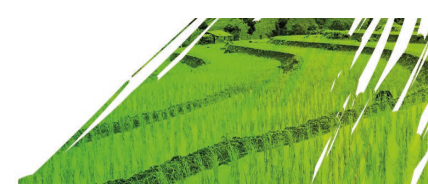


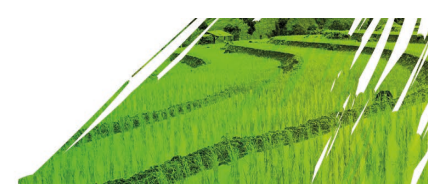
<b>Unit title</b>	Estate Skills
<b>Guided learning hours</b>	60
<b>Number of lessons</b>	30
<b>Duration of lessons</b>	2 hours
<b>Links to other units</b>	
Unit 3: Understanding Environmental Management Unit 7: Work Experience in the Land-based Sectors Unit 10: Farm Livestock Husbandry Unit 24: Land-based Workshop Practices Unit 26: Applied Agricultural Farming Practice Unit 30: Tree and Shrub Pruning and Maintenance	

Key to learning opportunities			
<b>AW</b>	Assignment writing	<b>V</b>	Visit
<b>GS</b>	Guest speaker	<b>GW</b>	Group work
<b>IS</b>	Independent study		

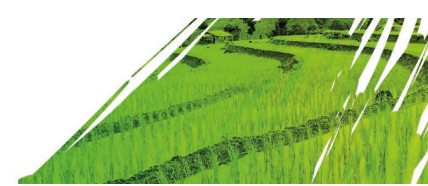
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
<b>Learning aim A: Explore estate skills for the management and maintenance of habitats and environments</b>				
1	<b>A1: The nature and scope of estate skills for land-based sector management</b>	GW	<ul style="list-style-type: none"> <li><b>Lead in:</b> Introduction to the unit. What are estate skills? How will the unit be delivered in terms of theory sessions, practical sessions and assessment?</li> <li><b>Paired activity:</b> Split learners into pairs to discuss why estate skills</li> </ul>	<ul style="list-style-type: none"> <li>Tutor presentation and notes</li> <li>Computers</li> <li>Paper and pens</li> </ul>



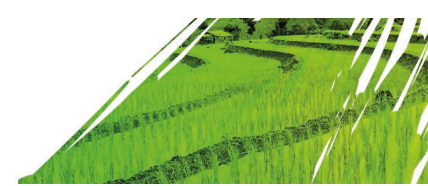
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>are so important and integral to all aspects of the land-based sector.</p> <ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> Boundaries, their importance and the different types, including animal deterrent fencing, electric fencing, stock fencing, post and rail fencing, and decorative fencing. Cover their materials, installation and maintenance.</li> <li>• <b>Class discussion:</b> Other boundaries typically used in your local area and around the world.</li> <li>• <b>Small group activity:</b> Working in small groups, learners should consider the labour involved in installation and maintenance of different boundaries.</li> <li>• <b>Class discussion:</b> Costs of boundaries, comparing initial costs with maintenance costs and longevity.</li> <li>• <b>Plenary:</b> A short Q&amp;A session about the advantages and disadvantages of different boundaries.</li> </ul>	
2	<b>A1: The nature and scope of estate skills for land-based sector management</b>	GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous session with exposition about boundaries and their importance. Progress onto surfaces and their links with boundaries.</li> <li>• <b>Tutor presentation:</b> Surfaces – what different types of surfaces can we use? Include paths, tracks, rides, livestock accommodation flooring and grassed surfaces, the materials involved in their development, initial laying of surfaces and any maintenance.</li> <li>• <b>Small group activity:</b> Split learners into pairs to create a list of the advantages and disadvantages of different surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor presentation and notes</li> <li>• Computers</li> <li>• Paper and pens</li> </ul>



