore techniques to improve own organisational skills	<ul style="list-style-type: none"> <li>Techniques to improve organisation</li> </ul>	<ul style="list-style-type: none"> <li>A planner for a two-week period.</li> <li>Supporting documentation that demonstrates the techniques used.</li> </ul>
<b>B</b> Review the use of techniques to improve own organisational skills		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>Organisational skills</li> <li>Time management</li> <li>Use of ICT management tools</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Managing information</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Write clearly and coherently, including an appropriate level of detail.</li> <li>Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Solve problems requiring calculations with common measures, including time and money.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Techniques to improve organisation

Learners will practise skills and techniques to improve their organisation over a period of time before final assessment.

- Time-management techniques:
  - produce daily or weekly to-do lists or action plans to meet deadlines
  - prioritise tasks
  - create a checklist of tasks that need to be completed, reviewing it regularly
  - consider how long each task might take
  - use free calendar software to keep timings of lessons and work
  - allow a little extra time in case longer is spent on one task than expected
  - foresee problems and plan ways to overcome them
  - review priorities.
- Organisational techniques:
  - ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets
  - use organisational stationery such as folders, dividers, highlighters
  - set up and manage a filing system of work and emails to allow for quick and easy access
  - use alerts on phones and other digital devices
  - use project plans and spreadsheets for organisation and budgeting
- Planners to organise time:
  - different types of planner such as wall planners, calendars, electronic and/or online planners
  - using them daily, weekly or monthly
  - keeping them updated and reviewing the priorities.
- Review own time-management and organisational skills through identifying:
  - strengths and weaknesses of techniques used
  - why some techniques worked better than others
  - ways to improve own time management and organisation.

#### Transferable skills

- Planning: using time-management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore techniques to improve own organisational skills</b>		
<b>A.P1</b> Use limited techniques to improve own organisational skills.	<b>A.M1</b> Use appropriate techniques to improve own organisational skills.	<b>A.D1</b> Use appropriate and effective techniques to improve own organisational skills.
<b>Learning aim B: Review the use of techniques to improve own organisational skills</b>		
<b>B.P2</b> Identify the techniques used to improve own organisational skills, giving outline examples.	<b>B.M2</b> Review the techniques used, giving some examples of how they improved own organisational skills.	<b>B.D2</b> Review the techniques used, giving detailed examples of how they improved own organisational skills.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

**For merit standard**, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

**For pass standard**, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Prioritising tasks

Learners begin this workshop in small groups to complete a task. Tutors can give different scenarios for each group to work with. Ideally, the tasks should be familiar topics to learners such as planning a shopping trip at the weekend. Learners will need to consider where they are going, how they will get there, what it will cost and how much time they have. Using the information, learners can then make a list of the tasks in order of priority and timing.

**Suggested time:** about 2 hours.

### Planning your time

Tutors explain the importance of planning time to meet deadlines. Learners fill in a blank timetable page, identifying when their lessons are and when they have deadlines for work to be completed.

**Suggested time:** about 1 hour.

### Use of own devices to help organisation

Tutors ask learners to investigate what they have on their phones or other devices that could help to organise their time. This could include phone alerts, free software or a calendar.

**Suggested time:** about 1 hour.

### Filing and folders

Tutors talk through the importance of naming and labelling folders (electronic and hard copies) for ease of reference and access. This could be through colour coding, using stickers or labels. Learners work through their folders, using some of the filing and labelling techniques they have learned.

**Suggested time:** about 2 hours.

### Using a planner to organise own time

Tutors talk through the various types of planner that could be used to organise own time such as wall planners, calendars, electronic and/or online planners. They also talk through how they can be used daily, weekly or monthly to prioritise key tasks and plan ahead.

In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time.

Each person presents the planner for their partner.

**Suggested time:** about 2 hours.

### Meeting deadlines in your sector

Learners plan their time around the date for completing a particular activity or task on their course.

They make a list of key tasks and show how long each one could take. They then start at the hand-in date and work back to the beginning of the project.

Learners then use the plan and monitor its effectiveness as they progress through it. Learners should also build in contingencies and consider what obstacles there may be to prevent them achieving the end goal on time.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to produce a planner for a set period of time during your course. The time period should be between two and four weeks. Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities. You should then demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

Complete a study plan for a particular assignment or activity in your sector units.





# Unit A2: Developing a Personal Progression Plan

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

---

## Unit in brief

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

## Unit introduction

What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.

This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

The skills you develop in this unit will be good preparation when applying for another course or training programme.

## Learning aims

In this unit you will:

- A** Explore the skills and behaviours needed to meet personal progression goal
- B** Produce a progression plan to meet intended progression goal.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Explore the skills and behaviours needed to meet personal progression goal</p>	<ul style="list-style-type: none"> <li>• Benefits and purpose of developing a progression plan</li> <li>• Finding out about progression opportunities</li> <li>• Setting a progression goal</li> <li>• Identifying the skills and behaviours needed to meet progression goal</li> <li>• Reviewing own skills and behaviours against progression goal</li> <li>• Creating a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of skills and behaviours.</li> <li>• Personal progression plan.</li> </ul>
<p><b>B</b> Produce a progression plan to meet intended progression goal</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Learners can reflect on the sector skills they have developed when considering their progression goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of information about progression opportunities and requirements</li> <li>• Producing a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Written communication</li> <li>• Managing information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Prepare for and contribute to the formal discussion of ideas and opinions.</li> </ul>

## Unit content

### Knowledge and skills

#### Benefits and purpose of developing a progression plan

- Gives direction and focus to short-term and long-term goals.
- Sets out the key steps to achieve progression goal.
- Allows for discussion with others, e.g. tutors, parents, peers.
- Gives time for reflection on what is achievable and realistic.

#### Finding out about progression opportunities

- Progression opportunities such as to further learning, work or apprenticeships.
- Local sources of information about potential progression routes such as colleges, careers fairs.
- Sources of advice and guidance for progression.
- Tutor advice.
- Careers advice.
- Entry requirements such as baseline entry qualifications, an entry interview, portfolio.

#### Setting a progression goal

- Matching own skills and behaviours with progression goals.
- Deciding on the next step, e.g. using SMART (specific, measurable, achievable, realistic, time-bound) targets.
- Using research findings to identify the requirements to meet goals.
- Setting a progression goal to work towards.

#### Identifying the skills and behaviours needed to meet progression goal

- Skills needed to meet progression goal:
  - transferable skills, e.g. communication, working with others, problem solving
  - employability skills, e.g. IT skills, being able to drive.
- Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy.
- Qualifications needed for progression, e.g. level of English and maths.

#### Reviewing own skills and behaviours against progression goal

- Carrying out a self-audit of skills and behaviours using past experience of education and learning.
- Gathering feedback from others about own strengths and areas for improvement.
- Attitudes and behaviours needed for progression.

#### Creating a progression plan

To include:

- short-term and long-term progression goals
- identification of key activities needed to move towards the progression goal
- key actions to improve skills and behaviours
- key milestones to achieve goal, e.g. interview dates, application deadlines
- realistic timelines to meet goal.

### Transferable skills

- Written communication: filling out application forms, progression plan.
- Managing information: from the sources used to find out about possible progression routes.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the skills and behaviours needed to meet personal progression goal</b>		
<b>A.P1</b> Identify an intended progression goal.	<b>A.M1</b> Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.	<b>A.D1</b> Identify a realistic progression goal with details of the skills and behaviours needed to achieve it.
<b>A.P2</b> Outline the skills and behaviours needed to meet personal progression goal.	<b>A.M2</b> Identify how own skills and behaviours meet personal progression goal.	<b>A.D2</b> Describe how own skills and behaviours meet personal progression goal.
<b>Learning aim B: Produce a progression plan to meet intended progression goal</b>		
<b>B.P3</b> Produce an outline progression plan to meet intended progression goal.	<b>B.M3</b> Produce a clear progression plan, identifying some steps towards meeting intended progression goal.	<b>B.D3</b> Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it
- carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal
- produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.

**For merit standard**, learners:

- set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it
- carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal
- produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.

**For pass standard**, learners:

- set a broad progression goal that shows limited evidence of finding out information from sources
- list the skills and behaviours needed to meet the goal
- produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What are my progression opportunities?

In groups, learners discuss the progression opportunities that may be available to them. This can be supported by handouts about the local colleges, links to apprenticeship websites and local jobsites.

As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.

**Suggested time:** about 1 hour.

### Skills audit

Learners identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or online questionnaires. Ideally, learners should have the chance to do both. They can then compare results.

Learners list their skills in order of confidence. If the group know each other well, they could share their list with others to find out their opinion.

**Suggested time:** about 3 hours.

### Appropriate behaviours for progression

Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can then identify different attitudes and behaviours and talk about how they can affect other people's attitudes towards them.

Learners could role-play different scenarios that highlight the influence attitudes and behaviours can have on others, e.g. employers.

**Suggested time:** about 3 hours.

### Local sources of information to identify progression opportunities

In small groups, learners carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, websites, advice and guidance etc. Learners can collate their information to share with others in the class.

**Suggested time:** about 3 hours.

### Opportunities to develop the skills and behaviours needed to progress

Tutors could invite speakers to talk about the value of volunteering and the skills that learners can develop, e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh's Award (DofE) scheme or sport's coach.

**Suggested time:** about 3 hours.

### Setting goals

Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals, e.g. what they are planning to do that evening. Initially learners only need to set clear, achievable goals, however it will be valuable to consider measures and timescales.

Tutors can provide a list of potential goals and learners have to decide if they are clear and achievable.

**Suggested time:** about 3 hours.

**Matching skills and behaviours to progression opportunities**

Tutors give a range of course details, job advertisements and job descriptions for learners to review. Learners can then match their skills to the relevant course or job. They could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop other skills before they could apply or if the course or job is not appropriate.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to attend a progression interview with your tutor to discuss the next step in your learning. In preparation for this, you need to research the possible progression opportunities available to you. You should decide on one opportunity to focus on and produce an outline of the skills and behaviours needed for that particular progression goal and then match your own skills and behaviours to the goal. You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal. Both of these documents will form a basis for the discussion with your tutor.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to produce a new audit and progression plan for a different progression opportunity.



# Unit A3: Working with Others

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

---

## Unit in brief

Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity.

## Unit introduction

A key part of being successful in work and study is the ability to work with other people. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals.

In this unit, you will develop these skills and demonstrate how you use them. You will work with others to complete a given activity, agree roles and responsibilities, share ideas and support each other. Problems may come up as you work on the activity and you will need to find solutions to them. It can be difficult working with others and this unit gives you the opportunity to develop the skills and behaviours you need to be successful.

The skills you learn in this unit can be applied throughout your sector units and in broader contexts.

## Learning aims

In this unit you will:

- A** Demonstrate the ability to work with others on a given activity
- B** Review own and others' performance on a given activity.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Demonstrate the ability to work with others on a given activity</p>	<ul style="list-style-type: none"> <li>Communicating with others</li> <li>Working with others to achieve common goals</li> <li>Carrying out an outline review of own and others' performance</li> </ul>	<ul style="list-style-type: none"> <li>A log/blog that provides evidence of:                             <ul style="list-style-type: none"> <li>role in a set activity where they have worked with others</li> <li>review of the activity.</li> </ul> </li> <li>Witness statement from tutor.</li> </ul>
<p><b>B</b> Review own and others' performance on a given activity</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>Ways to communicate effectively through listening and talking</li> <li>Building effective teams</li> <li>Ways to assess own performance</li> <li>How to plan to improve own performance</li> </ul>	<ul style="list-style-type: none"> <li>Verbal communication</li> <li>Teamwork</li> <li>Problem solving</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>Make different kinds of contributions to discussions.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Communicating with others

- Taking part in discussions to decide ways to complete activity.
- Consideration of own verbal communication when working with others.
- Listening and responding appropriately to others.
- Contributing ideas and points of view.
- Accepting and giving positive and negative feedback.

#### Working with others to achieve common goals

- Identifying individual roles and responsibilities.
- Ensuring clear communication throughout the activity.
- Knowing appropriate behaviours for different situations.
- Working through problems and agreeing solutions together.
- Importance of respecting others who are working with you.
- Reviewing team and personal performance.
- Solving issues in teams.

#### Carrying out an outline review of own and others' performance

- Identifying own strengths in activity.
- Receiving feedback about own performance.
- Giving feedback to others on their performance.
- Outlining ways to improve own performance when working with others.

#### Transferable skills

- Verbal communication: working with others.
- Teamwork: working with others to complete an activity or achieve a goal.
- Problem solving: working together to overcome problems.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Demonstrate the ability to work with others on a given activity</b>		
<b>A.P1</b> Demonstrate limited communication skills when working with others to complete a given activity.	<b>A.M1</b> Demonstrate appropriate communication skills when working with others to complete a given activity.	<b>A.D1</b> Demonstrate effective communication skills when working with others to complete a given activity.
<b>A.P2</b> Undertake an activity with others, taking some responsibility for own role within it.	<b>A.M2</b> Undertake an activity with others, taking responsibility for own role within it.	<b>A.D2</b> Undertake an activity with others, taking full responsibility for own role and making effective contributions.
<b>Learning aim B: Review own and others' performance on a given activity</b>		
<b>B.P3</b> Produce an outline review of own performance during an activity.	<b>B.M3</b> Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.	<b>B.D3</b> Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.
<b>B.P4</b> Deliver positive feedback to others that is relevant to the activity.	<b>B.M4</b> Deliver positive and negative feedback to others, using examples from the activity.	<b>B.D4</b> Deliver constructive feedback to others, using relevant examples from the activity.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- work with others successfully, taking ownership of their role in the activity and completing all their own activities while supporting others to achieve the team goal. Their communication skills will be clear and they will be understood by other members of their group to drive the activity forward. They will listen and respond to others, showing respect for their views
- complete a detailed review of their own performance during the activity. This could be written or a verbal recording that gives a detailed overview of the activities they completed. They will describe how they would work with others in the future, using supported examples from feedback they received from others. They will also demonstrate the ability to give positive and negative feedback to their peers in a clear and helpful way, using full examples from the activity.

**For merit standard**, learners:

- generally work well with others, taking responsibility for their own role in the activity and communicating with others when required, using appropriate language and demonstrating some ability to listen to the views of others
- complete a review of their own performance during the activity. This could be written or a verbal recording which identifies some of their strength and weaknesses, making some reference to the feedback they received from others. They will also demonstrate the ability to give some positive and negative feedback to their peers, using simple examples from the activity.

**For pass standard**, learners:

- show some ability to work with others, taking some responsibility for their own role in a activity, but not necessarily seeing the activities through to the end. Their communication with others may be minimal and only when necessary
- complete an outline of the role they carried out during the activity. This could be written or a verbal review with minimal attempt to review their own performance. They will attempt to give positive feedback to their peers, although this may be very basic and not linked to concrete examples from the activity.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What makes a good team?

Tutors ask for examples from the group of any good and effective teams they can think of. For example, it could be the local netball team, a dance group or a professional football club. Smaller groups then choose one example from the list and identify two traits that make the team work well together. Examples could be:

- communication
- working together to solve problems
- understanding each other's roles and responsibilities.

Each group has to decide on the two traits they want to feed back to the group. Tutors list them all and then highlight the most prominent. Tutors ask how easy it was to decide as a group on the two traits they had to feed back on.

The group then discuss their experiences of working with others in the past, reflecting on their behaviours and making suggestions on how their team could have worked better.

**Suggested time:** about 1 hour.

### What makes a bad team?

Tutors ask the group for examples of where they have seen or experienced bad teamwork, or of people not working well together. The group discuss the reasons why the team didn't work well together.

Tutors then show examples of bad teamwork, from TV shows like *The Apprentice* or *Big Brother*.

While the clips are being shown, the group write down everything they think has made the team not work properly. They then share their ideas with the whole group.

The whole group then reflects on the benefits of working well with other people and how they have to sometimes modify their behaviour to work effectively with other people.

**Suggested time:** about 1 hour.

### Working in pairs

Tutors hand out photographs of celebrities, well-known people and sports men and women to each person in the group. They are not allowed to tell anyone who their picture is of.

Tutors then put the group in pairs, outside of friendship groups if possible. Then taking turns, one person asks questions about their partner's picture and their partner can only answer 'yes' or 'no'. They are given a time limit to find out the identity of their partner's celebrity.

Once the activity has finished, the tutor asks the group to reflect on how easy it was to communicate with someone when you only get yes or no answers. The group then reflects on how you have to phrase your questions to get the most information and also how to do this quickly under a time limit.

The activity could be repeated in different pairs.

**Suggested time:** about 1 hour.

**Working with a group on an activity**

The workshop can focus on building effective teams. There are a range of appropriate activities that learners can participate in.

For example, learners:

- work in small groups to build a tower that can support a marble. They are given drinking straws, sticky tape and a marble. The team that creates the highest tower wins
- work together to create a structure from balloons that will take the weight of one person in the group.

This type of workshop is ideal for discussing roles and responsibilities, participation, communication skills and problem solving.

Tutors could use a team-building activity at the beginning of each workshop instead of having a whole session focusing on this skill.

**Suggested time:** about 2 hours.

**Communicating in teams**

Working in groups, learners follow instructions to create an end product.

Learners will need to:

- check they understand what they need to do
- decide who is doing which task
- check progress and follow advice
- ask for help, if necessary
- respect each other's ideas and opinions
- solve problems.

At the end of this session, the group can discuss how effectively they communicated with each other, how well they worked together as a team, any issues they had and how they solved problems.

**Suggested time:** about 5 hours.

**Relaying instructions to others**

Learners can take part in a number of activities to develop effective communication skills. For example working in pairs, learners prepare instructions for a simple task such as tying shoe laces. They then share this with another group of learners who then follow the instructions. If the instructions are clear, learners should be able to tie their shoes successfully.

**Suggested time:** about 1 hour.

**Debating a topic with others**

Tutors give learners a number of topics to discuss in small groups with some key questions.

The group has to firstly decide on the topic they want to discuss and decide on an 'observer' to observe and take notes on the groups' interactions. The group will then be given five minutes to discuss the topic and come to some agreement on the answers to the questions.

The group will decide on one person to feed back on the answers to the questions. The observer will then feed back on how the group interacted with each other and came to decisions.

The activity can be repeated with different people taking the 'observer' role.

The whole group then discuss what they have learned in this session about the views of others and the different roles that are taken in a group.

**Suggested time:** about 2 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You will work together (in pairs or larger groups) to put on a small fundraising activity at college for a charity day.

In your group you need to discuss and agree:

- the type of activity you will put on
- who you need permission from
- the date the activity will be on
- the resources needed to put on the activity.

You will agree the roles for each member of the group, ensuring that each of you has an equal amount of responsibility. You need to set up a log/blog explaining your role in the group and your key responsibilities. You need to keep this updated throughout the process.

Once the activity is completed your group will carry out a peer assessment of the activity, discussing how successful you were in working together to put on the activity, writing up the discussions in your log/blog and making suggestions for how you can improve your skills and behaviours.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will work with a different group of people to produce a stand for the college open day.



# Unit A4: Researching a Topic

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

---

## Unit in brief

Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings.

## Unit introduction

In this unit, you will have the opportunity to research a topic that interests you. It could be linked to something you have enjoyed in your sector, something that is happening in your local community or perhaps linked to what you would like to do in the future.

Before starting on your research you will need to decide on the focus for your topic. You will set up a research log to record the research tasks you carry out and the sources that you use.

When you have completed your research, you will summarise and present your findings.

You will use many of the skills you have developed already, such as planning, time management, research and presenting, as well as any sector skills and knowledge that you have learned.

All these skills are important for progressing to further qualifications.

## Learning aims

In this unit you will:

**A** Carry out research into an agreed topic

**B** Present a summary of research findings into an agreed topic.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out research into an agreed topic	<ul style="list-style-type: none"> <li>• Selecting a suitable topic</li> <li>• Collecting information on topic</li> <li>• Keeping a research log</li> <li>• Presenting findings of research</li> </ul>	<ul style="list-style-type: none"> <li>• Research log.</li> <li>• A summary of research findings.</li> </ul>
<b>B</b> Present a summary of research findings into an agreed topic		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• The research topic can be in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to plan successfully</li> <li>• Identifying sources of information</li> <li>• How to research</li> <li>• Presentation methods</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Finding out</li> <li>• Managing information</li> <li>• Communication</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate language.</li> <li>• Present information in a logical sequence.</li> <li>• Use correct grammar, including correct and consistent use of tense.</li> <li>• Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Selecting a suitable topic

- Investigation could focus on the local community or area, linked to a sector, hobby or an extra-curricular activity.
- Agreeing investigation title and the scope of the research with tutor.
- Agreeing deadline.
- Ensuring topic is focused and manageable in the timescales.
- Identifying key actions and milestones for the investigation such as setting up a log, organising visits, deadline for completion.

#### Collecting information on topic

- Sources of information:
  - electronic media, e.g. blogs, podcasts, downloads, websites
  - printed media, e.g. newspapers/magazines/books
  - interviews
  - visits.
- Identifying and selecting the key points from research.

#### Keeping a research log

- Ongoing record of information researched.
- Information on research sources, methods and key findings.
- Ongoing record of information found out through a chosen medium such as a folder, blog, vlog (video blog).

#### Presenting findings of research

- Summarising key findings.
- Choosing presentation method, e.g. through a PowerPoint®, vlog, written handouts, oral questioning.
- Explaining findings in a clear and concise way.

### Transferable skills

- Planning: identifying key tasks to complete.
- Finding out: information from research sources.
- Managing information: selecting the relevant information, choosing appropriate sources of information.
- Communication: through presentation of findings.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out research into an agreed topic</b>		
<b>A.P1</b> Search for information on an agreed topic using given research sources.	<b>A.M1</b> Search for information on an agreed topic using own and given sources.	<b>A.D1</b> Carry out a focused and detailed search into an agreed topic.
<b>A.P2</b> Select simple information from given sources on the agreed topic.	<b>A.M2</b> Select mostly relevant information from sources on the agreed topic.	<b>A.D2</b> Select relevant information from sources that link clearly to the agreed topic.
<b>Learning aim B: Present a summary of research findings into an agreed topic</b>		
<b>B.P3</b> Present an outline summary of research findings on an agreed topic.	<b>B.M3</b> Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used.	<b>B.D3</b> Present a focused summary of research findings, with clear referencing to the research sources used.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- carry out research that remains focused on the agreed topic and uses a range of appropriate sources to collect information
- give a detailed breakdown of the sources they have used and select the most relevant information from them, demonstrating awareness of which sources were more reliable than others
- present their summary of research findings clearly, keeping the focus on the research topic. The summary will also reference in detail the research sources that were used.

**For merit standard**, learners:

- carry out research that remains mostly focused on the agreed topic but may become too broad in places. Some of the sources will have been given by tutors but some they have found for themselves
- outline the research sources used. They will select appropriate information for their topic. They will demonstrate some understanding of which sources are more reliable than others
- present their summary of research findings, remaining mostly focused on the agreed topic although may go off in other directions at some points. The summary will reference some of the research methods that were used.

**For pass standard**, learners:

- carry out basic research, using research sources that have been given by tutors
- produce a research log that gives incomplete information of the key tasks they have completed. They will select only simple and obvious information from the given sources
- present a basic summary of research findings that are mainly broad and unfocused. There will be little or no reference to the research methods used.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Choosing a topic to investigate

This is perhaps the hardest part of any project. Learners need to choose a topic that is interesting to them but not too big so that it becomes impossible to complete. In small groups, learners make a list of subjects or hobbies they are interested in. They can then ask each other questions about the topics or hobbies. This could begin to form a list of possible subjects for each project.