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> What surfaces are typically used in your local area? Are they effective or would other surfaces be better?</li> <li>• <b>Paired activity:</b> Working in pairs, learners should consider the costs involved in initial laying and maintenance of different surfaces. Do a stretch activity for any learners who have completed the task to consider areas where changes to surfaces would be highly advantageous, but access or costs would prevent them being used.</li> <li>• <b>Class discussion:</b> Discuss the costs of surfaces alongside the advantages and disadvantages, comparing the two to ascertain whether the long-term benefits are worth the costs.</li> <li>• <b>Plenary:</b> A short Q&amp;A session about the advantages and disadvantages of different boundaries.</li> <li>• <b>Knowledge quiz:</b> A short quiz of 10 or 12 questions to check that learners have a thorough understanding of all aspects of different surfaces.</li> </ul>	
3	<b>A1: The nature and scope of estate skills for land-based sector management</b>	GW/V	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous session with exposition about surfaces, their advantages and disadvantages. Progress onto structures and their links with surfaces – for example, hard standings for structures.</li> <li>• <b>Tutor presentation/exposition:</b> The different types of structures, including field shelters, stiles, way markers, greenhouses, cold frames, raised beds, gates, water troughs, drinkers, stall furniture, feeders and structure finishes (paint, varnish, preserves). Cover</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor presentation and notes</li> <li>• Computers</li> <li>• Paper and pens</li> <li>• Access to the local area</li> <li>• Any protective footwear</li> </ul>

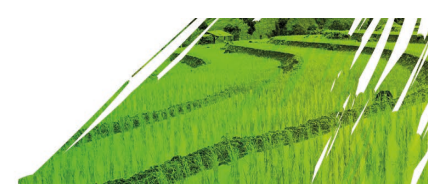


Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>their uses and how these dictate construction materials and building. Give definitions and make comparisons with different equipment for the same role and the associated costs.</p> <ul style="list-style-type: none"> <li>• <b>Paired activity:</b> Split learners into pairs to cover the different structures in their local area. Produce a table where you can complete structure type, uses, materials used, advantages and disadvantages.</li> <li>• <b>Practical activity:</b> Working in pairs, learners go on a walk in the local area, completing the table produced previously.</li> <li>• <b>Tutor-led discussion:</b> Discuss and share the findings of the practical activity.</li> <li>• <b>Plenary:</b> A short Q&amp;A session about the uses, advantages and disadvantages of different structures.</li> </ul>	<p>required to access structures</p>
4	<p><b>A1: The nature and scope of estate skills for land-based sector management</b></p>	IS/V	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> An introduction to habitat maintenance: why do we maintain habitats? What are we maintaining?</li> <li>• <b>Tutor exposition:</b> Different methods of habitat management, including weed control, invasive plant control, shrub boundary cutting/layering, and giving refuges for wildlife.</li> <li>• <b>Independent activity:</b> Learners should jot down the benefits of managing habitats.</li> <li>• <b>Tutor-led discussion:</b> Learners feed back their findings to the group for the teacher to capture in the form of mind maps on the board for all learners to record.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor presentation and notes</li> <li>• Computers</li> <li>• Paper and pens</li> <li>• Access to the local area</li> <li>• Any protective footwear required to access structures</li> </ul>

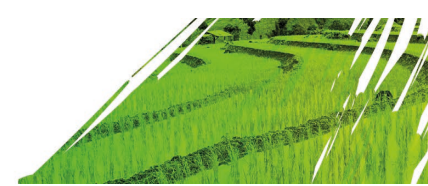


Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> <li>• <b>Practical activity:</b> Working in small groups, learners go for a walk in their local area, looking at different habitats and making habitat management plans, suggesting different types of management they could initiate and the benefits of doing so.</li> <li>• <b>Class discussion:</b> A short discussion where learners can feed back their findings to the rest of the group.</li> <li>• <b>Knowledge quiz:</b> A short quiz to check that learners have a thorough understanding of habitat management methods and their purposes.</li> </ul>	
5	<b>A1: The nature and scope of estate skills for land-based sector management</b>	GS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> An introduction to different land-based services, and their advantages and disadvantages.</li> <li>• <b>Guest speaker:</b> Invite a guest speaker from industry to talk to learners about the advantages and disadvantages of the services.</li> <li>• <b>Tutor-led discussion:</b> A discussion to recap the different services and their advantages and disadvantages from an industry point of view.</li> <li>• <b>Plenary:</b> An exposition session to ensure learners have a thorough understanding of the different services.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor presentation and notes</li> <li>• Computers</li> <li>• Paper and pens</li> </ul>
6	<b>A1: The nature and scope of estate skills for land-based sector management</b>	IS/V	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> An introduction to the different materials we use in the sector.</li> <li>• <b>Tutor presentation:</b> The different materials we use – their different uses, advantages and disadvantages.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor presentation and notes</li> <li>• Computers</li> <li>• Paper and pens</li> </ul>

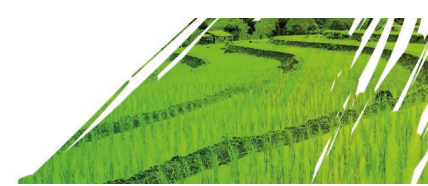
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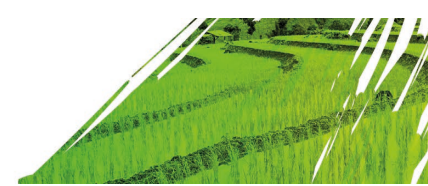
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> <li>• <b>Practical activity:</b> Working in small groups, learners go for a walk in their local area, looking at different materials so they can see and confirm their views about the advantages and disadvantages.</li> <li>• <b>Independent activity:</b> Learners should research the initial laying costs.</li> <li>• <b>Group discussion:</b> Learners feed back their findings and have a class discussion about whether the initial costs are offset by the longevity and maintenance requirements.</li> <li>• <b>Knowledge quiz:</b> A short quiz to check that learners have a thorough knowledge of the different materials and their advantages and disadvantages.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the local area</li> <li>• Any protective footwear required to access structures</li> </ul>
7	<b>A2: Assessing needs</b>	IS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> An introduction to this part of the learning aim, instilling into learners the need for practical activities. Cover assessing the needs of the estate in order to plan for maintenance, development and repair.</li> <li>• <b>Tutor presentation:</b> How do we assess needs? What are we looking for? How can we ascertain the importance/priority of work?</li> <li>• <b>Practical activity:</b> Working in small groups, learners should complete worksheets with images of farms, estates, polytunnels, glasshouses etc. From these images they need to assess the maintenance needs, stating why maintenance is required.</li> <li>• <b>Independent activity:</b> Learners should prioritise their findings.</li> <li>• <b>Group discussion:</b> Learners feed back their findings to a class</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor presentation and notes</li> <li>• Computers</li> <li>• Paper and pens</li> </ul>



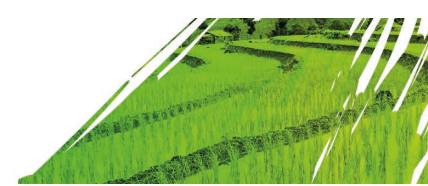
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>discussion, indicating how they prioritised and why.</p> <ul style="list-style-type: none"> <li>• <b>Knowledge quiz:</b> A short quiz to check that learners have a thorough knowledge of how to assess needs.</li> </ul>	
8	<b>A2: Assessing needs</b>	GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous lesson, where learners completed a theory session about how to assess needs.</li> <li>• <b>Practical activity:</b> Working in small groups, learners should go around the estate/farm/grounds, highlighting the estate's needs for maintenance and development. Learners then need to list the reasons why maintenance is required and prioritise these activities; this could be done using a traffic light system, where red would be immediate attention, amber prompt action to be taken, and green when time allows.</li> <li>• <b>Tutor-led discussion:</b> Learners feed back their findings and discuss with their peers, listening and sharing suggestions. You should clarify the correct priorities, stating the reasons why.</li> <li>• <b>Plenary:</b> A short quiz to check good knowledge has been secured.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor presentation and notes</li> <li>• Computers</li> <li>• Paper and pens</li> <li>• Access to the farm/estate</li> <li>• Any protective footwear required to access structures</li> </ul>
9	<b>A3: Planning tasks</b>	GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap planning tasks, then look at the importance of planning tasks once needs have been established.</li> <li>• <b>Tutor-led discussion:</b> Why do we plan tasks? When we plan them, what do we consider and why?</li> <li>• <b>Practical activity:</b> Working in small groups, learners should use their information gathered in the previous session, where they</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor presentation and notes</li> <li>• Computers</li> <li>• Paper and pens</li> </ul>