Alternatively, tutors could provide a list of potential topics for learners to choose from.

**Suggested time:** about 3 hours.

### Deciding on outcomes

Learners can be given a list of outcomes and project titles. Their task will be to match the outcomes with the titles. They can then look at the results with other group members to see if they agree or have different answers. Tutors may want to include answers that will overlap with different topics.

**Suggested time:** about 3 hours.

### Research sources

Tutors do a brief overview of what the difference is between a primary source and a secondary source. Tutors then give out a list of different research sources and learners work in pairs to decide whether it is primary or secondary. Learners feed back on their decisions.

**Suggested time:** about 2 hours.

### Identifying the tasks that need to be completed

Learners plan a task list of the activities they need to complete. Tutors could produce a list of actions needed to complete a project in the wrong order and then, in groups, learners put them in the correct order. They will use the correct list to produce a to-do list of tasks to complete for their investigation.

**Suggested time:** about 3 hours.

### Reviewing progress so far

As a group, learners will begin the session by reviewing what they have done so far. This should be a short presentation, depending on the number in the group. This activity is not intended to use the full time for the workshop. Learners can identify any problems they have had and how they have solved them, if they have. Other learners have the opportunity to ask questions about the project and share ideas.

Learners could record the review in their log.

**Suggested time:** about 3 hours.

### What skills are you using?

This workshop will focus on the skills learners are using to carry out their project. Working in small groups, learners could identify different communication, planning, time-management and problem-solving skills. They can then share their results with the larger group.

**Suggested time:** about 3 hours.

**How to present outcomes**

Learners will investigate ways to present their research findings. They could experiment with vlogs or blogging software, and try out PowerPoint or Prezi.

They could also try using graphs, charts or illustrations to present information. Learners could work in small groups to decide which formats would be most appropriate for different topics.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You need to select a topic of your choice to carry out some research into. The topic could be an extension of something you have studied on your course or an interest or hobby that you would like to find out more about. You will discuss your ideas with your tutor and then come up with a title for your research. This should be focused and manageable in the time available to complete it. You will set up a research log to record what you are doing. This could be a folder, a blog or vlog. You will produce a to-do list of the tasks you need to complete in the timeframes given to you. While you carry out your research, you will keep an ongoing record of the sources and methods used to find out information. Finally you will summarise your key findings in a presentation method of your choice, making reference to the research sources you used.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to select a different topic for your research.



# Unit LBS5: Finding Out About the Land-based Sector

Level: **1**

Unit type: **Sector (Land-based Studies)**

Guided learning hours: **40**

---

## Unit in brief

Learners will find out about the industries that make up the land-based sector. They will use skills to search for, select and produce relevant information about these industries.

## Unit introduction

During your everyday life, you are likely to come into contact with an industry in the land-based sector and may not realise it. The land-based sector is huge and varied. It provides us with our food and much of our clothing, and millions of people escape our towns and cities to enjoy time in the countryside. The land-based sector employs large numbers of people in a wide variety of jobs.

In this unit, you will find out about the industries that make up the land-based sector, for example farming and countryside management, and about the sector's importance and variety. This could be through a combination of going on visits, visiting expert practitioners, trying things out and research using the internet, trade publications and textbooks. You will use your skills to select and produce information on the different industries in the land-based sector.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you be in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Find out about the different industries in the land-based sector
- B** Produce information about the different industries in the land-based sector.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Find out about the different industries in the land-based sector	<ul style="list-style-type: none"> <li>Industries in the land-based sector</li> <li>Professional and governmental organisations as sources of information</li> <li>Activities and practical skills carried out in the land-based sector</li> </ul>	<ul style="list-style-type: none"> <li>Learners produce information about the industries in the land-based sector in an appropriate format, such as a poster, leaflet or short presentation.</li> </ul>
<b>B</b> Produce information about the different industries in the land-based sector		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Searching for information about industries in the land-based sector</li> <li>Identifying information about what industries in the land-based sector do</li> <li>Ensuring information is up to date</li> <li>Producing information about different industries in the land-based sector</li> </ul>	<ul style="list-style-type: none"> <li>Sources of information about the land-based sector, including professional and governmental organisations</li> <li>Industries in the land-based sector and what they do</li> <li>Types of activity carried out in the land-based sector</li> </ul>	<ul style="list-style-type: none"> <li>Finding information</li> <li>Presenting information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Finding out and producing information.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Industries in the land-based sector

- Industries involving animals, e.g.:
  - animal care and welfare
  - agriculture (pastoral)
  - fishery management
  - equine management.
- Industries involving plants, e.g.:
  - agriculture (arable)
  - horticulture
  - landscaping
  - floristry
  - forestry and arboriculture
  - biotech.
- Industries involving skills, crafts or technology, e.g.:
  - blacksmithing
  - land-based technology and engineering
  - green woodworking
  - dry stone walling
  - environmental science
  - countryside management
  - conservation.

#### Professional and governmental organisations as sources of information

- Lantra.
- Department for Environment, Food, and Rural Affairs (Defra), the Environment Agency (EA) and Natural England (NE) (or equivalents, e.g. Natural Resources Wales, the Scottish Environment Protection Agency (SEPA)).
- National Parks authorities.
- Health and Safety Executive (HSE) – as part of the Department for Work and Pensions (DWP).
- Charitable and non-governmental organisations, e.g. the National Trust, the British Association for Shooting and Conservation (BASC).

#### Activities and practical skills carried out in the land-based sector

- Activities, e.g. providing feed and water for animals, moving animals, preparing accommodation for animals, growing plants, looking after plants and keeping them healthy, preparing soil for planting, carrying out maintenance on land-based machines.
- Practical skills, e.g. following safe working practices, safe manual handling, checking for risks and hazards before and while working and finding ways to minimise hazards, selecting and using appropriate tools, equipment and personal protective equipment (PPE), taking measurements and making estimates.

### Transferable skills

- Finding information: planning and preparing to carry out primary and secondary research, e.g. questions to ask guest speakers, or areas to focus on during visits, searching for and finding information on industries in the land-based sector using appropriate sources.
- Presenting information: selecting, using and organising information on industries in the land-based sector, to include identifying key points, making notes, summarising information and organising information in a structured and clear format.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Find out about the different industries in the land-based sector</b>		
<b>A.P1</b> Select information about different industries in the land-based sector from a given source.	<b>A.M1</b> Select relevant information about different industries in the land-based sector from different given sources.	<b>A.D1</b> Select relevant information about different industries in the land-based sector from own and given sources, outlining the chosen sources.
<b>Learning aim B: Produce information about the different industries in the land-based sector</b>		
<b>B.P2</b> Produce correct information about different industries in the land-based sector.	<b>B.M2</b> Produce detailed information about the different industries in the land-based sector.	<b>B.D2</b> Produce detailed and well-organised information about the different industries in the land-based sector.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- search for and select relevant and accurate information about the different industries that make up the land-based sector, using own sources and those provided by tutors. Learners draw on examples that give comprehensive details of industries involving animals, plants and skills or technology. They show that they have planned and prepared for this by being clear about what information they wanted to find out and how they could achieve this, e.g. details of questions they would ask practitioners, which aspects they would focus on during a visit. Learners include details of the sources used, e.g. websites, books, discussions with guest speakers. They will also reference some of the professional and governmental organisations in the land-based sector
- outline why they have selected the information, e.g. from a trusted source, information is up to date, will provide relevant and accurate information on the industries
- produce information that is detailed and well organised. The information gives comprehensive and clear details of the different industries that make up the land-based sector, showing a clear understanding of the sector, and is organised in a clear and logical format so that it is easy to follow without the need for clarification.

**For merit standard**, learners:

- search for and select relevant information about the different industries that make up the land-based sector, using different sources provided by tutors. Learners draw on examples that give some detail about industries involving animals, plants and skills or technology. They show that they have carried out some planning and preparation for this by giving an indication of the information they wanted to find out and how they could achieve this, e.g. questions they would ask practitioners. Learners include details of the sources used, e.g. websites, books, discussions with guest speakers. Learners reference the sources used and how what they selected provides information on key aspects of the industries
- produce information that gives clear details of the different industries that make up the land-based sector, showing an understanding of the sector, and in a format that is clear and appropriate, with minimal need for clarification.

**For pass standard**, learners:

- search for and select information to show different industries that make up the land-based sector from a choice of sources provided by tutors, and which may be limited to one source. Learners draw on some examples that provide key points about the industries. They may not cover all three industry groupings, i.e. animals, plants and skills or technology, but it is expected that they would cover one animal industry and one plant industry as a minimum. Learners may need direction on the type of information to look for, e.g. job roles, what an industry does
- produce information about different industries in the land-based sector. The information will be correct but may not go into detail, but will show some understanding of the sector, and some clarification may be needed.

### Essential resources

For this unit learners will need access to information about the industries in the land-based sector.

Where learners are engaged in practical activities, both on and off site, they will need access to the appropriate tools, equipment, materials and PPE needed to carry out the activity safely.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutors lead a discussion to get learners thinking about the industries that make up the land-based sector and the importance of the sector. Learners could be given cards containing information on activities carried out in the land-based sector and be asked to match them to the different industries.

Learners then engage in an IT- or library-based activity to develop their initial impressions of the land-based sector. This could take the form of a 'chain of supply' activity in which learners take a task as the starting point and then research forwards and backwards in the supply or production chain. For example, a farmer planting corn for bread would also involve seed merchants, machinery suppliers, grain transporters, bakeries and retail.

**Suggested time:** about 3 hours.

### Activity: Finding, managing and producing information

In small groups, learners look at where and how they can find further information through:

- carrying out practical activities
- visits to and from practitioners
- research using, e.g., the internet, trade publications, textbooks.

Tutors give a presentation and lead a discussion on:

- sources of information – primary, e.g. questionnaires, personal experience, prepared questions, and secondary sources, e.g. internet-based, videos, magazines, books
- how to manage information – testing information for reliability, validity and whether it is up to date, organising and recording information
- producing information – different methods of producing information, e.g. written account, booklet, computer app, poster, leaflet, the need to make sure the information is presented clearly and appropriately.

**Suggested time:** about 3 hours.

### Activity: Practical activities

Learners carry out practical activities to find out about industries in the land-based sector. These activities would reflect centre resources and could include:

- felling a small tree using hand tools
- providing feed and water for a farmed animal
- planting or harvesting potatoes
- taking photographs for a countryside guide
- installing an electric fence to contain sheep
- using a land-based machine.

Learners produce a diary outlining the activity they carried out, the skills they practised and how they made sure they worked safely.

Tutors should ensure that comprehensive risk assessments are carried out where learners are engaged in practical activities. Learners must follow the correct safe working practices and procedures as appropriate for the activity they are carrying out.

**Suggested time:** about 7 hours.

**Activity: Visit to a practitioner**

Learners visit a land-based practitioner, an agricultural show or a similar county show, where they record or collect information on the industries in the land-based sector. The information they gather should include the practical sector skills and every opportunity should be taken for learners to experience these first hand or, if this is not possible, ask appropriate questions of practitioners. Tutors should ensure that comprehensive risk assessments are conducted where learners are engaged in practical activities.

**Suggested time:** about 8 hours.

**Activity: Visit from a practitioner** (illustrated with a forester but should be chosen to reflect centre resources)

A forester is invited to lead a workshop that allows learners to use hand tools to fell a small tree. The forester then demonstrates more advanced techniques, for example aerial work. Learners ask questions (prepared in advance) about the skills and opportunities in the forestry industry. They should make sure they include questions regarding practical sector skills, ensuring that safe working practices are investigated.

**Suggested time:** about 3 hours.

**Activity: Consolidating information**

Tutors could devise a pro forma for learners to use to bring together their information.

Learners complete a pro forma record sheet that:

- outlines how they found the information
- identifies the industries they looked into
- identifies the types of activity carried out in the given industries and the practical skills needed
- outlines the key facts about a person following a career in that industry
- evaluates any practical tasks carried out, if appropriate.

**Suggested time:** about 5 hours.

**Activity: Producing information**

Learners organise the information they found about industries in the land-based sector in an appropriate format.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

Your centre is organising an open day to provide information on the different sectors in which it offers courses. You have been asked to produce information on the industries that make up the land-based sector, in order to show potential learners what people working in the various industries do and the practical skills they need to work safely and effectively.

To do this, you will need to find out about the industries that make up the land-based sector using different sources of information. You will select the information to include and produce the information in a way that is appropriate for the people attending the open day.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

On another occasion you have been asked by the local library to find out about industries in the land-based sector, what types of activity are carried out in these industries and the skills people working in the land-based sector need. You will need to produce the information in a format that the library can use as part of its careers section.



# Unit LBS6: Caring for and Feeding Animals

Level: **1**

Unit type: **Sector (Land-based Studies)**

Guided learning hours: **40**

---

## Unit in brief

Learners will develop the skills needed to carry out care and feeding of specified animals, ensuring the animals' needs are met and the safety of all those involved.

## Unit introduction

Maybe you are hoping to work with animals in a pet shop, on a farm or at a zoo, or perhaps you just want to make sure that the animals you keep at home are healthy and well-cared for? Wherever animals are kept, they rely on us to meet their needs. It is important to be able to handle them properly, to recognise when animals are not well, and to give them the right feed and water.

In this unit, you will develop your observational skills during basic health checks to monitor the health and wellbeing of animals and recognise signs that an animal is not well. You will produce plans to care for and feed animals to meet their needs, setting yourself deadlines. You will carry out day-to-day care and feeding tasks, meeting the demands of these tasks so that the needs of the animals you are looking after are met.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Plan for the routine care and feeding of specified animals to ensure their needs are met
- B** Carry out routine care and feeding tasks that meet the needs of specified animals.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Plan for the routine care and feeding of specified animals to ensure their needs are met</p>	<ul style="list-style-type: none"> <li>Working safely around animals</li> <li>Caring for animals</li> <li>Feeding and watering animals</li> </ul>	<ul style="list-style-type: none"> <li>Learners' plans for the routine care and feeding of animals.</li> <li>Tutors complete observations of learners' activities with supporting photographic evidence.</li> </ul>
<p><b>B</b> Carry out routine care and feeding tasks that meet the needs of specified animals</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Basic assessment of animal health</li> <li>Following care and feeding plans and providing feed and water to animals</li> <li>Managing own safety when caring for and feeding animals</li> <li>Using appropriate equipment and tools</li> </ul>	<ul style="list-style-type: none"> <li>Planning considerations for animal care and feeding, ensuring animal needs are met</li> <li>Basic equipment and techniques used for handling, health checking and feeding animals</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Self-management</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Identifying the main points and using information to respond to plans.</li> <li>Planning simple routines, presenting information with an appropriate level of detail and using language, format and structure that are suitable for the audience and fit for purpose.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Planning and preparing quantities, working with common fractions and ratios, whole numbers and decimals.</li> <li>Converting units of measure when planning and measuring amounts.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Working safely around animals

- Understanding risks and following hazard reduction and basic hygiene practices:
  - appropriate personal protective equipment (PPE), e.g. steel toe-capped boots, gloves, overalls
  - hand washing, disinfecting footwear if necessary, using clean overalls.
- Following the correct safety procedures when caring for and feeding animals.
- Simple handling equipment and methods, including how to approach animals safely.

#### Caring for animals

Preparing and following basic care plans to meet the needs of individual animals and making simple checks to ensure animals are healthy.

- The five animal needs that must be met for each animal according to their species, life stage, temperament and health status:
  - suitable environment
  - suitable diet
  - ability to exhibit normal behaviour
  - to be housed with or apart from other animals
  - protection from pain, suffering, injury and disease.
- Simple visual health checks: general appearance, normal behaviour, posture and movement, recognising when a more detailed health check might be needed.
- Indicators of ill-health: discharge, redness, swelling, hoof or claw overgrowth, limping/lameness, excessive scratching, cuts or scrapes.
- Tasks to maintain healthy coat or skin, e.g. brushing and grooming.

#### Feeding and watering animals

- Preparing and following basic feeding plans to meet the needs of individual animals.
- Feed types, timing and frequency as appropriate for the species – mixes, concentrates, grass-based feeds, dry, wet and live feeds.
- Using appropriate equipment to measure, transfer and present feed.
- Making sure animals have access to feed and clean, fresh drinking water.

#### Transferable skills

- Planning: care and feeding plans specific to each animal, e.g. appropriate feeds, appropriate equipment, simple routines to care for and feed animals (timing and frequency of feed, need for grooming, exercise or other activity).
- Self-management: meeting the demands of caring for and feeding animals, dealing with barriers that may affect routine tasks, e.g. unexpected lack of resources (including time), discovery of ill-health in an animal(s), ensuring animals are fed, watered and cared for within suitable time frames.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Plan for the routine care and feeding of specified animals to ensure their needs are met</b>		
<b>A.P1</b> Produce an outline plan in preparation for routine care and feeding tasks to meet the needs of specified animals.	<b>A.M1</b> Produce a plan in preparation for routine care and feeding tasks for specified animals, outlining how it meets their needs.	<b>A.D1</b> Produce a detailed plan in preparation for routine care and feeding tasks for specified animals, describing how it meets their needs.
<b>Learning aim B: Carry out routine care and feeding tasks that meet the needs of specified animals</b>		
<b>B.P2</b> Carry out animal care and feeding tasks, meeting some of the needs of the animals.	<b>B.M2</b> Carry out routine care and feeding tasks efficiently, meeting most of the needs of the animals.	<b>B.D2</b> Carry out routine care and feeding tasks confidently, meeting the needs of the animals.

## Essential information for teachers

### Essential information for assessment decisions

#### **For distinction standard**, learners:

- produce a plan for routine care and feeding tasks that covers all five animal needs. The plan is detailed and clear on what will be carried out and why, and how this meets the animals' needs. This includes realistic timelines for the completion of tasks, as well as resources, equipment and techniques needed, with reference to why these have been selected. They highlight the key priorities when completing tasks and the potential barriers, referring to why or when these might occur and how they will be overcome
- meet the demands of caring for and feeding animals by demonstrating a flexible approach to situations and independently finding solutions to problems
- carry out routine care and feeding tasks safely and confidently, meeting most of the specified animals' needs, without wasting time or resources. They will do this through ensuring they have prepared the required equipment and resources, following most procedures safely and correctly, and using visual methods confidently to assess the basic health status of animals, making links as to how these methods will identify signs of ill-health. Learners return equipment and feedstuffs safely and correctly, ensuring that they have left the environment clean and tidy, with no need for prompting.

#### **For merit standard**, learners:

- produce a plan for routine care and feeding tasks that covers all five needs, although some will be covered in more detail than others. The plan will include details of what will be carried out and an outline of how this meets the animals' needs. This includes appropriate timelines for the completion of tasks, resources, equipment and techniques, with an outline of how they will be used. Learners highlight some of the key priorities and potential barriers, with some detail of how these will be overcome
- meet the demands of caring for and feeding animals by being flexible, working out solutions to problems with the help of others
- carry out routine care and feeding tasks safely and efficiently, meeting some of the animals' needs, e.g. they may focus on the more 'obvious' needs such as having a suitable diet and environment, with little need for prompting. They will do this through preparing some of the required resources and equipment, following some procedures safely, and using visual methods to identify the basic health status of animals, with reference to the purpose of these methods. Learners return equipment and feedstuffs safely, ensuring that they have left the environment clean and tidy, with little need for prompting.

#### **For pass standard**, learners:

- produce an outline plan that meets some of the needs of specified animals, although not all five needs will be covered. The plan will give an outline of what will be carried out. This will include broad timelines to complete tasks, some of the basic resources, equipment and techniques, although this will not include why they are appropriate, and reference to which aspects of the routine care and feeding tasks are most important
- meet the demands of caring for and feeding animals in a flexible way, responding to situations appropriately but needing some guidance
- carry out routine care and feeding tasks safely, meeting aspects of the animals' needs referred to in their plan, e.g. they may not provide all the required feedstuffs. They will do this through following the main aspects of procedures to complete necessary tasks safely, but may need some guidance from tutors, and using simple visual methods to give some details of the basic health status of the animals. Learners leave the environment clean and tidy, but they may need some guidance from tutors in terms of the steps to take.

## Essential resources

For this unit, learners will need access to:

- different animals
- equipment and resources that allow them to carry out routine care and feeding tasks for these animals, bearing in mind the different aspects of animal size and temperament. This includes animal handling and restraint equipment, PPE and grooming equipment if appropriate to the species
- a range of feedstuffs appropriate for each animal, feed preparation and presentation equipment, along with suitable facilities for maintaining hygiene and cleanliness.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Ask learners to think about the needs of all animals that are kept by people, using pets, livestock or animals kept by the centre as examples.

Learners work in groups to:

- think about what it means to care for an animal and outline ways in which different animals are cared for, fed and watered
- suggest differences between the needs of different animals on account of their species, temperament, health status or life stage.

**Suggested time:** about 1 hour.

### Activity: Working with animals

Introduce learners to scenarios involving animals in different captive settings, such as cattle on farms, fish in lakes, horses in stables, rabbits in a pet shop. In pairs, learners identify the possible risks and hazards there may be for people working with these animals, and ways that accidents and injuries can be prevented. Ask learners to discuss their answers as part of a tutor-led class discussion.

In small groups, learners think about the animals that they will be helping to look after as part of this unit. Learners complete a simplified risk assessment form to use when they are working around animals. Introduce the different handling techniques and equipment they will need to use and allow learners to become familiar with how to safely handle different animals.

**Suggested time:** about 9 hours.

### Activity: Animal health indicators

Tutors use a range of photographs and real animals to demonstrate examples of animals that are both normal/healthy examples of a species and those that are abnormal/unhealthy. Ask learners to think about the signs of good health in animals.

In small groups, learners:

- discuss what signs there are that the animal is healthy or unhealthy
- suggest what the next steps might be for making sure the need for 'prevention of pain, suffering, illness and disease' is met for each animal
- discuss how these factors might affect how the animal should be handled (or if it should).

Learners spend time observing and identifying health indicators in different animals.

**Suggested time:** about 8 hours.

**Activity: Animal care and feeding plans**

Tutors use case studies to introduce the reasons for putting plans in place to care for and feed animals, especially when they are looked after by more than one person or when they are one of a number of animals.

Ask a guest speaker, such as someone who works in a zoo or veterinary surgery, to visit and discuss how they manage, monitor and record the care of the animals they look after.

Ask learners to work in pairs or small groups to make linked flow charts describing the equipment and resources that would be needed to manage the feeding needs of each type of animal.

Give learners the information needed to complete care and feeding plans for a given animal.

**Suggested time:** about 3 hours.

**Activity: Feed preparation and presentation**

Give learners examples of different types of feed, along with the appropriate measuring equipment. Ask them to weigh or measure amounts of each feed, or to comment on why there would be no need for measuring.

Show learners a range of different types of equipment used to feed different animals. Ask them to suggest which animals they would be used for and why the equipment is suitable.

Show learners instructions for preparing feeds for particular animals and demonstrate how these are followed. Give learners instructions and ask them to prepare and present feed for given animals. Allow learners to practise following pre-prepared care and feeding plans for different animals.

**Suggested time:** about 9 hours.



## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You have been approached by a local farm park to help them look after and feed some of their animals over the summer. They know about the land-based studies course you are on and that you have experience of the animals they keep. They would like to make sure that you will be able to carry out the care and feeding tasks for two of their animals. To show them that you are able to do this, you will need to do the following.

- Produce a plan for how to approach the care and feeding of two animals to ensure their needs are met. This will include carrying out basic health checks on the animals, caring for their coat and/or skin, making sure they receive the right amount and type of exercise and providing them with the right amount and type of feed and water. Your plan should consider how long each task should take and when it will be completed, what the priorities are for the animals, which resources, equipment and techniques you will need and what barriers you may face when coming to carry out the tasks successfully.
- Demonstrate your skills by safely carrying out the routine tasks involved in feeding and caring for two animals.

As the summer period is a busy time of year for the farm park, you will need to show that you can ensure tasks are completed by meeting the demands of the care and feeding tasks and that you are able to deal with unexpected barriers or events that could affect care and feeding routines.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

The same tasks must be completed but using two alternative species to those addressed in the original assignment.



# Unit LBS7: Moving and Accommodating Animals

Level: **1**

Unit type: **Sector (Land-based Studies)**

Guided learning hours: **40**

---

## Unit in brief

Learners will develop the skills to move animals from one place to another and to prepare accommodation for animals, ensuring animal needs are met and the safety of those involved.

## Unit introduction

There will be many times when you need to move an animal from one place to another. For example, you may need to take an animal to the vet, horses to competitions or cattle to market. Animals have needs that must be met, wherever they are kept and whatever time of day it is. Making sure that accommodation is suited to the needs of the animals, however long they will be spending in it, is key to being able to look after any animal.

In this unit, you will learn about how to work and communicate as part of a team in order to meet the needs of animals when moving and accommodating them and to ensure the safety of all those involved. You will produce plans to move and accommodate animals to ensure that their needs are met. You will develop the skills to safely load and unload animals into and out of transport and to consider their needs while they are travelling. You will also learn how to prepare new accommodation for animals and to refresh accommodation that animals are returning to.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Prepare to move and accommodate animals, ensuring their needs are met
- B** Work with others to move and accommodate animals safely.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Prepare to move and accommodate animals, ensuring their needs are met	<ul style="list-style-type: none"> <li>• Handling and restraining animals</li> <li>• Moving animals safely and legally</li> <li>• Animal accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• Learners' plan for the movement and accommodation of an animal.</li> <li>• Tutors complete observations of learners' activities with supporting photographic evidence.</li> </ul>
<b>B</b> Work with others to move and accommodate animals safely		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Animal handling and movement skills</li> <li>• Preparing accommodation for animals</li> <li>• Managing own safety when moving animals and preparing accommodation</li> <li>• Using appropriate equipment and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Animal needs</li> <li>• Equipment and techniques for moving, handling and restraining animals</li> <li>• Equipment and resources involved in preparing accommodation for animals</li> <li>• Awareness of animal movement/transport legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Working with others</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Contribute to formal and informal discussions, presenting information/points of view clearly and using appropriate language.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Make models, working with whole numbers, decimals and ratios.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Handling and restraining animals

Preparing for and handling animals safely and effectively, considering their needs:

- applying appropriate techniques and behaviours, e.g. approaching animals quietly and without sudden movement
- using simple equipment for handling and restraining animals, e.g. boards, nets, and the appropriate personal protective equipment (PPE), e.g. steel toe-capped boots, gloves, overalls
- planning to meet the five animal needs for each animal when moving or preparing accommodation, according to their species, life stage, temperament and health status:
  - suitable environment
  - suitable diet
  - ability to exhibit normal behaviour
  - to be housed with or apart from other animals
  - protection from pain, suffering, injury and disease.

#### Moving animals safely and legally

Following procedures and policies and using appropriate equipment and techniques to prepare for moving animals from one place to another in a safe and legal way:

- understanding and reducing risks and hazards, including planning escape routes/refuges
- preparing transport to ensure animals have enough floor and height space, water and feed as appropriate
- awareness of organisational policies and procedures relevant to the movement of animals, including livestock and animals sold commercially
- using equipment and techniques for loading and unloading animals safely into and out of transport, e.g. horse boxes, trailers, cat carriers
- moving animals from one place to another without the use of transport vehicles, e.g. turning animals out, moving animals out of their normal accommodation to carry out cleaning.

#### Animal accommodation

Following procedures and policies to meet the five 'needs' of different animals when preparing and refreshing indoor and outdoor accommodation:

- designing simple accommodation and planning to prepare and refresh indoor and outdoor accommodation
- preparing and refreshing accommodation, e.g. bedding (where appropriate), provision for feed and water, temperature, cleanliness
- use of boundaries (e.g. fences, cage mesh, entrances), protection from predators, protection from escape.

### Transferable skills

- Planning: moving and accommodating animals so their needs are met, ensuring transport and accommodation are appropriate, and taking into account the species, life stage, temperament and health status, equipment needed, steps involved, timescales, potential problems.
- Working with others: moving and accommodating animals, agreeing on common goals, planning for logistical considerations, e.g. where learners need to be physically placed when working as part of a team to move animals, being accountable for the part played within a team, taking responsibility as part of a group to achieve common goals.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Prepare to move and accommodate animals, ensuring their needs are met</b>		
<b>A.P1</b> Produce an outline plan to prepare to move and accommodate an animal to meet its needs.	<b>A.M1</b> Produce a plan to prepare to move and accommodate an animal, outlining how it meets its needs.	<b>A.D1</b> Produce a detailed plan to prepare to move and accommodate an animal, describing how it meets its needs and covering contingencies.
<b>Learning aim B: Work with others to move and accommodate animals safely</b>		
<b>B.P2</b> Demonstrate limited ability to follow procedures correctly when moving and accommodating an animal.	<b>B.M2</b> Demonstrate ability to follow procedures correctly when moving and accommodating an animal.	<b>B.D2</b> Demonstrate ability to follow procedures correctly and confidently when moving and accommodating an animal.
<b>B.P3</b> Demonstrate some ability to work with others when moving and accommodating an animal.	<b>B.M3</b> Demonstrate ability to work with others positively when moving and accommodating an animal.	<b>B.D3</b> Demonstrate ability to work with others responsibly and reliably when moving and accommodating an animal.

## Essential information for teachers

### Essential information for assessment decisions

#### For distinction standard, learners:

- produce a detailed plan for the safe movement of an animal from one place to another, and for preparing accommodation for the animal. The plan describes how the needs of the animal will be met, taking into account potential problems that may be faced and how these will be addressed
- follow procedures correctly and decisively when moving and accommodating the animal, without wasting time or resources and with no need for prompting
- use appropriate equipment and techniques (including PPE) to complete necessary tasks with a level of skill that demonstrates secure underpinning knowledge and understanding
- demonstrate understanding of the importance of their own and others' roles in a team, showing that they can be relied on to play their part in the team effectively to complete tasks successfully
- give, receive and act on constructive feedback from other team members
- communicate effectively with others in the team, with no need for further clarification to convey meaning.

#### For merit standard, learners:

- produce a plan for the safe movement of an animal from one place to another, and for preparing accommodation for the animal. The plan will give some detail on how the needs of the animal are met, although will not necessarily consider potential problems that may be faced
- follow procedures correctly when moving and accommodating the animal, without wasting time or resources and with only a few occasions for prompting
- use appropriate equipment and techniques (including PPE) to complete necessary tasks that ensure the needs of the animal are met
- carry out their own roles and responsibilities in a team, positively engaging with other team members to ensure task completion and with an awareness of the roles of other team members
- communicate with all team members in a mostly clear manner, with occasional need for clarification.

#### For pass standard, learners:

- produce an outline plan for the safe movement of an animal from one place to another, and for preparing accommodation for the animal. The plan addresses how some of the animal's needs are met, e.g. learners may focus on the more 'obvious' needs such as being housed with or apart from other animals
- follow the main procedures correctly to complete simple, necessary tasks safely
- use PPE and simple equipment and techniques to complete necessary tasks safely, ensuring the basic needs of the animal are met
- listen and talk appropriately to others in a team to complete necessary tasks safely
- carry out own team role and responsibilities towards completing a task.

### Essential resources

For this unit, learners will need access to:

- animals that can be moved from one place to another
- their own PPE and a range of equipment for handling and restraining animals
- standard materials for preparing and refreshing accommodation for animals.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

In small groups, and referring to animals at the centre or from experience, learners:

- list the differences between the accommodation types of different animals, such as those at the centre or those they have at home, and how these differences affect the five animal needs
- describe the key things to think about when designing animal accommodation to meet the needs of an animal
- outline the different reasons why animals might need to be moved
- list the different ways that animals can be transported, including any legal requirements they may be aware of.

Tutors guide learners to use the results of the group work as a framework to discuss regulations, logistics and welfare and to make scale models or diagrams to plan suitable accommodation for different animals.

**Suggested time:** about 4 hours.

### Activity: Working safely and in a team

Tutors give learners information about a team that is organising an event. In pairs, learners list why it is important to have different team roles and responsibilities, and how key information is communicated to achieve a common goal.

Learners use case studies to look at different types of animal, their ideal accommodation and the common ways in which they are moved from one place to another. Learners discuss the potential safety issues in each case, regarding the animal itself, its accommodation, vehicular movement, etc.

Learners are given simplified risk assessment templates to complete, to make them think about the ways they can reduce the risk of injury to themselves, others or the animals they are helping to look after.

Learners think about teamwork when moving animals, for example using a scenario where this is essential, such as bringing in ewes for lambing. In small groups, learners discuss the planning and preparation required before moving the animals, considering routes, equipment and back-up plans, for example having people ready at potential escape points along the route or to close gates. Learners then make plans for the movement and accommodation of different animals.

**Suggested time:** about 5 hours.

### Activity: Handling and moving animals

Tutors demonstrate a range of simple equipment used to handle and restrain animals. In pairs, learners discuss where and when the equipment should be used and how animals should be handled when moving them for a particular purpose, such as during cleaning of their accommodation. Learners are shown equipment for intermediate accommodation, for example cat carriers, and the correct techniques for using them.

Tutors demonstrate the correct way to approach, handle, restrain and move animals. Learners need to be aware of the health and safety aspects of certain animals. Learners practise carrying this out themselves using suitable animals (in terms of temperament and difficulty of being moved).

**Suggested time:** about 4 hours.



**Activity: Preparing and refreshing accommodation to meet animal needs**

Tutors demonstrate how to prepare and refresh accommodation for different types of animal, emphasising the different ways in which the needs of the animals are met through security and cleanliness of accommodation, different bedding types, the temperature of the accommodation and access to feed and water. Learners work in groups and individually to familiarise themselves with the different types of accommodation and bedding.

**Suggested time:** about 8 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You have been asked by a local bird sanctuary to help them over the summer as it is expecting to take delivery of some rescued chickens. They know about the land-based studies course you are on and feel that you would be able to carry out the tasks as a member of their team. To show them that you can help them, you will need to do the following.

- Produce a plan for preparing accommodation for one of the chickens, explaining how you would refresh the coup when necessary, including how you would safely move the chicken out of (and back into) accommodation. The plan must clearly show how the safety of both humans and animals is maintained and how the needs of the animals are met. Your plan should also consider how this fits in with the rest of the team who will be looking after the chickens on the days when you are not there.
- Demonstrate your skills by working as part of a team as you move and accommodate the chickens, communicating with the other members of the team appropriately and clearly.

You must keep a log to evidence your role(s) and involvement in your team when carrying out these tasks.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

Learners are given a similar scenario as the original but in a different context, such as helping a farmer with livestock.

# Unit LBS8: Growing Plants

Level: **1**

Unit type: **Sector (Land-based Studies)**

Guided learning hours: **40**

---

## Unit in brief

Learners will develop skills in growing new plants by taking cuttings and sowing seeds to grow strong, young plants.

## Unit introduction

One of the most satisfying tasks when working with plants is being able to grow your own from new. To do this, you will need to learn some valuable skills, including working safely in a clean and tidy area, knowing which tools and equipment are required and using appropriate techniques to give your new plants the best possible start. Once you have mastered these skills you will be able to grow many different types of plant.

In this unit, you will learn how to grow plants using different methods, such as sowing seeds and taking cuttings, and learn what is needed to grow plants successfully. You will find out about the environmental conditions that seeds and cuttings need to grow into healthy young plants. When your plants have grown, you will learn how to establish them, 'pricking out' new seedlings and 'potting on' young rooted cuttings, providing suitable conditions that mean they will grow into healthy, vigorous plants.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Explore the factors and requirements to successfully propagate and establish young plants
- B** Carry out the propagation and establishment of young plants, demonstrating a consideration of environmental conditions.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Explore the factors and requirements to successfully propagate and establish young plants</p>	<ul style="list-style-type: none"> <li>• Factors to consider when carrying out the propagation and establishment of young plants</li> <li>• Environmental requirements of seeds, seedlings, cuttings and rooted cuttings</li> <li>• Practical skills in the propagation and establishment of young plants</li> </ul>	<ul style="list-style-type: none"> <li>• Learners' plan in a suitable format, with a record of the research carried out.</li> <li>• Tutors complete observations of learners' activities with supporting photographic evidence.</li> </ul>
<p><b>B</b> Carry out the propagation and establishment of young plants, demonstrating a consideration of environmental conditions</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Propagating plants by taking cuttings and sowing seeds</li> <li>• Working safely using appropriate tools and equipment, including personal protective equipment (PPE)</li> <li>• Preparing and providing suitable environmental conditions for propagated plants</li> <li>• Establishing young seedlings and rooted cuttings</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of risks and hazards</li> <li>• Suitable plant material to use for cuttings</li> <li>• Preparation required before sowing seeds</li> <li>• Environmental requirements of propagated plants, seedlings and rooted cuttings</li> </ul>	<ul style="list-style-type: none"> <li>• Finding information</li> <li>• Planning</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Contributing to discussions, listening and responding to others when discussing the risks and hazards of practical work.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Collecting and recording data and organising and presenting information in different ways.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Factors to consider when carrying out the propagation and establishment of young plants

- Plant needs, how plants grow and what they need to grow successfully, e.g. growth media.
- Risks and hazards of practical tasks (sowing seeds, taking cuttings, pricking out seedlings and potting on rooted cuttings).
- Hand tools and equipment required to carry out the propagation and establishment of young plants, e.g. pruning knife, secateurs, sieve, striking board, trays, pots, dibber, bucket, watering can.
- Where seeds come from, how to collect them, different sizes of seed, where to buy them from, preparing seeds before sowing.
- Suitable plant material to take for cuttings, e.g. non-flowering parts, growing tips, healthy plant material.
- How to be hygienic and tidy while working practically.

#### Environmental requirements of seeds, seedlings, cuttings and rooted cuttings

- Suitable environmental conditions for sown seeds, cuttings and pricked out seedlings (temperature, moisture, light, oxygen, growing media).
- How to prepare areas where trays/pots can be placed inside, watering evenly and providing warmth in a light, well-ventilated area.

#### Practical skills in the propagation and establishment of young plants

- Safe use of correct tools and equipment, including PPE such as gloves.
- Safe and hygienic working practices throughout practical tasks, leaving work areas clean and tidy after completing tasks.
- How to sow seeds: preparing seed trays, selecting suitable growing media, filling trays, firming, sieving, striking, sowing seeds evenly, covering (if required) and labelling.
- How to prick out seedlings: selecting suitable containers and growing media, handling of young seedlings by their seed leaf, choosing strong seedlings, placing into growing media and labelling pots.
- How to take vegetative cuttings: preparing growing media in pots/trays, selecting suitable plant material, taking uniform cuttings of different plants and labelling cuttings.
- How to pot up rooted cuttings: preparing suitable growing media and pots, handling newly rooted cuttings, potting into the centre of the pot and firming.

### Transferable skills

- Finding information: finding out the requirements for propagating and establishing young plants, finding sources of information on suitable environmental conditions for sown seeds, cuttings and pricked-out seedlings.
- Planning: ensuring areas are ready and appropriate for sown seeds, choosing suitable propagation methods and times, providing suitable growing environments to support growth and taking safety considerations into account.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the factors and requirements to successfully propagate and establish young plants</b>		
<b>A.P1</b> Demonstrate a limited consideration of the factors and requirements necessary to propagate and establish young plants.	<b>A.M1</b> Demonstrate some consideration of the factors and requirements necessary to propagate and establish young plants.	<b>A.D1</b> Demonstrate consideration of most of the factors and requirements necessary to propagate and establish young plants.
<b>Learning aim B: Carry out the propagation and establishment of young plants, demonstrating a consideration of environmental conditions</b>		
<b>B.P2</b> Use skills to propagate and establish young plants, providing basic environmental conditions.	<b>B.M2</b> Use appropriate skills to propagate and establish young plants, providing suitable environmental conditions.	<b>B.D2</b> Use effective skills to propagate and establish young plants, providing correct environmental conditions.

## Essential information for tutors

### Essential information for assessment decisions

Plants should be selected from a range of easily identifiable annuals and deciduous and evergreen easy to grow shrubs.

**For distinction standard**, learners:

- produce a plan that covers most of the factors and requirements needed for the successful propagation and establishment of the plants they are growing. This includes consideration of environment factors such as water, temperature, light and oxygen, the required resources and equipment needed and a step-by-step breakdown of the activities to carry out throughout the process, with the appropriate timings
- will effectively propagate and establish young plants through successfully selecting and sowing seeds, pricking out seedlings, taking vegetative cuttings of different plants and potting up rooted cuttings. They will successfully carry out most of the required steps to support successful plant growth
- provide the correct environmental conditions, preparing an area where trays/pots can be placed inside, watering evenly and providing warmth in a light, well-ventilated area.

**For merit standard**, learners:

- produce a plan that covers some of the factors and requirements needed for the successful propagation and establishment of the plants they are growing. They will consider some environmental factors such as water and temperature and some of the essential resources and equipment required. They identify some of the steps they need to follow, with broad timelines
- will demonstrate some ability to propagate and establish young plants through appropriately preparing trays, pots and containers and growing material. They follow some of the required steps to support plant growth. They handle seeds, seedlings and cuttings carefully, using suitable plant material, placing and potting up carefully, labelling seeds and cuttings
- provide some of the suitable environmental conditions such as preparing an area where trays/pots can be placed inside and watering evenly.

**For pass standard**, learners:

- produce an outline plan that only considers the basic factors and requirements needed for the successful propagation and establishment of their plants. This may include a consideration of water and some of the basic tools needed
- carry out the basic activities when propagating and establishing the young plants they are growing. This may include using prepared seed trays and supplied containers, pots, trays and growing media. They demonstrate they can handle seeds and cuttings and place and pot up, although not necessarily labelling them
- provide basic environmental conditions by helping to prepare an area where trays can be placed inside and watered.

### Essential resources

For this unit learners need access to:

- plants, seeds and protected environments where cuttings and seeds can be placed
- relevant tools and equipment, including PPE, and the materials needed to be able to complete specific tasks
- horticultural books and the internet for research purposes.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners complete a tour of planted areas, where they identify a range of plants by type, for example bulb, shrub, tree, and discuss how they started life. This could be completed in small groups. Learners watch an episode or a clip from *The Private Life of Plants* to compare how plants end up growing where they are and what they need to survive.

In class, learners discuss the essential health, safety and hygiene considerations of propagation, including risks and hazards, appropriate use of PPE and suitable tools and equipment, for example pruning knife, secateurs, trays, pots, labels, and how to be clean and tidy while working practically.

Health, safety and hygiene information could be displayed on a poster, factsheet or flyer.

**Suggested time:** about 4 hours.

### Activity: Environmental requirements of seeds

Learners work in small groups or pairs to complete a classroom experiment, providing seeds with a range of environmental conditions to monitor what seeds actually need to germinate. Using cress seeds (for speed) learners could be directed to provide only some of a seed's requirements, for example water but no oxygen, light or warmth; light but no oxygen, warmth or water; warmth but no water, oxygen or light; oxygen but no water, warmth or light. The results can then be monitored over a few days and presented on a graph to show each day's progress.

A range of seeds could be brought in by tutors and learners could discuss which plants they belong to, for example coconut, acorn, conker, runner bean, poppy seed, to show the difference in sizes.

**Suggested time:** about 5 hours.

### Activity: Cuttings

Tutors lead an activity on the identification of suitable material for cuttings, i.e. healthy, non-flowering, from the correct part of the plant, for example the growing tips, and taken at the correct time of year. In pairs, learners gather different types of plant material following the identification to demonstrate understanding.

Learners carry out a research task to find out what environmental conditions cuttings need to be able to produce roots and grow a new plant. The findings could be shared with the group. Learners then plan where they will put their cuttings so they grow successfully.

**Suggested time:** about 3 hours.

### Activity: Sowing seeds

With guidance from tutors, learners select appropriate tools and equipment, including PPE. Learners then plan how they will sow their seeds.

Learners practise preparing seed trays with suitable growing media, carrying out seed sowing and providing suitable environmental conditions safely and hygienically. Tutors discuss with learners the tasks they are carrying out. Learners could also discuss as a class what was carried out and why.

Learners should be encouraged to take photographs and keep propagation records in the form of a diary that details the date, plants, propagation method used and the development seen.

**Suggested time:** about 5 hours.



**Activity: Pricking out seedlings**

With tutor guidance, learners select appropriate tools and equipment, including correct PPE. Learners then plan how they will prick out their seedlings.

Learners practise pricking out new seedlings and providing suitable environmental conditions safely and hygienically.

Learners should be encouraged to take photographs and keep propagation records in the form of a diary that details the date, plants, number of seedlings pricked out and the aftercare given.

**Suggested time:** about 5 hours.

**Activity: Taking vegetative cuttings**

With guidance from tutors, learners select appropriate tools and equipment, including correct PPE. Learners then plan how they will take vegetative cuttings.

Learners practise taking uniform cuttings of at least two different plants and providing suitable environmental conditions safely and hygienically.

Learners should be encouraged to take photographs and keep propagation records in the form of a diary that details the date, plants, propagation method used and the development seen.

**Suggested time:** about 5 hours.

**Activity: Potting up rooted cuttings**

With guidance from tutors, learners select appropriate tools and equipment, including correct PPE. Learners then plan how they pot up rooted cuttings.

Learners practise potting up rooted cuttings and providing suitable environmental conditions safely and hygienically.

Learners should be encouraged to take photographs and keep propagation records in the form of a diary that details the date, plants, amount of cuttings that were successful and the aftercare given.

**Suggested time:** about 5 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

A local charity has contacted your centre asking if the learners taking land-based studies courses could donate some plants for its August open day. It is early spring so your tutor explains that you have time to produce a good range and quantity of plants to help them raise money.

Your tutor sets you a task to research cuttings that are fast-growing, like herbs and annual seeds, that will sell well and flower in the summer. You will then plan the task, including propagation methods and times, the correct environmental conditions to support growth and how safety has been considered. This could take place either in class using given textbooks, supplier catalogues and internet searches or by visiting local garden centres.

Once you have completed your plan you will share it with your tutor to discuss its strengths and areas for improvement.

Based on your plan, you will then propagate and establish young plants safely using the correct tools, equipment and PPE, carrying out all the steps and completing the activity within the agreed timescale. You will follow all relevant safety procedures correctly.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You have been asked to work as a volunteer at a local primary school's gardening club to grow plants for its new wildlife garden. The school would like you to help the children grow plants from seeds with lots of flowers that will attract bees and butterflies, and take cuttings of two overgrown plants they would like to dig up, for example a sage and a fuchsia.