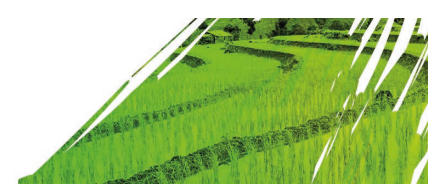
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>assessed needs and plans as practical estate skills.</p> <ul style="list-style-type: none"> <li>• <b>Group discussion:</b> Learners share their planning information with their peers and discuss each other's plans to assess their effectiveness.</li> <li>• <b>Knowledge quiz:</b> A question and answer session to ensure a sound knowledge of planning tasks has been secured.</li> </ul>	
10	<b>A3: Planning tasks</b>	GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> A short recap of the previous session. Q&amp;A can be used to engage learners.</li> <li>• <b>Practical activity:</b> In this session, learners will complete a planning task: you will put them into pairs and allocate them an area of the farm/estate and they need to assess the needs of the area and plan the maintenance tasks that are required. They will produce a planning report that indicates the work required, the reason why, the urgency of the work, the job tasks that should be completed, the tools and equipment that are required, and any health and safety or access considerations. You will circulate the groups, prompting and recognising their success while completing the task.</li> <li>• <b>Plenary:</b> A short session where learners discuss their reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper and pens</li> <li>• Access to the farm/estate</li> <li>• Any protective footwear required to access structures</li> </ul>
<b>Learning aim B: Undertake estate skills and their management in the land-based sector</b>				
11	<b>B1: Working safely</b>	IS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Tutor-led discussion, discussing the extremely diverse array of personal protective equipment available within the sector and its importance.</li> <li>• <b>Tutor presentation:</b> A detailed presentation of the range of</li> </ul>	<ul style="list-style-type: none"> <li>• Paper and pens</li> <li>• Access to the farm/estate</li> <li>• Any personal</li> </ul>



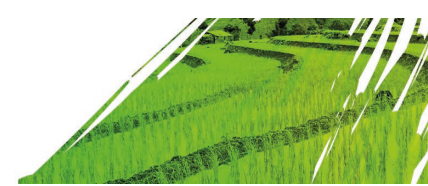
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>equipment and clothing commonly used within the industry and its different uses.</p> <ul style="list-style-type: none"> <li>• <b>Independent matching activity:</b> Either leave equipment and clothing around the room or leave it in situ on the farm or estate. Learners can move around on the farm. Using worksheet templates, learners identify as much equipment and clothing as they can, state its use, specific purpose, advantages and any disadvantages, e.g. costs.</li> <li>• <b>Plenary:</b> Clarify types and uses via a short Q&amp;A session to ensure accuracy and learning has taken place.</li> </ul>	<p>protective equipment (PPE) required for practical work</p> <ul style="list-style-type: none"> <li>• Tools and equipment for the tasks to be completed</li> </ul>
12	<b>B1: Working safely</b>	GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> A short recap of the previous session. Q&amp;A can be used to engage learners.</li> <li>• <b>Practical activity:</b> In this session, learners will complete a planning task: you will put them into pairs and allocate them an area of the farm/estate and they need to assess the needs of the area and plan the maintenance tasks that are required. They will produce a planning report that indicates the work required, the reason why, the urgency of the work, the job tasks that should be completed, the tools and equipment that are required, and any health and safety or access considerations. You will circulate the groups, prompting and recognising their success while completing the task.</li> <li>• <b>Plenary:</b> A short session where learners discuss their reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the farm/estate</li> <li>• Any personal protective equipment (PPE) required for practical work</li> </ul>
13	<b>B2: Practical estate</b>	GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous few sessions, reminding learners of the</li> </ul>	<ul style="list-style-type: none"> <li>• Paper and pens</li> </ul>



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
	tasks		<p>process prior to completing practical work, assessing needs, planning the tasks and ensuring you can work safely before work commences.</p> <ul style="list-style-type: none"> <li>• <b>Tutor demonstrations:</b> You will carry out a series of demonstrations of various different skills and techniques for performing different tasks and activities. Learners will observe and ask questions, discussing and making notes to ensure they have a sound understanding.</li> <li>• <b>Practical activities:</b> Learners should carry out different boundary activities; put learners into pairs and allocate them different tasks. Ensure learners are working in quite close proximity so you are able to supervise them effectively. You will circulate the groups, correcting any errors in their technique and recognising correct techniques while completing the tasks. Learners will need to rotate over a number of weeks to ensure all activities have been completed. Learners will need to gather portfolio evidence, and you will need to observe them and complete observation reports.</li> <li>• <b>Plenary:</b> Recap the session to reiterate any techniques or skills and issue any portfolio evidence.</li> </ul>	<p>Access to the farm/estate</p> <ul style="list-style-type: none"> <li>• Any personal protective equipment (PPE) required for practical work</li> <li>• Tools and equipment for the tasks to be completed</li> </ul>
14	<b>B2: Practical estate tasks</b>	GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous sessions, reminding learners where they are up to in completing the practical work, and allocate them with different tasks.</li> <li>• <b>Practical activities:</b> Learners should carry out different surface activities; put learners into pairs and allocate them different tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the farm/estate</li> <li>• Any personal protective equipment (PPE)</li> </ul>