You will research plants that you can grow from seed that encourage insects and how to take cuttings of the sage and fuchsia. You will need to plan the task, including propagation methods and times, the correct environmental conditions to support growth and how safety has been considered. This could take place either in class using given textbooks, supplier catalogues and internet searches or by visiting local garden centres.

Once you have completed your plan you will share it with your tutor to discuss its strengths and areas for improvement.

Based on your planning, you will then propagate and establish young plants safely using the correct tools, equipment and PPE, carrying out all the steps and completing the activity within the agreed timescale. You will follow all relevant safety procedures correctly.

# Unit LBS9: Caring for and Keeping Plants Healthy

Level: **1**

Unit type: **Sector (Land-based Studies)**

Guided learning hours: **40**

---

## Unit in brief

Learners will develop skills in caring for plants and keeping them healthy, and will improve their own performance through self-review.

## Unit introduction

Plants need air, light, warmth, water and nutrients. Did you know that if they don't get all of these they can become unhealthy? Some plants may thrive with very little care or maintenance – if you look closely however, you will see that these plants often show signs of neglect. Plants can be healthy and grow without our help but we can help to make sure that they have everything they need to grow healthily.

In this unit, you will carry out the practical care and maintenance of plants to keep them healthy. This will include ensuring you are using the correct tools and equipment and checking for risks and hazards. You will develop pruning skills to remove unwanted growth, remove debris and weeds from planted areas and provide additional nutrients to plants. You will learn how the care you give your plants will ensure that they remain healthy and strong. Healthy plants are not only stronger and more able to recover from difficult situations but they are also more likely to produce more fruits, flowers and healthy growth. You will develop skills in learning how to identify the signs that a plant is healthy or unhealthy, including recognising common pests and diseases. You will have the opportunity to review how you carried out the care and maintenance activities. Once you know what you are looking for you'll find yourself looking at plants everywhere you go to check their health.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Carry out care and maintenance activities to keep plants healthy
- B** Review own performance in caring for and keeping plants healthy.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out care and maintenance activities to keep plants healthy	<ul style="list-style-type: none"> <li>Factors to consider when carrying out routine care and maintenance tasks to ensure plants remain healthy</li> <li>Practical skills in providing care and keeping plants healthy</li> </ul>	<ul style="list-style-type: none"> <li>Tutors complete observations of learners' activities.</li> <li>A log/blog that records the activities that learners undertake and what they have learned.</li> <li>Review of performance.</li> </ul>
<b>B</b> Review own performance in caring for and keeping plants healthy		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Pruning to remove unwanted growth</li> <li>Identifying and removing weeds and debris</li> <li>Providing plants with nutrients</li> <li>Managing own safety when caring for and keeping plants healthy, including the safe use of tools and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Checking for risks and hazards and how to reduce them</li> <li>Identifying the visual signs of healthy and unhealthy plants</li> <li>Recognising common pests and diseases</li> <li>How to care for and keep plants healthy</li> </ul>	<ul style="list-style-type: none"> <li>Managing information</li> <li>Self-management and development</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Preparing and contributing ideas and opinions to discussions.</li> <li>Presenting information/points of view, using appropriate language.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Working out areas and perimeters in practical situations.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Factors to consider when carrying out routine care and maintenance tasks to ensure plants remain healthy

- How to check for and reduce the risks and hazards of routine practical tasks to ensure plants remain healthy.
- Signs of healthy and unhealthy plants:
  - signs, e.g. foliage colour, strength or weakness in structure, flower size and quantity and fruit quality and quantity
  - identification of unwanted growth on plants, including dead, dying or diseased (DDD) plants, excessive growth, dead flower heads and seed heads.
- Common pests and diseases that affect plant health:
  - pests, e.g. greenfly, slugs, scale insects
  - diseases, e.g. powdery mildew, potato and tomato blight
  - recognising if a pest or disease is the cause of a plant being unhealthy.
- Threats to plant health, such as:
  - lack of nutrients that can cause growth problems, focusing on the three major nutrients: nitrogen (N) for foliage, phosphorus (P) for roots and shoots and potassium (K) for fruits and flowers
  - weeds that take light, nutrients and space away from plants.

#### Practical skills in providing care and keeping plants healthy

- Correct tools and equipment for pruning, removing debris, weeding and providing nutrients. Safe use of tools and equipment, including correct use of personal protective equipment (PPE).
- Basic pruning tasks to remove unwanted growth.
- Removing and correctly disposing of organic and inorganic debris from around plants.
- Identifying common weeds – weed removal and correct disposal of whole weed, including roots.
- Providing nutrients, e.g. liquid feed, granular and slow release feed.
- Leaving planted areas clean, tidy and presentable after completing care and maintenance tasks.
- Correct safe working procedures.

#### Transferable skills

- Managing information: collecting and using information to find out how to care for and keep plants healthy, and how and when to carry out required care and maintenance tasks, e.g. pruning, removal of debris, weeding and providing nutrients.
- Self-management and development: reviewing own performance of caring for and keeping plants healthy, to include whether activities were successful, whether plants are healthier, what differences the activities have made, how the information collected during the care and maintenance of a plant compares to the expected standards for healthy growth, how well the task was completed, use of feedback, what could be changed or done differently, self-development plans.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out care and maintenance activities to keep plants healthy</b>		
<b>A.P1</b> Carry out routine care and maintenance activities to keep plants healthy.	<b>A.M1</b> Carry out routine care and maintenance activities on plants, identifying the factors that are keeping them healthy.	<b>A.D1</b> Carry out routine care and maintenance activities on plants successfully, describing the factors that are keeping them healthy.
<b>Learning aim B: Review own performance in caring for and keeping plants healthy</b>		
<b>B.P2</b> Review own performance in caring for and keeping plants healthy.	<b>B.M2</b> Review own performance in caring for and keeping plants healthy, identifying strengths and weaknesses.	<b>B.D2</b> Review own performance in caring for and keeping plants healthy, suggesting ways to improve.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- carry out routine care and maintenance activities that keep the plants they are looking after healthy. They select appropriate tools and equipment for most tasks, carrying out basic pruning tasks safely and confidently, identifying and removing organic and inorganic debris and weeds around planted areas and separating them to be disposed of correctly. They select and provide the most appropriate nutrients to meet plant needs
- keep a record of most of their activities in a clear and well-organised format, giving details of how the activities they have carried out have met the health needs of the plants and how they followed safe working practices
- review own performance in caring for and keeping plants healthy, giving details of their strengths and weaknesses and suggesting ways for improvement. They will consider: were the activities successful? Are plants healthier? What difference has been made? Was the work completed effectively? What improvements could be made in my own performance? Did information collected during activities meet expected standards?

**For merit standard**, learners:

- carry out routine care and maintenance activities that contribute to keeping the plants they are looking after healthy. They select most of the correct tools and equipment for tasks, carrying out basic pruning tasks with some errors, identifying and removing organic and inorganic debris and weeds around planted areas and disposing of them safely. They provide nutrients to plants appropriately, showing some evidence of selecting different methods to meet some plant needs
- keep a record of some of the activities they have carried out in a clear format, giving outline details of how these activities have met the health needs of the plants and how they followed safe working practices
- review own performance in caring for and keeping plants healthy, with some reflection on the strengths and weaknesses of the care and maintenance activities they used. They will consider: are plants healthier? Was the work completed successfully?

**For pass standard**, learners:

- carry out routine care and maintenance activities for the plants they are looking after, which do not necessarily keep the plants they are looking after healthy. They select tools and equipment with some guidance from tutors, removing organic and inorganic debris and weeds around planted areas, but may need prompting to dispose of them. They will provide nutrients to plants, although they may not always use the most appropriate or effective method
- keep an outline record of the activities they have carried out and how they followed safe working practices
- carry out a basic review of how well they kept plants healthy through asking what went well and what improvements could be made.

### Essential resources

For this unit, learners must have access to:

- planted areas where they can work practically
- relevant tools and equipment, including PPE, and the materials needed to complete tasks
- horticultural books and the internet for research purposes.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners are shown practical working areas of the grounds that tutors intend them to use to care for and maintain the health of plants; this could be working in small groups or individually. Learners identify plant types, for example trees, shrubs, conifers and annuals, and tutors identify plants by their common names. Learners then start to think about the areas and the plants in them and put together ideas about simple care and maintenance activities to be carried out over a period of time. These ideas could then be shared with the group.

A guest speaker, for example a local landscape gardener or head gardener, could be invited to speak about maintenance tasks that are carried out regularly.

**Suggested time:** about 6 hours.

### Activity: Health and safety of practical tasks

Learners carry out risk assessments for care and maintenance tasks to identify the risks and hazards of working practically, including pruning to remove unwanted growth, removal of debris around plants, removal of weeds from the surrounding area and providing nutrients to plants. Learners could discuss risks and hazards in groups but individual risk assessments must be completed.

Learners identify the tools and equipment that will be used when carrying out practical tasks, learning about their correct use and post-use maintenance.

**Suggested time:** about 4 hours.

### Activity: Visual signs of healthy and unhealthy plants

Tutor-led discussion about finding information. What do learners do when they need to find something out?

In groups, learners use books and the internet to find out:

- how to identify unwanted plant growth, including DDD plants, excessive growth, dead flower heads and seed heads
- about common pests and diseases, how to recognise them and how they affect plant health
- how to care for and keep plants healthy.

Each group could present their findings to the other learners.

Learners make annotated posters, 3D models or factsheets that show the visual signs of healthy and unhealthy plants, including foliage colour, strength or weakness in structure, flower size and quantity and fruit quality and quantity.

**Suggested time:** about 5 hours.

### Activity: Pruning unwanted growth

With guidance from tutors, learners select appropriate tools, equipment and PPE. Learners practise carrying out pruning tasks safely, disposing of waste correctly, leaving the area clean and presentable and cleaning and putting away tools afterwards. Tutors discuss with learners the tasks they are carrying out. Learners could also discuss as a class what was carried out and why. Learners take before and after photos to form part of their review of own performance.

**Suggested time:** about 4 hours.



**Activity: Removing debris and weeds around planted areas**

With guidance from tutors, learners select appropriate tools, equipment and PPE. Learners verbally identify weeds and practise clearing debris and removing weeds safely, disposing of organic and inorganic waste correctly, leaving the area clean and presentable and cleaning and putting away tools afterwards. Tutors discuss with learners the tasks they are carrying out. Learners could also discuss as a class what was carried out and why.

Learners take before and after photos to form part of their review of own performance.

**Suggested time:** about 4 hours.

**Activity: Providing nutrients to plants**

With guidance from tutors, learners select appropriate tools, equipment and PPE. Learners work out amounts and areas and practise providing nutrients to plants safely, disposing of waste correctly, leaving the area clean and presentable and cleaning and putting away tools afterwards. Tutors discuss with learners the tasks they are carrying out. Learners could also discuss as a class what was carried out and why.

Learners take before and after photos to form part of their review of own performance.

**Suggested time:** about 4 hours.

**Activity: Review of own performance**

Learners evaluate the practical skills they used to care for and keep plants healthy, asking themselves: were they successful? Are plants healthier as a result of my work? What difference have I made? Did I work effectively? Did I enjoy the task? How might I change my performance? Learners could work in pairs to support the review process by commenting on each other's work.

Learners use before and after photos, tutor observations, feedback from others and risk assessments to review their own performance, suggesting ways to improve.

**Suggested time:** about 2 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You have an elderly neighbour who is struggling to keep on top of caring for and maintaining the plants in their garden. They know about the land-based studies course you are on and hope that you will be able to help them carry out the tasks.

You will need to find out how to care for and keep the plants healthy. This could take place either in class using textbooks or internet searches, or by speaking to local landscape gardeners or garden centre staff. As part of this you will need to find out about the signs of healthy and unhealthy plants and common pests and diseases that can affect plant health.

Your neighbour has asked you to help prune an evergreen hedge of mixed plants, including laurel, and to remove weeds and debris from the mixed plant borders, which include heathers, conifers and some small deciduous shrubs. They would also like you to liquid feed and deadhead the various annual plants in containers and hanging baskets around the garden.

You will need to select the correct tools, equipment and materials and follow safe working procedures as you carry out the tasks listed above.

Once you have completed the tasks you will need to review how you carried them out by looking at your strengths and areas for improvement and suggesting ways to improve.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

As part of your land-based studies course your tutor has asked you to attend a volunteering day for a local Scout group. The areas around its meeting hall have become overgrown and messy and they need someone who can give some basic advice on what needs doing and to carry out some of the care and maintenance tasks.

There are three large deciduous trees that have dropped their leaves and have very low, eye-level branches, a messy hedge that is full of litter and two raised sleeper beds that have litter and dead annual plants in them.

You will need to find out about how to care for and keep the plants healthy. This could take place either in class using textbooks and internet searches, or by visiting local parks and gardens to ask for advice. As part of this you will need to find out about the signs of healthy and unhealthy plants and common pests and diseases that can affect plant health.

You will need to select the correct tools, equipment, materials and PPE and follow safe working procedures as you carry out the tasks.

Once you have completed the tasks you will need to review how you carried them out by looking at your strengths and areas for improvement and suggesting ways to improve.

# Unit LBS10: Using Workshop Tools in a Land-based Setting

Level: **1**

Unit type: **(Sector) Land-based Studies**

Guided learning hours: **40**

---

## Unit in brief

Learners will develop skills in using and looking after workshop tools commonly found in a land-based setting.

## Unit introduction

Do you know the difference between an adjustable spanner and a pair of pliers? Can you use tools to repair or carry out maintenance on machines? Do you know how to look after hand and power tools? Applying practical skills in using and looking after workshop tools is vitally important in land-based business operations. These skills, used safely and efficiently, contribute greatly to the success of businesses and individuals in a land-based setting.

In this unit, you will develop good working practices in the safe use of hand and power tools. Tools used might include saws, chisels, spanners and screwdrivers, and power tools such as drills. You will learn how to use instruction manuals to find out the correct ways to use and maintain tools, keep a work area clean, tidy and safe, and store tools sensibly. You will develop planning skills when using instruction manuals in preparation for carrying out tasks. You will also develop your problem-solving skills by making decisions, such as how to manoeuvre the tool safely in a limited space.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Prepare for the use of workshop tools for a given purpose
- B** Select and use workshop tools in a land-based setting for a given purpose.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Prepare for the use of workshop tools for a given purpose	<ul style="list-style-type: none"> <li>• Factors to consider when choosing the right tool to carry out a task</li> <li>• Using tools for a task safely</li> <li>• Looking after tools safely</li> </ul>	<ul style="list-style-type: none"> <li>• Learners' plan for using and looking after tools.</li> <li>• Tutors complete observations of learners' activities with supporting photographic evidence.</li> </ul>
<b>B</b> Select and use workshop tools in a land-based setting for a given purpose		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Selecting and using tools for a specific purpose</li> <li>• Maintenance of tools</li> <li>• Managing own safety and that of others</li> <li>• Maintaining a clean and tidy workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Types of tool and their functions: hand and power tools</li> <li>• Types of maintenance activity</li> <li>• Use of instruction manuals</li> <li>• Safe working practices</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Making decisions</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Reading appropriate information and identifying key points.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Extracting information from tables, diagrams and charts and measuring and converting units of measure.</li> <li>• Understanding and using fractions.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Factors to consider when choosing the right tool to carry out a task

- Tools might include screwdrivers, spanners, chisels, handsaws, adjustable spanners, pliers, power drills and grinders.
- Choosing a tool:
  - unit of size – metric or imperial
  - relating tool to item to be worked on
  - size of fitting – deciding on best tool or equipment to be used
  - recognising fitting, e.g. use of flat-head or cross-head screwdrivers
  - care to be taken, ease of use, e.g. short or long handle, large or small handle, adjustable spanner or ordinary spanner
  - access – room to get at the task and apply the right tool or equipment, room to see the item being worked on
  - moving and carrying tools and the health and safety of self and others nearby.

#### Using tools for a task safely

Tasks might include removing or replacing a part, adding a new part, removing and cleaning or replacing a filter, and replacing items such as a wing mirror or seat.

- Dexterity – holding the tool correctly, applying the tool to the task, ease of use of the tool.
- Using manuals and carrying out tasks in the correct order.
- Interpreting diagrams in instruction manuals or textbooks to know how to use tools.
- Using basic techniques safely to use tools to replace or repair fittings to meet given objectives.

#### Looking after tools safely

- Using instruction manuals and carrying out tasks safely and in the correct order.
- Interpreting diagrams in instruction manuals or textbooks to know how to look after tools and what to maintain.
- Maintaining tools: sharpening, removal of burrs, maintenance of handles, including wood and plastic, lubrication and oiling, rust prevention.
- Checking completed task to ensure all tools are fit for purpose, e.g. all secure and tightened adequately.
- Methods of working – taking tools apart and putting them together, keeping parts in a tidy manner, correct safe working procedures.
- Storing tools, avoiding damage to sharp edges and surfaces, ease of finding tools and maintenance.
- Considering how to prevent rust on metal tools, wiping them clean and oiling lightly.

### Transferable skills

- Planning: e.g. forming a plan to carry out the task or to maintain or sharpen a tool, using instruction manuals both for the machinery and for the tools when applicable, identifying tasks to be carried out and the order to carry them out in, timescales for completion.
- Making decisions: types of problem and solution, e.g. health and safety and how to minimise hazards by ensuring work area is clean and tidy with no obstructions, other types of problem, e.g. which type of tool is most appropriate for the task, how to use tools in a limited space, how faults with tools could be rectified.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Prepare for the use of workshop tools for a given purpose</b>		
<b>A.P1</b> Produce an outline plan in preparation for using workshop tools for a given purpose.	<b>A.M1</b> Produce a plan in preparation for using workshop tools for a given purpose, outlining why it is appropriate.	<b>A.D1</b> Produce a detailed plan in preparation for using workshop tools for a given purpose, describing why it is appropriate.
<b>Learning aim B: Select and use workshop tools in a land-based setting for a given purpose</b>		
<b>B.P2</b> Select and use workshop tools for a given purpose safely, following some of the steps within given procedures.	<b>B.M2</b> Select and use workshop tools for a given purpose safely, following some given procedures.	<b>B.D2</b> Select and use workshop tools for a given purpose safely and confidently, following most given procedures.
<b>B.P3</b> Maintain workshop tools for a given purpose safely.	<b>B.M3</b> Maintain workshop tools for a given purpose safely and effectively.	<b>B.D3</b> Maintain workshop tools for a given purpose safely and confidently.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- produce a detailed plan in preparation for using workshop tools that relates clearly to the given purpose, e.g. its takes into account gaining access or positioning, moving and carrying tools. The plan will include most of the details in relation to the tools needed, correct details of safety procedures to follow, including the use of PPE, steps to be taken and sequence of work, and resources or equipment needed for maintenance
- select, use and maintain workshop tools for a given purpose with little or no hesitation, following most given procedures, and in a timescale that reflects real working practice. It will be clear that learners have a good understanding of the steps to follow and they will hold and control the tools with certainty. Learners follow safe working practices and work efficiently to minimise wasting time or resources, taking care to avoid damage to other components and to the tools themselves, and maintaining their own safety and that of others nearby
- check their work and explain what checks are being made and why, e.g. to confirm that tools are fit for purpose
- make realistic and appropriate decisions to solve problems, e.g. taking into account time, resources, safety of self and others, and industry practice
- leave the work area safe and tidy and return all tools to their stored positions, without prompting.

#### For merit standard, learners:

- produce a plan in preparation for using workshop tools that relates to the given purpose, e.g. taking into account gaining access or positioning, although they may not go in to detail about the importance of this. The plan will include some details of the tools needed, the main safety procedures to follow, the main steps to be taken and the main resources or equipment needed for maintenance
- select, use and maintain workshop tools for a given purpose, following some given procedures and working in an appropriate sequence, with few errors, e.g. selecting the incorrect tool or over/under tightening the fitting. They work within a timescale that would be acceptable in real working practice. Learners show they have an understanding of the steps to follow and hold and control the tools correctly. They follow safe working practices, with some consideration of not wasting time or resources, taking care to avoid damaging components and tools, and maintaining their own safety and that of others nearby
- check their work and describe what checks are being made, although they may not give details of the importance of the checks
- make decisions to resolve problems, although they may not give reasons for their decisions
- leave the work area safe and tidy and return the tools to their stored positions, with little prompting.

**For pass standard**, learners:

- produce an outline plan in preparation for using workshop tools with brief details of how this would meet the given purpose. The plan will outline the tools needed and the safety issues, giving an indication of the steps to be taken and the material or equipment needed for maintenance
- select, use and maintain workshop tools for a given purpose within a given timescale, following some, but not all, the steps in given procedures. Learners follow safe working practices and hold some of the tools correctly, taking care to avoid damaging them
- make straightforward decisions to help come up with solutions to problems, e.g. using another tool, changing own position
- carry out some checks of their work and outline the checks they have made
- leave the work area safe and tidy once the task has been completed, including returning most of the tools to their stored positions, with some prompting.

### **Essential resources**

For this unit, learners will need access to:

- appropriately resourced land-based workshops. Workshop access must be regular and supervised
- appropriate personal protective equipment (PPE), to include safety boots and overalls as well as barrier creams, aprons, eye protection and gloves.

Sufficient equipment should be available to allow learners to gain experience of a range of powered and non-powered tools. Non-powered tools should include screwdrivers, spanners, socket sets, hammers and pliers in a variety of sizes, and be in both metric and imperial units. Hand tools for measuring, marking out and cutting, e.g. rules, squares, centre punches and hacksaws, and power tools for drilling, grinding and cutting should be available.



## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners think about tools they may have used and maintained.

Learners have the opportunity to talk to a guest speaker, for example a workshop manager or machine operator, about workshops, organisation of tasks and the need for good maintenance of tools.

Learners discuss why it is good to plan when using and maintaining tools and the types of problem that they may need to solve.

In small groups, learners familiarise themselves with the workshop facilities and available tools, with the support of tutors.

**Suggested time:** about 3 hours.

### Activity: Practical demonstration – using tools for specific purposes

Tutors or guest speakers show learners how to use a variety of tools to carry out simple tasks. This will include planning the work and identifying and solving problems such as access to work, lighting, what tools to use and sequence of operations.

Tutors facilitate a whole-group discussion on the features, application and correct use of tools.

**Suggested time:** about 3 hours.

### Activity: Practical task – using tools for specific purposes

Learners are given a variety of scenarios that involve using tools and choose tools to practise carrying them out. Tutors could provide simple task cards to help learners plan the steps of a task to be carried out, including health and safety issues.

Learners use instruction manuals to find out how to use the tools correctly, and what needs to be checked by the operator of the machines being worked on.

Learners compare their work with others and discuss possible problems and the decisions they would make to resolve them.

**Suggested time:** about 10 hours.

### Activity: Practical demonstration – maintenance of tools

Tutors or guest speakers show learners a range of tools and discuss their purpose and how they are best maintained. This will include planning maintenance and identifying and solving problems such as positioning of the tool, lighting and sequence of operations.

Learners discuss the health and safety considerations relating to completing workshop tasks and the PPE that should be worn in a variety of scenarios.

**Suggested time:** about 2 hours.

### Activity: Practical task – maintenance of tools

Learners work individually or in small groups to practise carrying out maintenance on a variety of tools, including sharpening as applicable. Tutors might provide simple task cards to help learners plan the steps of a task to be carried out, including health and safety issues.

Learners could use instruction manuals to find out how to maintain the tools.

Learners should compare their work with others and discuss possible problems and the decisions they would make to resolve them.

A guest speaker, such as a workshop manager or fitter, could be invited to speak about safe practices in workshops and/or a visit to a commercial workshop could take place.

**Suggested time:** about 10 hours.

**Activity: Practical demonstration – task completion**

Tutors facilitate a whole-group discussion on how tools and work areas should be left after the end of a task. Learners use the outcomes of this discussion and what they have found out in instruction manuals to produce a leaflet, poster or presentation. Tutors facilitate their production. Tutors carry out a task, or use one of the learners' tasks, to show how to safely finish off a task and clean and put tools away.

**Suggested time:** 2 hours.

**Activity: Practical task – task completion**

Learners could work individually or in small groups to practise storing tools safely and correctly, ensuring tools and the work area are left in a tidy and clean condition. They check the work carried out to ensure that it is correct and safe; if not then the condition is identified and noted.

**Suggested time:** about 2 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You have been asked by a local organisation delivering land-based courses to help with an open day it's holding in the land-based department. It wants to show potential learners the activities they would be involved when using workshop tools as part of their land-based studies.

As part of the open day, you will select tools and demonstrate them to visitors, and then after the event carry out maintenance of the tools used – sharpening, removal of burrs, repairing handles, lubricating and oiling, rust prevention. Examples of the use of tools would include removing an air filter, removing/replacing/fitting a part such as a new mirror, simple seat, engine cover or guards. You will need to carry out the activities within agreed timescales as there is a programme for the day with set times for particular demonstrations. You will also need to consider the health and safety considerations involved with using workshop tools.

You will need to plan the steps to be taken in order to carry out the activities safely and correctly, following all relevant safety procedures. You will also need to make decisions to develop realistic solutions to problems, recording problems as you come across them.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You have been asked by a friend who owns and runs a large farm to help them carry out a number of tasks that will involve selecting and using workshop tools. You will need to carry out maintenance activities on the tools after you have completed the tasks.

You will need to ensure that you work safely, plan for the tasks and make decisions in order to solve any problems that you come across.



# Unit LBS11: Using Land-based Machinery

Level: **1**

Unit type: **Sector (Land-based Studies)**

Guided learning hours: **40**

---

## Unit in brief

Learners will develop skills in using and maintaining land-based machinery, following guidelines and procedures. Learners will review how they have carried out these activities.

## Unit introduction

Do you know the types of machinery used in land-based operations for transport and to power, pull and push equipment? Do you know how they work and would you know how to prepare, maintain, and use them? The land-based industries use a wide range of power units, such as tractors, ride-on mowers, utility vehicles and all-terrain vehicles (ATVs). When machinery breaks down it is often because it has been poorly maintained. This can be costly to the business in both time and money. Many tasks are weather-dependent and a breakdown could cause problems for the successful growth or management of the business. On the other hand, good and regular maintenance can increase the life of machinery and ensure that it performs to its intended potential. It is therefore vital that equipment is well maintained.

In this unit, you will learn about and become familiar with a range of machinery used for land-based operations. You will develop practical skills, following guidelines and procedures, in the preparation, basic operation and maintenance of different types of land-based machinery. You will safely start and stop, manoeuvre and carry out basic operator maintenance, such as checking oil, coolant and fuel levels, on a selected machine. As part of the unit you will review how you carried out these activities.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Use and maintain land-based machinery following guidelines and procedures
- B** Review own performance when using, maintaining and manoeuvring land-based machinery.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Use and maintain land-based machinery following guidelines and procedures</p>	<ul style="list-style-type: none"> <li>• Factors to consider before starting a machine</li> <li>• Skills for operating a machine safely</li> <li>• Skills for carrying out basic operator maintenance safely</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors complete observations of learners' activities with supporting photographic evidence.</li> <li>• Review own performance.</li> </ul>
<p><b>B</b> Review own performance when using, maintaining and manoeuvring land-based machinery</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Starting and stopping machinery, including pre-start checks</li> <li>• Managing own safety and that of others</li> <li>• Performing operator maintenance</li> <li>• Manoeuvring machinery</li> </ul>	<ul style="list-style-type: none"> <li>• Following procedures and operator instruction manuals</li> <li>• Common machine features</li> <li>• Machine controls</li> <li>• Safety considerations when starting and stopping, manoeuvring and performing operator maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Managing information</li> <li>• Self-management and development</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Reading and finding relevant information.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Factors to consider before starting a machine

- Getting on and off, cold starting, fuelling procedures, e.g. keeping tank full overnight.
- Understanding signs (decals) and meters.
- Finding main controls, e.g. gauges, levers, buttons for electronics, pedals, dipsticks.
- Using operator manuals.
- Ground conditions, e.g. hard, soft, sloping.
- Types of powered machinery such as compact tractors, four-wheeled all-terrain vehicles, ride-on mowers and utility vehicles.

#### Skills for operating a machine safely

- Assessing risks and hazards and identifying ways to minimise them.
- Choosing machinery suitable for a given operation, e.g. crop production, ground care, forestry, conservation.
- Carrying out pre-start checks, e.g. oil, coolant, diesel, tyres, battery and following the maintenance schedule.
- Operating tractor/power unit: selection of appropriate gear and speed to match ground/road conditions.
- Starting and stopping the machine.
- Considering safety of self and others close by and avoiding collisions.
- Using clutch and gears to manoeuvre forwards and backwards and around bends.

#### Skills for carrying out routine operator maintenance safely

- Using operator instruction manual to identify requirements and find information, understanding manual layout and index.
- Following safe working practices, e.g. use of barrier cream, risk assessments, engine turned off, brakes applied.
- Carrying out maintenance and using operator instruction manual for service/maintenance schedules, e.g. filters, checking tyre pressures, lubrication, checking and replacing worn parts, cleaning, keeping work area clean and tidy, checking oil, fuel and coolant levels.
- Working safely in the workshop, e.g. use of axle stands, personal protective equipment (PPE), blocks, correct storage.
- Disposing of waste safely and legally.
- Keeping records of work carried out.

### Transferable skills

- Managing information: collecting and using information from procedures and operator instruction manuals, e.g. carrying out pre-start checks, procedures for safe starting and safe operation and what operator maintenance should be carried out, identifying the relevance of the information.
- Self-management and development: reviewing own performance when using, maintaining and manoeuvring land-based machinery, e.g. all listed or identified tasks carried out, satisfactory operation of machine.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Use and maintain land-based machinery following guidelines and procedures</b>		
<b>A.P1</b> Operate land-based machinery safely, following given instructions and demonstrating simple manoeuvres with guidance.	<b>A.M1</b> Operate land-based machinery safely, following given instructions and demonstrating simple manoeuvres with some level of control.	<b>A.D1</b> Operate land-based machinery safely, following given instructions and demonstrating complex manoeuvres correctly with a level of control.
<b>A.P2</b> Carry out routine maintenance tasks on land-based machinery safely, following given guidelines.	<b>A.M2</b> Carry out routine maintenance tasks on land based machinery safely and following given guidelines correctly.	<b>A.D2</b> Carry out routine maintenance tasks on land based machinery safely and effectively, following given guidelines confidently.
<b>Learning aim B: Review own performance when using, maintaining and manoeuvring land-based machinery</b>		
<b>B.P3</b> Review own performance of using, maintaining and manoeuvring land-based machinery, using feedback from others.	<b>B.M3</b> Review own performance of using, maintaining and manoeuvring land-based machinery, identifying strengths and weaknesses.	<b>B.D3</b> Review own performance of using, maintaining and manoeuvring land-based machinery, suggesting ways to improve.



## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- show that they can follow procedures and guidelines logically and with confidence. It will be clear that they have a good understanding of the steps to follow
- carry out pre-start checks with little or no hesitation, demonstrating that they are confident in working with the machinery. They work safely and are clear about the safety issues that might occur
- demonstrate that they are at ease when operating machinery (getting on and off and starting, stopping and parking), reflecting operator instruction manuals and safe working practices
- manoeuvre the machinery with confidence and little hesitation, demonstrating a good understanding of the correct and safe way to manoeuvre the machinery and carry out complex manoeuvres such as moving forwards and backwards in a confined area, around a site on clear level ground, left and right turns and reversing the machine into a limited area. Learners control the machinery independently, without the need for guidance from tutors
- carry out routine maintenance tasks, following given guidelines to ensure they work safely at all times. The routine maintenance they carry out will be effective in terms of rectifying the issues, minimising any waste of resources and time and being completed in a timescale that reflects industry practice
- review own performance, giving details about their strengths and areas for improvement and suggesting ways to improve their performance that are realistic and within their capacity to implement, e.g. improving organisation and planning for subsequent tasks.

#### For merit standard, learners:

- show that they can follow procedures and guidelines correctly. They show an understanding of the steps to follow but may need some prompting
- ensure the appropriate pre-start checks are carried out successfully by working safely and effectively. They have some awareness of the safety issues that might occur and the warning signs to be aware of
- operate machinery (getting on and off and starting, stopping and parking) effectively, reflecting safe working practices and the main aspects of operator instruction manuals
- manoeuvre the machinery correctly, demonstrating an understanding of the correct and safe way to manoeuvre the machinery. They carry out simple manoeuvres such as moving forwards and backwards in a clear, level area and in a limited space (a site that includes an area to reverse into). Learners control the machinery appropriately but may need to seek some guidance from tutors
- carry out routine maintenance tasks, following given guidelines correctly to ensure they work safely. The routine maintenance they carry out will be appropriate in terms of rectifying the issues and being completed within an acceptable timescale
- review own performance, giving details about their strengths and areas for improvement.

#### For pass standard, learners:

- show that they can follow procedures and guidelines. They show they have an awareness of the steps involved, with some prompting
- carry out pre-start checks safely
- operate machinery (getting on and off and starting, stopping and parking) safely, which may not include all the required steps and they may need some assistance
- manoeuvre the machinery, demonstrating simple manoeuvres such as moving forwards and backwards in a clear, level area, as well as turning to the left and to the right. They work safely but will need prompting and clarification from the tutor
- carry out a routine maintenance task such as checking oil levels, following given guidelines to ensure they work safely
- use feedback from others to review own performance.

## Essential resources

For this this unit, learners will need access to:

- appropriate PPE, including safety boots and overalls as well as barrier creams and gloves
- appropriate workshop facilities with tools and equipment
- a range of powered machinery such as compact tractors, four-wheeled all-terrain vehicles, ride-on mowers and utility vehicles. All machinery should have gearboxes
- operator instruction manuals for the machinery
- a safe, flat and level area for operating machinery.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

In order to familiarise themselves with a range of relevant machinery, learners work in groups to review and discuss machinery they have seen in operation in sectors of the land-based industries. They should consider common features, safety issues and checks that should always be carried out before a machine is operated.

A guest speaker could be invited to speak about the machinery used in their sector of the land-based industries.

In groups, learners discuss the procedures that need to be followed when working with land-based machinery, including use of operator instruction manuals.

**Suggested time:** about 4 hours.

### Activity: Practical demonstration – pre-start checks

Tutors or guest speakers give a demonstration of the checks to be carried out before starting machinery.

This could be followed by a whole-group discussion on why these checks are carried out and the safety implications for the operator and others nearby.

**Suggested time:** about 2 hours.

### Activity: Practical task – pre-start checks

Learners select a machine that they would like to work on. They identify the pre-start checks to be carried out for their chosen machine and the relevant procedures to follow, including the operator instruction manual.

Learners use instruction manuals to find relevant information.

Learners work individually to practise carrying out pre-start checks on their chosen machine, completing the necessary documentation. Learners should discuss their performance in groups and with tutors.

**Suggested time:** about 2 hours.

### Activity: Practical demonstration – machine operation

Tutors could lead a discussion on features that are common between land-based machinery and vehicles used in everyday life such as cars, mopeds or motorbikes.

Tutors or guest speakers give a practical demonstration of how to start, move forwards and backwards, manoeuvre, stop and park a machine safely.

**Suggested time:** about 2 hours.

### Activity: Practical task – machine operation

Learners use instruction manuals to find relevant information.

Working individually, learners practise using and manoeuvring a machine they are familiar with, starting, operating, stopping and parking the machine safely and following the relevant procedures.

Learners should discuss their performance in groups and with tutors.

**Suggested time:** about 12 hours.

**Activity: Practical demonstration – operator maintenance of machinery**

Tutors could facilitate a whole-group discussion on what procedures should be carried out to maintain a machine on a regular and systemic basis.

Tutors or guest speakers demonstrate the maintenance tasks that need to be carried out.

**Suggested time:** about 2 hours.

**Activity: Practical task – operator maintenance of machinery**

Working individually or in small groups, learners select a machine and, following the relevant procedures, practise carrying out basic routine operator maintenance of the machine safely.

Learners should discuss their performance in groups and with tutors.

**Suggested time:** about 8 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You have been asked by a local organisation delivering land-based courses to help with an open day it's holding in the land-based studies department. It wants to show potential learners the activities they would be involved in as part of their land-based studies, including driving land-based machinery.

As part of the open day, you will demonstrate pre-start checks and show visitors how to use and maintain machinery. Using the machinery will include safe starting and stopping, getting on and off safely, moving forwards and backwards and manoeuvring around a course. You will need to carry out the activities within agreed timescales as there is a programme for the day with set times for particular demonstrations. You will also need to be aware of the health and safety considerations involved with using machinery.

After the open day you will need to carry out routine maintenance of the machinery.

For all activities you will need to follow guidelines and procedures, including instruction manuals, to ensure you carry them out safely and correctly.

Once you have completed the tasks, you will need to review how you carried them out by looking at your strengths and areas for improvement, using feedback from others and identifying realistic improvements you can make.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

A friend who owns and runs a large farm has asked you to help them carry out a number of tasks that will involve the checking and use of land-based machinery. You will need to carry out maintenance activities on the machinery after you have completed the tasks.

For all activities you will need to follow guidelines and procedures, including instruction manuals, to ensure you carry them out safely and correctly.

Once you have completed the tasks, you will need to review how you carried them out by looking at your strengths and areas for improvement, using feedback from others and identifying realistic improvements you can make.



# Unit LBS12: Preparing Soil for Planting

Level: **1**

Unit type: **Sector (Land-based Studies)**

Guided learning hours: **40**

---

## Unit in brief

Learners will develop skills in planning and managing information to prepare soil for planting. Learners will carry out conditioning and cultivation of soil to prepare it for planting.

## Unit introduction

The top six inches of soil support all life on Earth. Without soil, plants do not grow, and without plants, life would not exist. In this unit, you will learn what soils are, why they are so important and how you can prepare soil to enable plants to grow.

In this unit, you will carry out soil testing to identify the properties and characteristics of the soil, such as colour, texture and water content, and identify its type, for example clay or sandy. You will use this and other information to select and use the correct ways to condition and cultivate the soil to help plants grow. Preparing soil correctly is essential to allow plants to grow. You will learn that good soil preparation needs thorough planning, based on information obtained from research and from soil testing. You will also learn why it is important to keep records of the activities that you carry out.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Plan and manage information to prepare soil for planting
- B** Carry out the preparation of soil for planting.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Plan and manage information to prepare soil for planting	<ul style="list-style-type: none"> <li>• Soil formation and the importance of soil for plant growth</li> <li>• Soil testing skills in the field and in the classroom</li> <li>• Using information from testing to identify the characteristics and properties of soils</li> <li>• Soil classification</li> <li>• Soil preparation for planting</li> </ul>	<ul style="list-style-type: none"> <li>• Learners' plan for carrying out soil preparation and record of soil preparation activities.</li> <li>• Tutors complete observations of learners' activities with supporting photographic evidence.</li> </ul>
<b>B</b> Carry out the preparation of soil for planting		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Recognising layers in a soil profile</li> <li>• Carrying out soil tests</li> <li>• Conditioning and cultivating a soil</li> <li>• Using tools, equipment and personal protective equipment (PPE) safely</li> </ul>	<ul style="list-style-type: none"> <li>• Components of soil</li> <li>• Types of soil</li> <li>• Testing for nutrients, structure and composition</li> <li>• Methods of conditioning and cultivating soils before planting</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Managing information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Finding out appropriate information.</li> <li>• Producing plans and recording activities.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Measuring areas, applying treatments and recording data.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Soil formation and the importance of soil for plant growth

- How to examine a soil profile to look at how soil forms through weathering, transportation and deposition or precipitation of parent material (what the soil developed from, e.g. rock that has been decomposed or material that has been deposited by wind, water or ice).
- The importance of soil for plant growth in terms of providing:
  - water
  - air
  - nutrients.

#### Soil testing in the field and in the classroom

- Squeeze, feel or ball test.
- Infiltration or percolation test.
- Worm count.
- Identification of soil horizons (layers).
- pH testing using commercial and improvised methods.
- Using test kits for nitrates, phosphates and potassium.
- Using a microscope to examine biota (organisms that spend a lot of their life cycle in soil), particularly in the humus layer.
- Sedimentation test to determine soil particle size.
- Correct safety procedures to follow.

#### Using information from testing to identify the characteristics and properties of soils

- Colour.
- Texture.
- Structure.
- Water and air content.
- Composition, including minerals, soil flora and fauna.
- pH.
- Nutrients, e.g. nitrates, phosphates, potassium.

#### Soil classification

- RHS (or other) classification to identify soils for cultivation as clay, sandy, silt, loam, peat, chalky or lime-rich.

#### Soil preparation for planting

- Soil cultivation: single and double digging, raking and firming to create a fine tilth and firming ready for planting.
- Soil conditioning: altering pH through adding acids or alkalis, using compost, mulch and sand to alter soil nutrients, drainage and aeration, application of artificial fertilisers.
- Correct safety procedures to follow.
- Recording soil data and treatments.

### Transferable skills

- Planning: preparing soils for planting, including matching plant species to soil type, selecting appropriate PPE, tools, materials and equipment, e.g. comparing mulches, composts and fertilisers, steps to take, e.g. preparing the work area, safety procedures, appropriate timescales for soil preparation activities.
- Managing information: collecting and using information on soil characteristics and properties to plan for soil preparation activities, recording activities and treatments.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Plan and manage information to prepare soil for planting</b>		
<b>A.P1</b> Carry out tests to identify soil properties and characteristics, following guidelines and procedures, and record results.	<b>A.P1</b> Carry out tests to identify soil properties and characteristics correctly, recording results and making basic links to soil preparation.	<b>A.D1</b> Carry out tests to identify soil properties and characteristics confidently, recording results and describing how they link to soil preparation.
<b>A.P2</b> Produce a simple plan for preparing soil for planting.	<b>A.M2</b> Produce a detailed plan for preparing soil for planting.	<b>A.D2</b> Produce a detailed and well-organised plan for preparing soil for planting.
<b>Learning aim B: Carry out the preparation of soil for planting</b>		
<b>B.P3</b> Carry out conditioning and cultivation safely to prepare a soil for planting.	<b>B.M3</b> Carry out conditioning and cultivation safely and correctly to prepare a soil for planting.	<b>B.D3</b> Carry out conditioning and cultivation safely and confidently to prepare a soil for planting.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- show that they can follow procedures and guidelines safely and with confidence to carry out soil testing by selecting and using the correct equipment, recording the results accurately to identify the soil type and describing how the results link to soil preparation activities
- show that they independently collected and managed different types of information, which would include field and laboratory test data, plant data sheets and the correct soil test identification tables
- produce a plan that shows they have taken into account required soil nutrients and amount of air and water with details of how the planned soil preparation activities will meet these requirements. The plan will include correct details of equipment and materials and the steps to be taken to prepare the soil for planting, with timescales for each step. The plan will be organised so it is clear what will be carried out and why, and how this supports soil preparation and plant growth
- prepare a specified soil for planting safely and confidently through selecting the correct tools, equipment, materials and PPE, according to their plan, and with no need for prompting. Learners leave the work area clear, dispose of waste and maintain and store tools, equipment and materials safely and effectively. They will successfully carry out most of the required steps to support successful soil preparation.

#### For merit standard, learners:

- show that they can follow procedures and guidelines safely and correctly to carry out soil testing by selecting and using equipment and recording the results correctly to identify the soil type. Learners will make basic links to the soil preparation activities they will carry out
- show they have collected and managed different types of information, although details may not be complete, or links to their plan may not always be clear. Information will include field and laboratory test data, plant data sheets and soil test identification tables, which may come from sources provided by tutors
- produce a plan that shows they have correctly identified the soil type and suitable conditioning and cultivation activities and treatments, with some reasons for why they are suitable, e.g. showing how the soil preparation activities meet requirements for soil nutrients, air and water. The plan will include the main equipment and materials needed, and the main steps to be taken to prepare the soil for planting, with broad timescales
- prepare a specified soil for planting safely and correctly through selecting and using the correct tools, equipment and materials and PPE safely, with little need for prompting. Learners follow the main procedures to leave the work area clear, dispose of waste and maintain and store tools, equipment and materials safely and correctly. They will follow some of the required steps to support successful soil preparation.

#### For pass standard, learners:

- show that they can follow procedures and guidelines to carry out soil testing but may need prompting in terms of the steps to carry out. They record the results to give a simple identification of the soil type
- list the information they collected. Information will include basic field and laboratory test data but learners will only use sources supplied by tutors. Learners outline key information but will not make clear links to their plan or the soil type
- produce a simple plan that states the correct soil type. They list suitable conditioning and cultivation activities and treatments, although they will not give reasons for why these are suitable for the soil. Their plan must make brief reference to soil nutrients, air and water requirements, and some of the equipment and materials needed, although there may be omissions

- prepare a specified soil for planting through using tools, equipment, materials and PPE safely. They may need prompting to follow their plan. They leave the work area clear, dispose of waste and maintain and store tools, equipment and materials. They will carry out some aspects of the steps required to support soil preparation.

### **Essential resources**

For this unit, learners will need access to:

- a suitable range of soils for testing, identification and preparation
- soil test kits
- tools and equipment, including wheelbarrows, trowels, spades, forks and rakes. Optional items could include marking-out string, sieves, pegs and tarpaulins
- materials, e.g. mulches, compost, sand, lime and fertilisers
- PPE, including overalls, gloves, steel toe-capped boots and dust masks (for use with powdered fertilisers).

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners are introduced to basic terms, for example structure, texture and profile, to help them differentiate between different soil types.

Using prepared samples, learners are introduced to the broad range of naturally occurring soils, for example acidic upland, lowland clay and chalk downland soil.

Working in small groups, learners discuss the importance of soil for plant growth and how soil can be modified through improving drainage, air content and nutrients.

**Suggested time:** about 6 hours.

### Activity: Investigating soil formation and components

Learners carry out a practical comparison of two contrasting soils by viewing prepared soil pits and beds at various stages of their preparation.

Learners then dig a soil pit to identify the soil horizons and collect samples for further analysis, using a USB microscope to investigate the biota and composition.

**Suggested time:** about 6 hours.

### Activity: Testing and identifying soils

Learners carry out detailed soil testing and identification using both field and laboratory techniques. They will carry out simple field tests to test composition, for example the feel or ball test, worm count, colour and laboratory testing to establish nutrient content. Tutors will discuss ways of recording the results using, for example notebooks, data sheets and tables, and how the results can be used to inform soil preparation activities.

**Suggested time:** about 6 hours.

### Activity: Collecting information and planning soil preparation

Learners collect information on commercial cultivation and, where possible, visit practitioners to see practical solutions to cultivation needs. Alternatively, a guest speaker, such as a soil scientist, horticulturalist or arable crop farmer, could talk to learners about how they prepare soil for planting.

In small groups or pairs, learners investigate the possibility of cultivating the planet Mars, identifying the challenges involved.

Using the information they have collected, learners develop a plan to prepare a soil for planting, including data from testing and identifying the soil, the specific needs of the crop or plant and how the needs are met through soil preparation techniques.

**Suggested time:** about 8 hours.

### Activity: Carrying out soil preparation 1 – conditioning

Learners source both natural and artificial modifiers, for example green manure or nitrogen fertiliser, and measure the quantities of fertiliser, mulch, manure or compost needed against the area to be prepared. Learners ensure the proper tools and equipment are available and in good working order.

**Suggested time:** about 3 hours.

**Activity: Carrying out soil preparation 2 – cultivation**

Learners practise cultivating soil and preparing it for planting by digging, double digging, producing a tilth and firming, including the appropriate use of mulches, manures and composts and the application of artificial fertilisers as agreed with the tutor. Tutors can discuss with learners as a whole group what has been carried out and why.

Learners follow safe working practices.

**Suggested time:** about 6 hours.

**Activity: Keeping records for future reference**

Learners manage information by amending their plans to show what they actually did to prepare the soil so that records are available for future reference and can be re-evaluated before further planting takes place.

**Suggested time:** about 5 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

The local council is looking to establish a range of plants in an area that currently does not have any in order to make the area more attractive. They know about the land-based course you are on and have asked you to prepare a section of the soil for planting. To ensure this is done correctly, you will need to carry out the conditioning and cultivation of the soil. The intention is to grow food plants as part of a 'Grow Your Own' initiative run by a local volunteer group on behalf of the council.

You will carry out tests on the soil to identify its characteristics and formation so that you can decide on the correct preparation techniques. Once you have collected all this information, you will need to produce a plan that includes data from testing and identification of the soil, the required equipment and materials, the steps involved and timescales.

You will carry out conditioning and cultivation activities and treatments to prepare the soil for planting vegetables, which meets the aims of your plan. You will follow safe working practices as you carry out the tasks.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

On another occasion, you have been asked to prepare soil for planting in an area of the garden of a local residential home. The idea is to make the garden more attractive for residents and staff by preparing the soil to grow decorative plants.

Again, you will need to carry out soil testing and collect information to produce a plan for carrying out the soil preparation activities.





# Unit LBS13: Developing Estate Maintenance Skills

Level: **1**

Unit type: **Sector (Land-Based Studies)**

Guided learning hours: **40**

---

## Unit in brief

This unit introduces learners to the various disciplines, resources and processes used in estate maintenance. The unit offers learners' opportunities to develop the estate maintenance skills.

## Unit introduction

When you are working on an estate, you may find that you may be asked to carry out a number of different tasks. For each task, you will require different skills e.g. repairing a fence requires different skills to removing a tree stump.

In this unit you will investigate the types' estate maintenance tasks. You will learn what equipment you need to select in order to complete them. It is important that you know how to safely use, clean and store the equipment according to manufacturer instructions. You will develop skills while practising carrying out estate maintenance.

This unit will help you to develop skills to progress to qualifications in different sectors as well as to progress to other qualifications in construction. The skills you develop in this unit will be useful in completing units in group A.

## Learning aims

In this unit you will:

- A** Carry out an estate maintenance audit
- B** Carry out estate maintenance tasks.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out an estate maintenance audit	<ul style="list-style-type: none"> <li>• Routine estate repair and maintenance tasks</li> <li>• Following procedures to ensure safe working practices</li> <li>• Working with others</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for carrying out estate maintenance tasks</li> <li>• Tutor observation of learner activities with supporting photographic evidence</li> </ul>
<b>B</b> Carry out estate maintenance tasks		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Practical skills and procedures for carrying out routine repair and maintenance jobs</li> <li>• Following a work plan for routine estate maintenance tasks</li> <li>• Following health and safety procedures</li> <li>• Housekeeping rules for the workplace</li> <li>• Working with others to complete tasks safely</li> </ul>	<ul style="list-style-type: none"> <li>• Types of tools, equipment and materials required when working on routine repair and maintenance jobs</li> <li>• Safe working practices including good housekeeping</li> <li>• Use of work plans</li> <li>• Ways of working effectively with others</li> </ul>	<ul style="list-style-type: none"> <li>• Self-management</li> <li>• Problem solving</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate form.</li> <li>• Planning simple routines, presenting information with an appropriate level of detail and using language, format and structure that are suitable for the audience and fit for purpose.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Planning and preparing quantities, working with common fractions and ratios, whole numbers and decimals.</li> <li>• Converting units of measure when planning and measuring amounts.</li> <li>• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.</li> <li>• Extract and interpret information from tables, diagrams, charts and graphs.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Types of estate maintenance task types and equipment used

- Soft landscaping
  - general planting e.g. preparing soil, planting established plants, grass cutting and maintenance, hedge trimming, pruning, tree maintenance
  - moving e.g. soils, bark mulch, stock
  - offloading and distribution of deliveries safely
  - using appropriate equipment e.g. mower, strimmer, hedge cutter, blower, hand tools.
- Hard landscaping
  - cleaning and painting wooden structures e.g. fencing, gates, wooden structures, decking, benches, garden buildings
  - checking and repairing boundary structures e.g. cage mesh, fence wire, fence posts
  - removing and replacing broken stumps
  - maintaining pathways and brickwork e.g. paving, gravel, bark application
  - maintaining rivers and water features
  - cleaning and maintaining outside areas
  - using appropriate equipment and materials e.g. paint, hammer, wire, wood.
- Drainage and plumbing
  - cleaning and/or repairing field drain outlets
  - maintaining water features and greenhouse irrigation systems
  - equipment and materials e.g. hosepipes, taps, valve seals.
- Animal care and accommodation
  - preparing and refreshing accommodation, e.g. bedding (where appropriate)
  - safe offloading and distribution of food and bedding deliveries
  - aquatics, maintenance and monitoring of life support equipment, water quality monitoring
  - equipment and materials e.g. water quality testing equipment for carbonate hardness, alkalinity, ph, thermometer.
- Maintenance of other estate facilities e.g. visitor and/or garden centre, eating areas, toilets, car parking, checks to ensure safe usage.
- Personal protective equipment (PPE) e.g. overalls, safety boots, dust masks, gloves, eye protection.

#### Following procedures to ensure safe working practices

- Following workplace procedures when carrying out estate management tasks.
- Following workplace health and safety procedures when lifting and handling heavy materials such as soil.
- Assessing the risks involved in working areas including, identifying and reporting potential hazards.
- Using manufacturer instructions and guidelines when handling tools and equipment.
- Disposing of waste safely in accordance with instructions e.g. hazardous, non-hazardous, organic, inorganic, environmental considerations, methods.
- Cleaning and storing tools and equipment correctly after use e.g. cleaning, storage, safety, security.
- Escalating issues that may affect the completion of the task.

### **Transferable skills**

- **Self-management:** meeting the demands of the daily routines, completing tasks on time and to the required standard, reviewing own performance when carrying out maintenance tasks, accepting and acting on feedback
- **Problem solving:** organising given tasks into an appropriate order, carrying out risk assessments and identifying ways to minimise risks, making decisions to find a solution to problems encountered.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out an estate maintenance audit</b>		
<b>A.P1</b> Carry out an audit to identify the estate maintenance tasks and equipment required to complete the tasks.	<b>A.M1</b> Carry out a detailed audit to identify the estate maintenance tasks and equipment required to complete the tasks.	<b>A.D1</b> Carry out a detailed and comprehensive audit to identify estate maintenance tasks and equipment required to complete the tasks.
<b>Learning aim B: Carry out estate maintenance tasks</b>		
<b>B.P2</b> Demonstrate some ability to follow procedures safely, to meet some of the requirements of the estate maintenance tasks.	<b>B.M2</b> Demonstrate the ability to follow procedures safely, to meet most of the requirements of the estate maintenance tasks.	<b>B.D2</b> Demonstrate the ability to fully follow procedures safely to coherently meet the requirements of estate maintenance tasks

## Essential information for tutors

### Essential information for assessment decisions

#### **For distinction standard**, learners:

- produce an accurate and thorough audit, fully determining the types of estate maintenance tasks that need carrying out. The audit will include the selection of the correct equipment and materials required to carry out each task. They will assess the risks involved by reporting potential hazards and providing solutions to fully overcome the risks.
- follow procedures efficiently and effectively when carrying out estate maintenance tasks. They use the appropriate equipment and PPE, showing full awareness of personal safety. They demonstrate good skills to complete the tasks with a level of skill that demonstrates secure underpinning knowledge and understanding of what they are doing. The tasks are completed to a good standard. They dispose of waste effectively showing full awareness of different types of waste and environmental considerations. The amount of materials used is minimised.

#### **For merit standard**, learners:

- produce a detailed audit identifying the types of estate maintenance tasks that need carrying out. The audit will include most of the relevant equipment and materials required to carry out each task. They will show awareness of most of the potential hazards and provide solutions to these.
- follow procedures correctly, when carrying out estate maintenance tasks. They use the appropriate equipment safely to complete the tasks, with a level of skill that demonstrates an understanding of what they are doing. The tasks are completed to a reasonable standard but learners may miss some elements or processes. They dispose of waste effectively showing some awareness of different types of waste and environmental considerations. The amount of materials used is effective but some wastage is apparent. The learners will be aware of their personal safety, using the necessary personal protective equipment.

#### **For pass standard**, learners:

- produce an outline audit identifying the estate maintenance tasks that need carrying out. The audit will include a list of some of the equipment, materials required to carry out each task. They show some awareness of at least one potential hazard but don't provide a solution to overcome the risk.
- follow the main procedures, mostly correctly to complete simple, necessary tasks. They use the selected equipment safely to complete the tasks. The tasks are completed but may not be up to an acceptable standard. The sequence of operations and the amount of material used may always be effective e.g. the amount of waste or resources is excessive. Learners dispose of waste but may show little or no awareness of the different types of waste or environmental awareness. The learners may need prompting to ensure their own personal safety.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutors provide a plan of a large estate that has different areas to be maintained e.g. stables, garden, driveways, boundary fences. Learners will identify different areas that are likely to require maintenance and suggest possible work that may need to be carried out. This could be done in pairs or larger groups. On completion of the task, learners can provide feedback to the larger group.

**Suggested time:** about 2 hours.

### Activity: Health and safety

Learners discuss the importance of health and safety when carrying out a range of tasks. Learners can carry out simple risk assessments when using different tools and/or equipment. They can then discuss ways to reduce the risk to themselves and others.

**Suggested time:** about 2 hours.

### Activity: Site visit

Learners visit an estate to meet the maintenance team, observe what they do and record information. This should include a wide a range of examples as possible such as soft and hard landscaping, animal care, additional estate facilities.

**Suggested time:** about 6 hours.

### Activity: Practical activities

Learners will observe the use of different types of equipment and materials to carry out a range of different maintenance tasks. They will understand the importance of using PPE and following housekeeping policies. Learners will then have the opportunity to carry out different tasks relating to estate maintenance on their own and with others. When working with others, they should receive and provide feedback to others in the group.

**Suggested time:** about 12 hours.

### Activity: Sequencing repair and maintenance activities

When learners are familiar with the procedures to follow when carrying out individual tasks, they can then be given scenarios that ask them to prioritise two or three different tasks. Working as part of a group. They need to work out what needs to be done to complete each task, the tools and equipment required and then prioritise the tasks. Learners will need to understand the issues that could arise and consequences of not completing the task. An example of a scenario could be that it is a hot day and the fencing on the boundary of the estate needs to be painted, the animals need to be fed and the flower beds need watering. More complex scenarios could be given as learners become more confident.

**Suggested time:** about 12 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested Scenario**

You have been asked to carry out estate maintenance tasks in a simulated environment. You will conduct an audit of two estate maintenance tasks that are required including:

- identifying the estate maintenance tasks that need to be done, the cause and solution
- the equipment and materials needed for each task

You will then carry out the two estate maintenance tasks, demonstrating safe working practices, following procedures and completing the work to an acceptable standard.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:**

The maintenance work will be different from the previous assignment.



# Unit LBS14: Riding Horses under Supervision

Level: **1**

Unit type: **Sector (Land-based Studies)**

Guided learning hours: **40**

---

## Unit in brief

Learners will learn how to handle a horse safely in preparation for riding. They will safely mount, ride and dismount the horse in an enclosed area and carry out the necessary aftercare.

## Unit introduction

Riding a horse is fun but it is important to learn the correct techniques for handling horses to make sure you and the horse are safe. You need to know how to prepare your horse for riding and then how to mount and guide your horse during the ride. It is also important to care for the horse's wellbeing before, during and after the ride.

In this unit, you will learn how to prepare a horse for a ride and then ride the horse safely under supervision.

## Learning aims

In this unit you will:

- A** Ride a horse safely in an enclosed area, under supervision
- B** Carry out routine care of horses after riding.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Ride a horse safely in an enclosed area, under supervision	<ul style="list-style-type: none"> <li>• Preparing self and horse for riding</li> <li>• Mounting, dismounting and riding techniques</li> <li>• Health and safety for horse and rider</li> <li>• General housekeeping</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors complete observations of learner activities</li> <li>• A log/blog that records the activities that learners carry out and what they have learned</li> </ul>
<b>B</b> Carry out routine care of horses after riding	<ul style="list-style-type: none"> <li>• Caring for horses after rides</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor observation of learner activities</li> </ul>
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Using equipment and personal protective equipment (PPE) safely</li> <li>• Stages in the preparation of horses for riding</li> <li>• Managing personal safety and that of the horses when preparing them and riding them</li> <li>• Routine care of horses after riding.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning considerations when preparing horses for rides</li> <li>• Basic equipment and techniques for preparation, during riding and post riding</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Self-management and development</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate form.</li> <li>• Preparing and contributing ideas and opinions to discussions.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.</li> <li>• Extract and interpret information from tables, diagrams, charts and graphs.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Preparing self and horses for riding

- Personal and protective equipment and its uses e.g. footwear such as riding boots, trousers, body protectors, headwear, riding gloves, body protector, personal preparation e.g. removing jewellery, tying long hair.
- Relationship between age, height and weight and size of horse for riding.
- Types of tack and equipment suitable for exercise such as saddle, girth, bridle, rugs.
- Safe ways to restrain horses when applying tack and equipment.
- Horse handling techniques and safe procedures for leading a saddled and bridled horse.

#### Health and safety requirements for horse and rider

- Pre- and post- exercise safety checks, including links relevant to horse and rider health and welfare.
- Safe use of tools, equipment and materials such as tack, brushes, hoof picks, boots, bandages, hoof oil, saddle pads, rugs, fly repellent.
- Ensure the safety of self and others when carrying out tasks.
- School rules and the importance of following them.
- Dispose of waste safely and correctly.

#### Mounting, dismounting and riding techniques

- Methods of approaching horses safely to reduce stress to the horse and risk to self and others.
- Mounting and dismounting methods.
- Adjust equipment to fit the rider e.g. stirrups, girth.
- Control a horse during a ride whilst ensuring the safety of the horse and rider.
- Maintain a balanced riding position with the use of correct aids for upwards and downwards transitions.
- Ride on the flat and over ground poles in the light seat.
- Ride with changes of pace and directions – walking, trotting, cantering.

#### Caring for horses after rides

- Tie up horses safely and securely.
- Remove tack and equipment after rides.
- Brush off and groom horses using appropriate tools and equipment – horse's feet, legs, mane, tail.
- Feed and water horses after exercise.
- Cool down while still in the saddle – walk with loose reins.
- Bring the horse back to its stable or paddock.
- Use of sweat rugs or cooler rugs.
- Report concerns about the wellbeing of the horse to the supervisor, e.g. suspected lameness.
- Clean tack and equipment after rides
- Report faults and defects in tack and equipment e.g. cracks, tears, broken parts.

### **Transferable skills**

- **Planning:** knowing the tasks to be carried out and the sequence to follow when preparing, riding and caring for the horse after the ride, forming a plan to carry out a task efficiently and safely, identifying potential problems and how they might be overcome.
- **Self-management and development:** reviewing own performance of preparing for and riding horses, to include whether activities were successful, whether animals were content or difficult to manage, how well rides were completed, use of feedback, what could be changed or done differently, self-development plans.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Ride a horse safely in an enclosed area, under supervision</b>		
<b>A.P1</b> Demonstrate limited ability to follow procedures correctly and safely when preparing to ride a horse.	<b>A.M1</b> Demonstrate some ability to follow procedures correctly and safely when preparing to ride a horse.	<b>A.D1</b> Demonstrate ability to follow procedures correctly, safely and confidently when preparing to ride a horse.
<b>A.P2</b> Demonstrate limited ability to ride a horse safely.	<b>A.M2</b> Demonstrate some ability to ride a horse safely and correctly.	<b>A.D2</b> Demonstrate confident ability to ride a horse safely,
<b>Learning aim B: Carry out routine care of horses after riding</b>		
<b>B.P3</b> Demonstrate limited routine care of horses after riding	<b>B.M3</b> Demonstrate some routine care of horses after riding.	<b>B.D3</b> Demonstrate confident routine care of horses after riding

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- carry out pre-riding tasks with the horse. They select appropriate tools and equipment for most tasks, carrying out the procedures safely and confidently without wasting time or resources and with no need for prompting.
- keep a record of most of their activities in a clear and well-organised format, giving details of how the activities they have carried out have met the needs of horses and how they followed safe working practices.
- use appropriate equipment, tools and techniques (including PPE) to complete necessary tasks with a level of skill that demonstrates secure underpinning knowledge and understanding.
- mount and dismount a horse according to given procedures.
- ride a horse confidently and safely showing control when using different paces, changing directions and moving over ground poles.
- carry out effective routine aftercare with the horse. They select appropriate tools and equipment for most tasks, and use them safely and confidently without wasting time or resources and with no need for prompting. They will demonstrate clear understanding of the needs of the horse and the appropriate aftercare.

#### For merit standard, learners:

- carry out routine pre riding tasks with the horse. They select most of the correct tools and equipment for the task, carrying out most of the procedures correctly but with some errors but without wasting time or resources and with only a few occasions for prompting.
- keep a record of some of the activities they have carried out in a clear format, giving outline details of how these activities have met the needs of the horse and how they followed safe working practices.
- use appropriate equipment, tools and techniques (including PPE) to complete necessary tasks that ensure the horse's needs are met.
- ride a horse safely showing some control when using different paces, changing directions and moving over ground poles.
- carry out effective routine aftercare with the horse. They select appropriate tools and equipment for most tasks, and use them correctly with some errors but without wasting time or resources and with only a few occasions for prompting. They will demonstrate understanding of the needs of the horse and the main aspects of aftercare.

#### For pass standard, learners:

- carry out routine pre riding tasks with the horse. They select tools and equipment with some guidance from tutors but may need prompting on how to use them to ensure they complete simple, necessary tasks safely.
- keep an outline record of the activities they have carried out and how they followed safe working practices.
- use PPE and simple equipment, tools and techniques to complete necessary tasks safely, ensuring the basic needs of the horse are met.
- ride a horse safely showing limited control when using different paces, changing directions and moving over ground poles.
- carry out routine aftercare with the horse. They select appropriate tools and equipment for most tasks, with some guidance from tutors but may need prompting on how to use them to ensure they complete necessary tasks safely. They will demonstrate awareness of the needs of the horse and some aspects of aftercare.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutors could introduce this unit by asking the learners to discuss the importance of safety when working with horses. They could use an IT - or learning resource - to identify potential hazards in stables and talk about how to minimise the risk to both themselves and the horse. Learners could consider different types of personal and protective equipment that is used and the importance of personal preparation before riding a horse.

**Suggested time:** about 2 hours.

### Activity: The right horse for the right rider

Tutors can explain how to select the right horse for the rider. Learners could use IT calculators to find out the horses that are suitable for them to ride and those that are not appropriate. Learners can discuss why it is important not to ride a horse that is inappropriate.

**Suggested time:** about 2 hours.

### Activity: Preparing for a site visit

Through group discussion, the tutor will prepare learners for the visit by helping them prepare a list of topics that will help to focus learners' observations e.g. How does the workplace ensure their staff are safe? What tools and equipment do staff use? Learners should also note questions that they would like to ask on the visit. On returning to the learning centre, time should be given to share what they observed and how it will help them improve their skills and knowledge in this area.

**Suggested time:** about 6 hours.

### Activity: Practical experience

This activity will be used throughout the delivery of the unit.

Learners will observe how to handle horses, prepare them for riding, ways to mount and dismount, riding horses and caring for the horse after the ride. Each step of the work is clearly explained. Learners observe and could make notes on prepared worksheets provided by the tutor, where appropriate. With the help of group discussion, learners complete their worksheet accurately and include all essential information, i.e. name of tools and equipment required, pre and post exercise safety checks, PPE etc. Emphasise good housekeeping skills including cleaning and maintaining tools and equipment. The tutor can recap what was done in the demonstration and go over each step to emphasise health and safety and the procedures involved. Learners should then have the opportunity to complete the task for themselves either on their own or in small groups. They will need a period of time in order to master each of the skills required to ride a horse safely.

**Suggested time:** about 20 hours per task.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You are learning to ride a horse at your local stable. You prepare your horse before the ride and care for it after your ride. You would like to gain as much practical experience as possible to help you with your land-based qualification.

- Your supervisor would like you to prepare the horse that you are going to ride. It is important to use the correct tools, equipment and PPE, follow instructions and complete the tasks according to your supervisor's instructions. You will follow all relevant safety procedures correctly to ensure your own safety and that of the horse.
- You will demonstrate your ability to ride your horse safely, in an enclosed area, under supervision.
- You will carry out routine care of the horse after riding ensuring the wellbeing of the horse.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:**

The same tasks must be completed but on a different day to the original assessment.



# Unit LBS15: Assist with the Care and Non-ridden Exercise of Horses

Level: **1**

Unit type: **Sector (Land-based Studies)**

Guided learning hours: **40**

---

## Unit in brief

Learners will develop the skills needed to carry out care, feeding, watering and non-ridden exercising horses, ensuring that the animals' needs are met and the safety of all those involved.

## Unit introduction

Working with horses is a very responsible job. You need to make sure that you provide horses with a safe and clean environment so that they stay healthy and prevent the spread of disease. They must have access to good feeding, clean and fresh drinking water and sufficient space to exercise in.

In this unit, you will learn how to care for and exercise horses safely. You will also find out how to keep yourself and others safe while working in a stable or livery. Throughout the unit, you will have the opportunity to use appropriate tools and materials for cleaning and maintaining equipment. In order to improve your own performance, you will need to ask yourself how well you are working with horses and what you can do to become even better at what you do.

This unit will help you to develop skills to progress to qualifications in different sectors as well as to progress to other qualifications in construction. The skills you develop in this unit will be useful in completing units in group A.

## Learning aims

In this unit you will:

- A** Assist with the care and exercise of horses
- B** Review a horse's care and exercise needs.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Assist with the care and exercise of horses	<ul style="list-style-type: none"> <li>Working safely around horses</li> <li>Caring for stabled and grass-kept horses</li> <li>Preparing and assisting with exercising horses</li> <li>Providing aftercare for horses following exercise</li> <li>General housekeeping</li> <li>Review of care and exercise needs</li> </ul>	<ul style="list-style-type: none"> <li>Tutors complete observations of learners' activities</li> <li>A log/blog that records the activities that learners carry out and what they have learned</li> <li>Plan to meet a horse's care and exercise needs</li> </ul>
<b>B</b> Review a horse's care and exercise needs		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Basic assessment of horse's health</li> <li>Following care and exercise plans</li> <li>Managing personal safety and that of the horses when working with them</li> <li>Following guidance when using tools and equipment to ensure own and others safety</li> <li>Reviewing care and exercise needs</li> </ul>	<ul style="list-style-type: none"> <li>Planning considerations for horse care and exercise</li> <li>Sequence of activities required when caring for and exercising horses</li> <li>Basic equipment and techniques for handling horses</li> <li>Identifying signs of ill health and knowing procedures to follow</li> <li>Factors that affect a horse's care and exercise needs</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Self-management and development</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Present information/points of view clearly and in appropriate form.</li> <li>Preparing and contributing ideas and opinions to discussions.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.</li> <li>Extract and interpret information from tables, diagrams, charts and graphs.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Working safely around horses

- Identify personal risk when caring for and exercising horses e.g. bites, kicks, faeces, parasites.
- Follow hygiene procedures e.g. hand washing, disinfecting footwear if necessary, wearing clean overalls, taking measures to avoid cross contamination.
- Approach horses safely.

#### Caring for stabled and grass-kept horses

- Prepare and follow basic care plans to meet the needs of individual horses and making simple checks to ensure they are healthy.
- Five animal needs that must be met for each horse according to their breed, life stage, temperament and health status:
  - suitable environment
  - nutritious diet
  - being in an environment that allows the horse to express normal behaviour
  - housed with and apart from other horses and animals, if appropriate
  - protection from pain, suffering, injury and disease.
- Simple visual health checks e.g. monitoring general appearance, normal behaviour, posture and movement, knowing when a more detailed health check may be needed.
- Indicators of ill health e.g. discharge, redness, swelling, hoof overgrowth, limping/lameness, cuts or scrapes.
- Brush and groom horses e.g. identify items in a grooming kit and their uses, care of grooming kit, 'quartering' and how and when it should be carried out, 'strapping' and how and when it should be carried out.
- Care for a horse's feet.
- Maintain bedding in a stable e.g. different types of bedding, storing bedding materials, mucking out and skipping out a stable.

#### Feeding and watering stabled and grass-kept horses

- The importance of a clean feed room.
- Follow procedures when allocating hay/feed to horses, tying up of hay net
- Prepare and follow basic feeding plans to meet the needs of individual animals.
- Feed types, timing and frequency as appropriate for the horse e.g. mixes, concentrates, grass-based feeds, dry, wet and live feeds.
- Rules of feeding e.g. little and often, keeping to a routine, sufficient roughage, changing diets slowly, if required.
- Use appropriate equipment to measure, transfer and present feed.
- Provide access to clean, fresh drinking water e.g. buckets, automatic drinkers, water troughs, streams.

### **Preparing and assisting with exercising horses and providing aftercare**

- Basic requirements for exercising horse and reasons including links to health and welfare.
- Types of arenas, surfaces and enclosures including natural areas suitable for exercise.
- Equipment e.g. saddles, bridles, cavesson, side reins, nylon rollers, ling line, auxiliary reins, boots.
- Fit a head collar and tie up a horse correctly and safely.
- Tack and untack horses before and after exercise.
- Methods and techniques used for long reining, lungeing, loose/free schooling.
- Handle horses safely during exercise.
- Observe horse during exercise to ensure good health and well-being.
- Clean and store tack and equipment after use.

### **Review of care and exercise needs**

- Ensure five animal needs are met e.g. suitable environment, diet, exhibiting normal behaviour, housing, protection from pain and suffering.
- Feed plans to ensure still appropriate, e.g. change in age, changes in activity level, change in health status, to address weight gain or loss.
- Pregnant mares and foals.
- Respond to ill health and injury, e.g. specialist help and treatment, allowing the horse plenty of rest, applying poultices, relieving pain, keeping cuts and scrapes clean, administering medication, monitoring vital signs, removing feed in cases of colic.
- Exercise e.g. changes due to age, injury or ill health, competition horses, riding school horses, pre-competition schedules, returning to exercise after injury or ill health, retirement, retraining of racehorses, breaks from training.

### **General housekeeping**

- Clean and replace equipment so that it is ready for use – feed buckets, feed scoop, manger, hay net, hay rack, girths, saddle cloths, numnahs.
- Dispose of waste safely and correctly.
- Identify and report potential hazards and accidents.
- Handle and store tools and equipment correctly and safely.

### **Transferable skills**

- Planning: knowing the tasks to be carried out and the sequence to follow, forming a plan to carry out a task efficiently and safely, identifying potential problems and how they might be overcome.

Self-management and development: reviewing own performance of caring for and exercising horses, to include whether activities were successful, whether animals were content or difficult to manage, how well tasks were completed, use of feedback, what could be changed or done differently, self-development plans.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Assist with the care and exercise of horses</b>		
<b>A.P1</b> Demonstrate limited ability to follow procedures correctly and safely when caring for and assisting with exercising horses.	<b>A.M1</b> Demonstrate ability to follow most of procedures, correctly and safely when caring for and assisting with exercising horses.	<b>A.D1</b> Demonstrate ability to follow procedures safely and confidently when caring for and assisting with exercising horses.
<b>Learning aim B: Review a horse's care and exercise needs</b>		
<b>B.P2</b> Review the care and exercise needs for a given horse and scenario to produce a basic plan	<b>B.M2</b> Review the care and exercise needs for a given horse and scenario to produce a coherent plan	<b>B.D2</b> Review the care and exercise needs for a given horse and scenario to produce a detailed and comprehensive plan

## Essential information for tutors

### Essential information for assessment decisions

#### **For distinction standard**, learners:

- carry out routine care and exercise tasks with the horse. They select appropriate tools and equipment for most tasks, carrying out the procedures safely and confidently without wasting time or resources and with no need for prompting
- keep a record of most of their activities in a clear and well-organised format, giving details of how the activities they have carried out have met the needs of horses and how they followed safe working practices
- use appropriate equipment, tools and techniques (including PPE) to complete necessary tasks with a level of skill that demonstrates secure underpinning knowledge and understanding
- carry out a thorough review of the care and exercise needs for a given horse to produce a comprehensive plan to document the changing needs of the horse. There will be clear links to the five animal needs and the plan can be implemented with minimal change.

#### **For merit standard**, learners:

- carry out routine care and exercise tasks with the horse. They select most of the correct tools and equipment for the task, carrying out most of the procedures correctly but with some errors but without wasting time or resources and with only a few occasions for prompting
- keep a record of some of the activities they have carried out in a clear format, giving outline details of how these activities have met the needs of the horse and how they followed safe working practices
- use appropriate equipment, tools and techniques (including PPE) to complete necessary tasks that ensure the horse's needs are met
- carry out a competent review of the care and exercise needs for a given horse to produce a plan to document the changing needs of the horse. There will be links to the five animal needs but it is likely that some amendments will be needed for it to be implemented, e.g. clarification of points made.

#### **For pass standard**, learners:

- carry out routine care and exercise with the horse. They select tools and equipment with some guidance from tutors but may need prompting on how to use them to ensure they complete simple, necessary tasks safely
- keep an outline record of the activities they have carried out and how they followed safe working practices
- use PPE and simple equipment, tools and techniques to complete necessary tasks safely, ensuring the basic needs of the horse are met
- carry out a basic review of the care and exercise needs for a given horse to produce an outline plan to document the changing needs of the horse. There will be reference to the five animal needs but this may be limited to the more obvious, e.g. nutritious diet. The plan is likely to need substantial clarification in order for it to be implemented.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutors introduce this unit by asking the learners to work in small groups to suggest what they think horses need to be healthy. The groups can consider horses in different situations e.g. stabled or grassed. They could also discuss if different sizes or breeds of horses have different needs. The groups can share their findings with the larger group.

**Suggested time:** about 2 hours.

### Activity: Working safely with horses

Learners watch short video clips of people working with horses. They can identify possible hazards and then make suggestions on how to protect themselves whilst ensuring the safety of the horse. Learners can then use a plan of a typical riding establishment and identify potential hazards. They can discuss their responses with the wider group and make suggestions on how to minimise the risk.

**Suggested time:** about 2 hours.

### Activity: Caring for horses

Learners observe practitioners carrying out routine tasks before following the procedures themselves. A worksheet may be completed as they observe the procedure and this could be compiled into a file for future reference.

**Suggested time:** about 8 hours.

### Activity: Exercising horses

Learners need time to observe others preparing horses for exercise before carrying out the tasks themselves. They will also observe the practitioner working with the horse after exercise. Evidence from these tasks may be used in the learner's log/blog.

**Suggested time:** about 10 hours.

### Activity: Cleaning and preparing equipment

Learners will take part in a practical workshop where different pieces of equipment are set out. Appropriate cleaning materials and tools will be available. Following a demonstration by the tutor, learners will have the opportunity to clean and prepare the equipment for themselves. Where possible, learners will work in pairs, one cleaning and one observing. This will give learners the opportunity to practise giving feedback to others on their performance.

**Suggested time:** about 8 hours.

### Activity: Review the care and exercise needs of horses

Tutor-led discussion on why it is important to review the care and exercise needs of horses and update existing plans and documentation. In small groups, learners look at case studies of difference horse and make recommendations for their care and exercise.

Learners can then feed back to the whole group.

**Suggest time:** about 4 hours

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked by your local stables to help them over the summer caring for and assist with exercising the horse. This will include preparing the horse for exercise and caring for them after exercise. They know about the land-based studies course you are on and feel that you would be able to help them over this busy period. You will need to demonstrate your skills by:

- providing evidence that you can safely carry out routine caring and exercising tasks with horses.
- reviewing the care and exercise needs of a new arrival on the yard.

You must keep a log to evidence your role(s) when carrying out these tasks.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:**

Learners are given a similar scenario as the original but in a different context, such as helping at the stables in a community farm.



# Unit LBS16: Maintain the Health of Animals

Level: **1**

Unit type: **Sector (Land-based Studies)**

Guided learning hours: **40**

---

## Unit in brief

Learners will develop skills in identifying the signs that animals are healthy and the signs that they are unwell.

## Unit introduction

If you are working with animals you will want to make sure that they are healthy and protect their well-being. When you are caring for animals it is your responsibility to know when they are in good health and when they are not well. Over time and through careful observations you will be able to detect the small changes in their behaviour which may indicate that there is something wrong.

In this unit you will learn about the signs that tell you that an animal is in good health or showing signs of illness. You will record this information and find out what to do.

This unit will help you to develop skills to progress to qualifications in different sectors as well as to progress to other qualifications in the land-based sector. The skills you develop in this unit will be useful in completing units in Group A.

## Learning aims

In this unit you will:

- A** Prepare to carry out routine animal health care checks
- B** Carry out routine animal health care checks that meet the needs of specified animals.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Prepare to carry out routine animal health care checks	<ul style="list-style-type: none"> <li>• Importance of keeping animals healthy</li> <li>• Ways of keeping animals in good health</li> </ul>	<ul style="list-style-type: none"> <li>• Plans for the routine health checks of animals</li> <li>• Tutors observations of learner activities with supporting photographic evidence</li> </ul>
<b>B</b> Carry out routine animal health care checks that meet the needs of specified animals	<ul style="list-style-type: none"> <li>• Signs of good health and ill health in animals</li> <li>• Caring for a sick animal</li> <li>• Health and safety</li> </ul>	
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Recognising signs of good health and ill health in animals</li> <li>• Recording animal health information</li> <li>• Safe handling of animals for inspection and treatment</li> <li>• Maintaining a safe and tidy work environment</li> </ul>	<ul style="list-style-type: none"> <li>• Signs of good health and ill health in animals</li> <li>• Basic documentation associated with animal health</li> <li>• Methods of moving, handling and restraining animals</li> <li>• Risk assessment, PPE and hygiene precautions</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Communication skills</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate form.</li> <li>• Identifying the main points and using information to respond to plans.</li> <li>• Planning simple routines, presenting information with an appropriate level of detail and using language, format and structure that are suitable for the audience and fit for purpose.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.</li> <li>• Extract and interpret information from tables, diagrams, charts and graphs.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Importance of keeping animals healthy

- Caring for different types of animal e.g. pets, farm animals, wildlife, birds.
- Improving animal wellbeing.
- Reducing use of antibiotics.
- Reducing environmental impact.
- Increasing likelihood of safer food supplies, higher farm productivity.
- Ways of keeping animals in good health
- Providing a healthy and safe environment that meets the needs of the animal, including:
  - appropriate animal accommodation that is safe, stimulating and provides sufficient space for exercise
  - healthy and sufficient diet including access to clean, fresh drinking water
  - use of different methods to prevent disease, injury, pain, suffering.
- Promoting biosecurity e.g. prevent disease from an outside source, reduce spread of disease, restricting access, microchipping, good pasture management.
- Preventative measures e.g. treatments for worms, fleas, ticks, routine health checks.
- Travelling in a comfortable and safe environment.
- Maintaining records of animal history e.g. passport, movement book, transport off farm, veterinary medicine book, quarantine periods.

#### Signs of good and ill health

- Good health e.g. general appearance, e.g. alert, aware of surrounding, key features - eyes are bright and alert, body moves easily and steadily, smooth and regular breathing, appropriate weight, eating well - grazing, ruminating, excretion relating to diet.
- Ill health e.g. general appearance e.g. cloudy/runny eyes, discharge from nose, irregular breathing, irregular movements, scabs, rough coat, open/course wool, thin, limping and/or swollen and painful joints, unusual swellings, obvious pain and discomfort, increased thirst or not drinking, changes in weight, loss of or increase in appetite, fever and/or lethargic.
- Equipment for health checks e.g. weighing scales, thermometer, grooming brushes.

#### Monitoring a sick animal

- Preparations e.g. handwashing, disinfecting footwear if required, using personal protective equipment, preparing a foot bath.
- Ensuring an appropriate environment for the sick animal, e.g. safe and secure, appropriate bedding, temperature, food, stimulation.
- Carrying out a risk assessment of environment and ways to minimise risk.
- Seeking help from others if concerned about progress.
- Using appropriate handling and restraining techniques.
- Observing animal after surgery or treatment, e.g. use of recovery collars, changes in dressings such as seepage, casts.
- Cleaning environment and equipment used to promote recovery.
- Monitoring animal on a regular basis for signs of improvement or deterioration.

### **Transferable skills**

- Problem solving: using information to identify potential problems, knowing how to deal with concerns
- Communication skills: sharing information with others, recording information accurately, listening to and following instructions

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Prepare to carry out routine animal health care checks</b>		
<b>A.P1</b> Produce an outline plan in preparation for routine health checks to meet the needs of specified animals.	<b>A.M1</b> Produce a plan in preparation for routine health checks to meet the needs of specified animals, outlining how it meets their needs.	<b>A.D1</b> Produce a detailed plan in preparation for routine health checks for specified animals, describing how it meets their needs.
<b>Learning aim B: Carry out routine animal health checks that meet the needs of specified animals</b>		
<b>B.P2</b> Carry out an observation of two different types of animals to identify and meet some of their needs.	<b>B.M2</b> Carry out routine health checks of two different types of animals, safely and efficiently, meeting most needs their needs.	<b>B.D2</b> Carry out routine health checks of two different types of animals, safely and confidently, meeting all their needs.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- produce a plan for routine health checks that covers all the needs of two types of animals. The plan is detailed and clear as to what will be carried out and why, and how this meets the animals' needs. This includes realistic timelines for the completion of tasks, as well as resources, equipment and techniques needed, with reference to why these have been selected. They highlight the key priorities when completing tasks and the potential barriers, referring to why or when these might occur and how they will be overcome.
- meet the demands of carrying out routine animal health checks by demonstrating a flexible approach to situations and independently finding solutions to problems.
- carry out routine animal health checks safely and confidently, meeting most of the two types of animals' needs, without wasting time or resources. They will do this through ensuring they have prepared the required equipment and resources, following most procedures safely and correctly, and using visual methods confidently to assess the basic health status of animals, making links as to how these methods will identify signs of ill-health. Learners return equipment safely and correctly, ensuring that they have left the environment clean and tidy, with no need for prompting.

#### For merit standard, learners:

- produce a plan for routine health checks of animal that covers two types of animal needs, although some will be covered in more detail than others. The plan will include details of what will be carried out and an outline of how this meets the animals' needs. This includes appropriate timelines for the completion of tasks, resources, equipment and techniques, with an outline of how they will be used. Learners highlight some of the key priorities and potential barriers, with some detail of how these will be overcome
- meet the demands of carrying out routine animal health checks by being flexible, working out solutions to problems with the help of others
- carry out routine health checks safely and efficiently meeting some of the two types of animals' needs, with little need for prompting. They will do this through preparing some of the required resources and equipment, following some procedures safely, and using visual methods to identify the basic health status of animals, with reference to the purpose of these methods. Learners return tools and equipment safely, ensuring that they have left the environment clean and tidy, with little need for prompting.

#### For pass standard, learners:

- produce an outline plan for routine health checks for two types of animals that meets some of the needs of the specified animals, although not needs will be covered. The plan will give an outline of what will be carried out. This will include broad timelines to complete tasks, some of the basic resources, equipment and techniques, although this will not include why they are appropriate
- meet the demands of carrying out routine animal health checks in a flexible way, responding to situations appropriately but needing some guidance
- carry out routine health checks safely meeting aspects of the two types of animal needs referred to in their plan. They will do this through following the main aspects of procedures to complete necessary checks safely, but may need some guidance from tutors, and using simple visual methods to give some details of the basic health status of the animals. Learners leave the environment clean and tidy, but they may need some guidance from tutors in terms of the steps to take.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Working in small groups, learners will discuss why it is important to keep animals healthy. Topics can include the benefits to the animal, benefits to the owner and the wider environment.

**Suggested time:** about 2 hour.

### Activity: Visiting veterinary or veterinary nurse

Learners could either visit or invite their local veterinary or veterinary nurse to visit to talk about the signs of good health and ill health. Learners should work in small groups to identify a number of questions that they would like to ask. They will share their questions with the wider group and compile a final list, prior to the visit. They will record the answers and create a checklist that they can refer to when working on their assignment.

**Suggested time:** about 6 hours.

### Activity: Site visit

Learners can visit a local farm or community farm to find out what measures are taken to keep animals healthy. Learners can make their own list initially as they walk round the different areas of the farm. They can then discuss their findings with the owner or on their return to the class.

**Suggested time:** about 6 hours.

### Activity: Assessing the health of an animal

During the site visit, learners can have the opportunity to observe an animal and assess its state of health against a checklist provided by the tutor. On return to the class, learners can share their findings and discuss what was easy and what was difficult to assess. A discussion can then follow about what action they could take as a result of the assessment. If a site visit is not possible, video clips may be a suitable alternative.

**Suggested time:** about 12 hours.

### Activity: Keeping safe

Following demonstrations of each activity, tutors can set up a practical workshop with a number of different activities. Learners will then move from one activity to another. Working in pairs, learners are given procedures to follow on how to prepare for different types of treatment such as hand washing, disinfecting footwear, preparing a foot bath. Learners will use personal protective equipment, where appropriate, before preparing for and carrying out each activity. Each pair should carry out the activity. When finished they should clean any equipment used and store it appropriately.

**Suggested time:** about 8 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

Each weekend you volunteer at the local community farm. You help to look after different animals each time you visit. Your supervisor would like to make sure that you know how to identify an animal that is showing signs of ill health. To show them that you are able to do this, you will need to do the following.

Produce a plan for carrying out health checks for two different types of animal. This will include:

- personal safety precautions
- handling the animals
- signs of good and ill health
- equipment used to check for good health.

Demonstrate your skills by safely carrying out a health check for two different types of animal.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:**

The same tasks must be completed but using two different animals to the ones addressed in the original assignment.



# Unit LBS17: Maintaining Sport Fisheries

Level: **1**

Unit type: **Sector (Land-based Studies)**

Guided learning hours: **40**

---

## Unit in brief

Learners will develop their skills in finding out about sport fisheries and how to maintain sport fisheries environments through carrying out routine tasks.

## Unit introduction

Fishing is a very popular sport. Those who take part may do it for fun or as part of organised competitions.

In this unit, you will learn about aspects of sport fisheries and how to maintain different environments such as offline and online lakes, gravel pits, clay lakes, rivers, canals and reservoirs. You will be able to name and recognise different types of fish that you are likely to find in game and course angling. Using a wide range of equipment and equipment, you will help to manage aquatic and bankside vegetation and find out how to control weeds. You will also find out how to maintain different structures such as fishing pegs and fishing platforms.

This unit will help you to develop skills to progress to qualifications in different sectors as well as to progress to other qualifications in construction. The skills you develop in this unit will be useful in completing units in group A.

## Learning aims

In this unit you will:

- A** Find out about sport fisheries
- B** Carry out routine tasks to control and maintain sports fishery environments.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Find out about sport fisheries	<ul style="list-style-type: none"> <li>• Characteristics of sport fisheries</li> <li>• Routine tasks carried out in sport fisheries</li> <li>• Health and safety requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Information about sport fisheries in an appropriate format, such as a poster, leaflet or short presentation</li> <li>• Tutors observations of learners carrying out practical activities with supporting photographic evidence</li> </ul>
<b>B</b> Carry out routine tasks to control and maintain sports fishery environments		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Using equipment and personal protective equipment (PPE) safely</li> <li>• Aquatic and bankside vegetation control</li> <li>• Maintaining sport fishery environments</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of information about sport fisheries, including local information where possible</li> <li>• Types of task carried out in sport fisheries</li> <li>• Equipment used to carry out tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Finding information</li> <li>• Working with others</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate form.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.</li> <li>• Extract and interpret information from tables, diagrams, charts and graphs.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Characteristics of sport fisheries

- Sport fishery environments e.g. still and flowing waters, open water, club waters, rivers, canals, ponds, lakes.
- Physical e.g. location, size, depth, shape, still and flowing water, water source, topography.
- Angling opportunities e.g. game and coarse fishing, organised events and competitions, specimen, syndicate, club, day ticket, local and national.
- Common fish species, including:
  - game angling e.g. brown trout, rainbow trout, grayling, salmon, char
  - course angling e.g. bream, carp, perch, roach, chub, pike.
- Angling techniques e.g. fly fishing, spinning, coarse angling.
- Physical needs of given fish species e.g. water quality, space, food, spawning habitat, predators.

#### Health and safety requirements

- Personal and protective equipment
- Safe use of tools, equipment
- Ensuring the safety of self and others when carrying out tasks.

#### Routine tasks carried out in sport fisheries

- Aquatic and bankside vegetation control.
- Control factors e.g. over-grazing causing bank erosion, problems for fishing and casting, impact of invasive plants, trees and shrubs causing excessive shade, fallen trees, build-up of debris.
- Identification of common aquatic and bankside vegetation e.g. waterside trees, herbaceous plants, shrubs, grasses, invasive plants; use of keys to help with identification.
- Vegetation control, including:
  - preparing and planting habitat for plants e.g. depth of water, suitable substrate, nutrition
  - vegetation control e.g. manual, biological, chemical.

#### Maintenance

- Maintenance e.g. buildings, path repair, fishing peg and platform repair, boat, applying preservatives.
- Plant maintenance e.g. pruning, strimming, replanting.
- Weed removal and control.
- Equipment.
  - using correct equipment for the task e.g. spades, lawnmowers, strimmers, saws, netting
  - cleaning, maintenance and storing.
- Restocking fish.
- Method of fish survey e.g. trapping, seine netting, electro-fishing.

### **Transferable skills**

- Finding information: finding out different characteristics of sport fisheries, finding sources of information.
- Working with others: listening to instructions and guidance, accepting help or advice, working with others to achieve a goal, being reliable and working to the required standard.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Find out about sport fisheries</b>		
<b>A.P1</b> Select and present limited information about sport fisheries.	<b>A.M1</b> Select and present detailed information about sport fisheries.	<b>A.D1</b> Select and present coherent information about sport fisheries.
<b>Learning aim B: Carry out routine tasks to control and maintain sports fishery environments</b>		
<b>B.P2</b> Carry out routine sport fisheries tasks to meet some requirements of the tasks.	<b>B.M2</b> Carry out routine sport fisheries tasks to meet most requirements of the tasks.	<b>B.D2</b> Carry out routine sport fisheries tasks to fully meet the requirements of the tasks.

## Essential information for tutors

### Essential information for assessment decisions

#### **For distinction standard**, learners:

- present information that is detailed and well organised showing a clear understanding of the sports fisheries sector. The information gives comprehensive and clear details of different sport fisheries and their characteristics. The presentation notes are organised in a clear and logical format so that it is easy to follow without the need for clarification. Learners evidence that they have used, given and their own resources.
- show confidence and control when carrying out all given tasks. The tasks are carried out safely and effectively to fully meet the requirements of the brief.
- leave the work area safe and tidy and return all equipment to their stored positions, without prompting.

#### **For merit standard**, learners:

- present information that gives clear details showing an understanding. The information covers different sport fisheries and their characteristics and is in a format that is clear and appropriate, with minimal need for clarification.
- carry out given tasks safely and competently when helping to control and maintain sport fishery environments, missing only a few of the steps.
- leave the work area safe and tidy and return the equipment to their stored positions, with little prompting.

#### **For pass standard**, learners:

- present information about different sport fisheries and their characteristics, which will show some understanding. The information will be correct but may not go into detail and some clarification may be needed.
- carry out some of the given tasks but not in the specified order and missing several steps. Learners are likely to need prompting in following instructions for the given tasks.
- leave the work area safe and tidy once the task has been completed, including returning most of the equipment to their stored positions, with some prompting.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners begin the unit by discussing what they understand by the term 'sport fisheries'. The tutor could encourage learners to share their experience of either participating in sport fisheries or what they have observed in real-life or on different forms of media.

Learners could continue by working in small groups to find out the characteristics of different sport fishery environments. Each group could work on all the given environments or select one. They could then share their findings with the rest of the larger group.

**Suggested time:** about 3 hours.

### Activity: Sport fisheries research

Learners could engage in an IT or learning resource-based activity to develop their understanding of sport fisheries. This could include looking at the differences between game and course angling and the types of fish found in each. Learners could then spend time learning the identifying features of the fish.

**Suggested time:** about 6 hours.

### Activity: Preparing for a site visit

Through group discussion, the tutor will prepare learners for the visit by helping them prepare a list of topics that will help to focus learners' observations e.g. How does the workplace ensure their staff are safe? What equipment do staff use? Learners should also note questions that they would like to ask on the visit. On returning to the learning centre, time should be given to share what they observed and how it will help them improve their skills and knowledge in this area.

**Suggested time:** about 8 hours.

### Activity: Site visit and follow up

Learners visit a sport fisheries environment to meet the team and observe the work that is carried out. During the visit, learners could photograph different types of vegetation and on their return to the learning centre, spend time identifying them.

**Suggested time:** about 8 hours.

### Activity:

This activity will be used for different sport fishery tasks throughout the delivery of the unit.

The tutor will demonstrate how to maintain the health of different types of plants, using appropriate equipment. Each step of the work is clearly explained. Learners observe and make notes on a worksheet provided by the tutor. With the help of group discussion, learners complete their worksheet accurately and include all essential information, i.e. name of plant, equipment required, health and safety, PPE etc. Emphasise good housekeeping skills including cleaning and maintaining equipment. The tutor can recap what was done in the demonstration and go over each step to emphasise health and safety and the procedures involved. Learners should then have the opportunity to complete the task for themselves either on their own or in small groups.

**Suggested time:** about 8 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

Each weekend you work as a volunteer at your local fishing lake. You would like to gain as much practical experience as possible to help you with your land-based qualification.

- Your supervisor would like you to gather information about sport fishing for guests and present it in a way that is easy to understand.
- While you are working at the fishing lake you will carry out two different sport fisheries tasks given to you by your supervisor. It is very important to use the correct equipment and PPE, follow instructions and complete the tasks within the agreed timescale. You will follow all relevant safety procedures correctly.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:**

The same tasks must be completed but using different information about sport fishing. The routine sport fisheries tasks will be different to the original assignment.



# Unit LBS18: Aquatic Environments

Level: **1**

Unit type: **Sector (Land-based)**

Guided learning hours: **40**

---

## Unit in brief

Learners will measure, record and identify data from different fish and aquatic environments.

## Unit introduction

When working in land-based industries it is important to have an understanding of different aquatic environments. The land you work on may have rivers or streams running through it, there may be ponds that need to be maintained or you may work on a nature reserve where there is both salt and sea water. In this unit, you will find out about the water cycle and its properties. Being able to identify different flora, fauna and fish that live in these environments can give you a better understanding of how to care for the water and surrounding land.

The aquatic environment can be dangerous to work in. It is therefore important that you know how to stay safe in this type of environment. In this unit, you will learn how to identify potential hazards and ways to minimise the risks. You will also learn the importance of wearing appropriate personal protective equipment.

This unit will help you to develop skills to progress to qualifications in different sectors as well as to progress to other qualifications in construction. The skills you develop in this unit will be useful in completing units in group A.

## Learning aims

In this unit you will:

- A** Carry out data collection in aquatic environments
- B** Present information about aquatic environments.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out data collection in aquatic environments	<ul style="list-style-type: none"> <li>• Health and safety when working in, near or over water</li> <li>• Different aquatic environments</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor observations</li> <li>• A list or presentation or written report, showing detailed information of the given aquatic environment</li> </ul>
<b>B</b> Present information about aquatic environments	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Characteristics of water</li> <li>• Common fish species and their requirements</li> <li>• Common aquatic flora and fauna lifecycles</li> </ul>	
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Practical skills and procedures for gathering data about aquatic environments</li> <li>• Using identification keys to identify different fish, flora and fauna</li> <li>• Selecting information to present to others</li> <li>• Health and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Potential dangers of working in or near water</li> <li>• Evidence gathering methods</li> <li>• Water cycle</li> <li>• Key features of fish, flora and fauna</li> <li>• Factors that can influence changes in the environment</li> <li>• Influence of fish, flora and fauna on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Managing information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate form.</li> <li>• Utilise information contained in texts.</li> <li>• Use language, format and structure suitable for purpose and audience</li> <li>• Write clearly and coherently, including an appropriate level of detail.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.</li> <li>• Extract and interpret information from tables, diagrams, charts and graphs.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Health and safety when working in, near or over water

- Potential hazards e.g. risk assessment, weather conditions, surrounding environment e.g. slippery surfaces, water weed, slime, bird droppings, oily and greasy surfaces, icy and frosty surfaces, contaminated water, floating or submerged debris.
- Minimising risk e.g. personal protective equipment (PPE), use of grit and absorbent granules to reduce risk of falling.
- Personal Protective Equipment (PPE) to be used e.g. waders, dry suits, flotation aids, wading sticks, appropriate footwear, safety helmets, waterproof clothing suitable for the location and weather conditions.
- Consequences of inappropriate use of personal protective equipment, e.g. rubber boots in changing water levels.
- Safety equipment e.g. standby rescue boat, rescue lines.

#### Different aquatic environments

- Aquatic environments e.g. still and moving fresh waters, brackish waters, saltwater, flora and fauna communities, species tolerances.

#### Data collection

- Methods of evidencing flora, fauna and fish, e.g. simple keys for identification, photographic, illustrations.
- Tools and equipment to be used, e.g. collecting pot or bottles, telescopic pond net, hand net, pond net, plankton net, sampling trays, bug box, stream flow meter.
- Sampling and measuring physical properties, e.g. size, flow and shape, fauna and flora species and abundance.

#### Characteristics of water

- Water cycle e.g. evaporation, forms of precipitation, run off, ground waters, changes of water chemistry, influences on water cycle both natural and man-made, reservoirs, abstraction, discharges, land use, buildings.
- Properties of water e.g. chemical composition of water, hydrogen bonds, specific heat capacity, water as a solvent, cohesive properties and seasonal variations in natural water bodies.
- Measure and record e.g. pH, dissolved oxygen, temperature.
- Influence of fish, flora and fauna on the aquatic environment.

#### Common fish species and their requirements

- Fish species e.g. use of simple keys for identification, salmonids, coarse fish, saltwater fish.
- Internal and external features e.g. gill cover, fins, eyes, vent, nostrils, gills, swim bladder, lateral line, heart, kidneys, liver and digestive system.
- Needs of fish e.g. sources of food (natural and artificial), habitat, spawning substrate, room for growth, protection from predators, correct water quality.

### **Common aquatic flora and fauna lifecycles**

- Flora and fauna e.g. use of simple keys for identification, range of common species.
- Role of flora and fauna e.g. food webs, nutrient cycling, role of plants, fish and invertebrates in a water body.
- Types of flora e.g. perennial, annual, biennial.
- Life cycle of flora and fauna e.g. seed dispersal, flowering.
- Reproduction and life cycles of fish, invertebrates and mammals.
- Seasonal changes e.g. changes in species diversity and abundance, influence of seasons and weather on communities.

### **Transferable skills**

- Presenting information: selecting, using and organising information on industries in the land-based sector, to include identifying key points, making notes, summarising information and organising information in a structured and clear format.
- Managing information: using key features to name flora, fauna and fish, risk assessment, finding information about different aquatic environments, collecting and using information from different sources, organising and presenting information

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out data collection in aquatic environments</b>		
<b>A.P1</b> Collect information about an aquatic environment using limited methods of data collection.	<b>A.M1</b> Collect information about an aquatic environment, using some methods of data collection.	<b>A.D1</b> Collect information about a given aquatic environment, using consistent methods of data collection.
<b>Learning aim B: Present information about aquatic environments</b>		
<b>B.P2</b> Present outline information from own data collection about an aquatic environment.	<b>B.M2</b> Present mostly relevant information from own data collection about an aquatic environment.	<b>B.D2</b> Present comprehensive information from own data collection about an aquatic environment showing relationships between fish, flora and fauna.

## Essential information for tutors

### Essential information for assessment decisions

#### **For distinction standard**, learners:

- carry out an accurate assessment of the potential hazards in the given aquatic environment, using all the appropriate methods of data collection
- provide detailed suggestions of how to minimise any risks identified
- identify and name different fish, flora and fauna collected from a given aquatic environment using identification keys accurately
- present a clear and detailed summary of findings, keeping the focus of the project
- make clear connections between the fish, flora and fauna and their interdependence.

#### **For merit standard**, learners:

- carry out an assessment of the potential hazards in the given area, using most of the appropriate methods of data collection
- provide some suggestions of how to minimise the risks for the hazards identified
- identify and name most of the different fish, flora and fauna collected accurately from a given aquatic environment using some of the identification keys
- present a summary of findings remaining mostly focused on the project although they may go off in other directions at some points. The summary will reference some of the data collection methods that were used.

#### **For pass standard**, learners:

- carry out an assessment and identify limited potential hazards in the given area but may need prompting to identify others. They use methods of data collection but may miss steps and may need prompting to use them correctly
- provide limited suggestions of how to minimise the risks for the hazards identified.
- identify and name some of the different fish, flora and fauna collected but will make some errors
- present an outline summary of findings that are mainly broad and unfocused. There will be little or no reference to the data collection methods used.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### **Introduction to unit – Health and safety**

Keeping safe when working in, on or over aquatic environments is essential. In small groups, learner can draw on their own experience of being near and in water, identifying potential hazards and suggesting ways to minimise risk. Learners can then feedback to the larger group. Video clips produced by national organisations such as the RNLi may be used to reinforce the importance of water safety may be used to reinforce the importance of their own safety and those working with them.

**Suggested time:** about 2 hours.

### **Activity: Identifying different types of fish and their key features**

Using illustrations or video clips, learners can identify the key features of fish. Working in small groups, learners can then find out as much as they can about a specific type of fish e.g. where it lives, what type of water it lives in, needs of fish and influence on the aquatic environment. They will then share their information with the rest of the group. The larger group can then use the information to complete a prepared worksheet on the name and properties of each fish.

**Suggested time:** about 3 hours.

### **Activity: Identifying flora in and near water**

Before visiting a suitable site with learners, tutors can illustrate the lifecycle of flora likely to be found in and near aquatic environments. Learners can visit different aquatic sites to gather information about the flora. They may take photographs of flora and fauna or use illustrations. On returning to the learning centre they can use identification keys to build a portfolio of what they have found, where they found it and when.

**Suggested time:** about 8 hours.

### **Activity: Collecting and identifying fauna in and near water**

Before the visit, tutors will explain the different types of equipment used to gather information about the fauna that lives in or near the water. Learners will use a range of different types of equipment to collect different types of fauna such as collecting pot or bottles, telescopic pond net, hand net, pond net, plankton net, sampling trays, bug box.

**Suggested time:** about 10 hours.

### **Activity: Aquatic sampling and physical properties of water**

Tutors will explain the water cycle to learners using visual aids and practical work. Learners will then have the opportunity to use different types of equipment to sample and measure the physical properties of water.

**Suggested time:** about 12 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

As part of your work experience on a large estate, you have been asked to find out about the flora, fauna and fish that live within a given section of the fresh water stream that runs through the estate. You will need to:

- identify potential hazards and suggest ways to minimise risks
- use different methods to gather data
- identify and name examples of fish, flora and fauna that you find
- present your findings in an appropriate way for your audience.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:**

The same tasks must be completed but using a different aquatic environment to the one addressed in the original assignment.



## 4 Planning your programme

### How do I choose the right BTEC Introductory qualification for my learners?

BTEC Introductory qualifications come in three sizes, the Award, the Certificate and the Diploma, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Award size, progress to the Certificate size and then on to the larger Diploma. They may then progress to a BTEC Level 2 qualification. Learners who have a clear idea of the sector they would like to study, could start on the Diploma qualification. All three sizes allow for learners to take complementary qualifications such as maths and English alongside their BTEC Introductory qualification.

It is not advised that learners take two Award or Certificate qualifications from different sectors. If learners want to study across two or more sectors, then you should consider offering a Pearson BTEC Level 1 Introductory Vocational Studies Certificate or Diploma. The Vocational Studies qualifications give learners a flavour of a number of different vocational sectors. When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

There are no formal entry requirements but all learners recruited should be able to access a Level 1 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment
- are willing to improve their maths and English skills.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed. Further information is given in *Section 7*.

### What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for tutors but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for progression.

### What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver the qualifications. For some units, specific resources are required.

### Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Introductory units using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including some direct instruction in classrooms or vocational environments, practical work, group- and peer work, private study and e-learning.

## Support

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

### What support is available?

We will provide a generic delivery guide which will give suggestions for how to deliver the core units and the transferable skills across the suite. This will be available to download on our website.

To support you in planning your assessments you will be allocated a Standards Verifier early on in the planning stage. See *Section 7* for further details.

# 5 Assessment

## Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7*.

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of your assessment team need to refer to this document.

For BTEC Introductory qualifications it is important that you can meet the needs of learners by providing a programme that is practical and which will develop transferable and sector skills in a vocational context. Centres can tailor programmes to meet local needs and use links with local organisations and the wider vocational sector.

We have addressed the need to ensure that the time allocated to final assessment of internal units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners.

## Principles of internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, explained in *Section 3*, and the requirements for delivering assessment.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

## Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit or part of the unit, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, tutors.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

## Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Introductory qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, and sector- and transferable skills appropriate to the purpose of qualification.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to 'describe' and the related P criterion requires the learner to 'outline', then to satisfy the M criterion a learner will need to cover both 'outline' and 'describe'. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 1 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as having an Unclassified grade. See *Section 8* for further information on grading.

## The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) for the BTEC Introductory suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures the record keeping, assessment and internal verification meet our requirements and liaise with our Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

## **Effective organisation**

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

## **Learner preparation**

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

## Setting effective assignments

### Setting assignments

In setting your assignments, you need to work with the guidance given in the *Essential information for tutors* section of a unit. This section gives you information on assessment decisions, with suggested scenarios for assessments. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or a visit to an organisation, then they will address all the relevant range of content that applies in that instance.

### Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of their ability.

An assignment brief should have:

- a vocational scenario or context, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally that could be set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

## Forms of evidence

BTEC Introductory units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information to suggest what would be suitable forms of evidence and to give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care in ensuring that learners produce independent work.

## Making valid assessment decisions

### Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 6*.

### Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass, Merit and Distinction criteria all relate to individual learning aims.

### Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

### Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence.



## Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, having met the initial deadline. For example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement or have submitted work that is not authentic.

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan the assessment team may wish to consider:

- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how resubmission dates can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

# 6 Administrative arrangements

## Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

## Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. Refer to our *Information Manual* (available on our website) for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

## Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## **Administrative arrangements for internal assessment**

### **Records**

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. We may ask to audit your records so they must be retained as specified.

### **Reasonable adjustments to assessment**

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

### **Special consideration**

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### **Appeals against assessment**

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and Appeals about Pearson Vocational Qualifications*.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see *Centre Guidance: Dealing with Malpractice*, available on our website.

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Tutor/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, on our website.

In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

## Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

## Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

## Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

# 7 Quality assurance and centre approval

## Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

## Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Introductory qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality-assuring its BTEC programmes.



Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for any BTEC Introductory programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 8 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number units, the core units along with the sector units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

### Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with Ofqual requirements.

#### Eligibility for an award

To achieve any qualification grade, learners must:

- complete and report an outcome for all units within a valid combination (NB: Unclassified (U) is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold, and
- achieve sufficient Guided Learning Hours at Pass or above, see table below.

Qualification	Required Guided Learning Hours at Pass or above
Award	70
Certificate	140
Diploma	280

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for a Certificate or a Diploma may be eligible to achieve a smaller sized qualification in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have met the requirement for guided learning a Pass or above.

#### Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. The BTEC Introductory suite comprises Level 1 qualifications which are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Award	P to D
Certificate	P to D
Diploma	PP to DD

The *Calculation of Qualification Grade* table, shown further on in this section, indicates the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information of this process.

### Points available for units

The table below shows the number of **points** available for units. For each unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	40 GLH
<b>U</b>	0	0
<b>Pass</b>	6	8
<b>Merit</b>	12	16
<b>Distinction</b>	18	24

### Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort

### Calculation of qualification grade

Applicable for registration from 1 September 2019.

Award		Certificate		Diploma	
70 GLH		180 GLH		360 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0
P	14	P	36	PP	72
				MP	96
M	22	M	60	MM	120
				DM	158
D	36	D	96	DD	196

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

## Examples of grade calculations based on table applicable to registrations from September 2019

### Example 1: Achievement of an Award with a D grade

	GL	Grade	Unit points
Unit 1	30	Distinction	18
Unit 7	40	Distinction	24
<b>Totals</b>	<b>70</b>	<b>D</b>	<b>36</b>

The learner has sufficient points for a D grade

### Example 2: Achievement of an Award with a P grade

	GL	Grade	Unit points
Unit 1	30	Pass	6
Unit 7	40	Pass	8
<b>Totals</b>	<b>70</b>	<b>P</b>	<b>14</b>

The learner has met the minimum requirement for 70 GL at Pass or above

The learner has sufficient points for a P grade

### Example 3: An Award graded unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 7	40	Distinction	24
<b>Totals</b>	<b>70</b>	<b>P</b>	<b>24</b>

The learner has a U in Unit 1

The learner has sufficient points for a M but has not met the minimum requirement for 70 GL

**Example 4: Achievement of a Certificate with a D grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	Distinction	18
Unit 2	30	Pass	6
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
<b>Totals</b>	<b>180</b>	<b>D</b>	<b>96</b>

The learner has sufficient points for a D grade

**Example 5: Achievement of a Certificate with a P grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>P</b>	<b>36</b>

The learner has met the minimum requirement for 140 GL at Pass or above

The learner has sufficient points for a P grade

**Example 6: A Certificate graded Unclassified**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 5	40	Distinction	16
Unit 6	40	U	0
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>U</b>	<b>42</b>

The learner has a U in Units 1 and 6

The learner has sufficient points for M but has not met the minimum requirement for 140 GL at Pass or above

**Example 7: A Diploma graded Unclassified**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	Pass	8
Unit 6	40	U	0
Unit 7	40	U	0
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Distinction	24
<b>Totals</b>	<b>360</b>	<b>U</b>	<b>110</b>

The learner has not met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for MP but has not met the minimum requirement for 280 GL at Pass or above

**Example 8: Achievement of a Diploma with a DD grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	Merit	12
Unit 2	30	Merit	12
Unit 3	30	Distinction	18
Unit 4	30	Distinction	18
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Merit	16
<b>Totals</b>	<b>360</b>	<b>DD</b>	<b>196</b>

The learner has sufficient points for a DD grade

**Example 9: Achievement of a Diploma with a PP grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	U	0
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Unit 8	40	Pass	8
Unit 9	40	Merit	16
Unit 10	40	Pass	8
<b>Totals</b>	<b>360</b>	<b>PP</b>	<b>72</b>

The learner has met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for a PP grade

## 9 Resources and support

Our aim is to give you support to enable you to deliver BTEC Introductory qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

### Support for setting up your course and preparing to teach

#### Delivery Guide

The free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Introductory qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

### Support for assessment

#### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.



## Training and support from Pearson

### People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your BTEC Nationals. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Introductory qualifications. The sector-specific events, developed and delivered by specialists, are available both face to face and online.

# Appendix 1 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

<b>Term</b>	<b>Definition</b>
Accurate	Perform processes and procedures without error.
Collaborate	Work jointly with others.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear account that includes all the relevant features and characteristics – ‘painting a picture with words’.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Outline	Learners’ work, performance or practice provides a summary or overview or a brief description.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally, appraising existing information or prior events with the intention of instituting change if necessary.
Show	Learners’ work, performance or practice presents evidence using knowledge, understanding and skills.
State	Learners express the condition of, or facts about something definitely or clearly.

This is a key summary of the types of evidence used for BTEC Introductory Suite of qualifications.

<b>Type of evidence</b>	<b>Definition and purpose</b>
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Observation records	An observation record is used to provide a formal record of an assessor's judgement of learner performance.
Performance	A defined and constrained opportunity to perform, to show skills in a structured context and where the focus is on the skills/process rather than the specific outcome.
Plan	A proposal that gives details for doing or achieving something.
Review	A reflective account of an activity or performance.

# Pearson BTEC Level 1 Introductory in Land-based Studies

## Like what you see?

- Explore free course materials and training events
- Get your questions answered by your subject advisor
- Explore our full range of BTEC Entry Level and Level 1 Introductory qualifications

All this and more at: [quals.pearson.com/BTECbelowL2](https://quals.pearson.com/BTECbelowL2)



@TeachBTEC



TeachingSkills@pearson.com

For more information about Edexcel, BTEC or LCCI qualifications  
visit [qualifications.pearson.com](https://qualifications.pearson.com)

BTEC is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL

VAT Reg No GB 278 537121