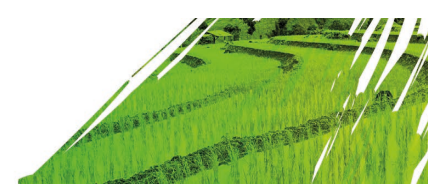


Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>Ensure learners are working in quite close proximity so you are able to supervise them effectively. You will circulate the groups, correcting any errors in their technique and recognising correct techniques while completing the tasks. Learners will need to rotate over a number of weeks to ensure all activities have been completed. Learners will need to gather portfolio evidence, and you will need to observe them and complete observation reports.</p> <ul style="list-style-type: none"> <li>• <b>Plenary:</b> Recap the session to reiterate any techniques or skills and issue any portfolio evidence.</li> </ul>	<p>required for practical work</p> <ul style="list-style-type: none"> <li>• Tools and equipment for the tasks to be completed</li> </ul>
15	<b>B2: Practical estate tasks</b>	GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous sessions, reminding learners where they are up to in completing the practical work, and allocate them with different tasks.</li> <li>• <b>Practical activities:</b> Learners should carry out different structure activities; put learners into pairs and allocate them different tasks. Ensure learners are working in quite close proximity so you are able to supervise them effectively. You will circulate the groups, correcting any errors in their technique and recognising correct techniques while completing the tasks. Learners will need to rotate over a number of weeks to ensure all activities have been completed. Learners will need to gather portfolio evidence, and you will need to observe them and complete observation reports.</li> <li>• <b>Plenary:</b> Recap the session to reiterate any techniques or skills and issue any portfolio evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the farm/estate</li> <li>• Any personal protective equipment (PPE) required for practical work</li> <li>• Tools and equipment for the tasks to be completed</li> </ul>

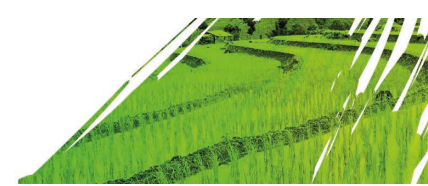


Lesson	Topic	Lesson type	Suggested activities	Classroom resources
16	<b>B2: Practical estate tasks</b>	GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous sessions, reminding learners where they are up to in completing the practical work, and allocate them with different tasks.</li> <li>• <b>Practical activities:</b> Learners should carry out different drainage activities; put learners into pairs and allocate them different tasks. Ensure learners are working in quite close proximity so you are able to supervise them effectively. You will circulate the groups, correcting any errors in their technique and recognising correct techniques while completing the tasks. Learners will need to rotate over a number of weeks to ensure all activities have been completed. Learners will need to gather portfolio evidence, and you will need to observe them and complete observation reports.</li> <li>• <b>Plenary:</b> Recap the session to reiterate any techniques or skills and issue any portfolio evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the farm/estate</li> <li>• Any personal protective equipment (PPE) required for practical work</li> <li>• Tools and equipment for the tasks to be completed</li> </ul>
17	<b>B2: Practical estate tasks</b>	GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous sessions, reminding learners where they are up to in completing the practical work, and allocate them with different tasks.</li> <li>• <b>Practical activities:</b> Learners should carry out different isolation of mains service activities; put learners into pairs and allocate them different tasks. Ensure learners are working in quite close proximity so you are able to supervise them effectively. You will circulate the groups, correcting any errors in their technique and recognising correct techniques while completing the tasks. Learners will need to rotate over a number of weeks to ensure all activities have been</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the farm/estate</li> <li>• Any personal protective equipment (PPE) required for practical work</li> <li>• Tools and equipment for the tasks to be completed</li> </ul>

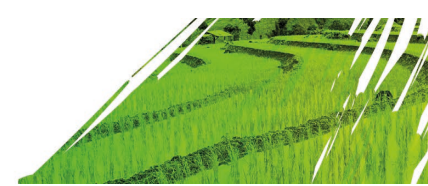
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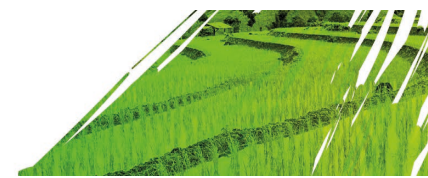
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>completed. Learners will need to gather portfolio evidence, and you will need to observe them and complete observation reports.</p> <ul style="list-style-type: none"> <li>• <b>Plenary:</b> Recap the session to reiterate any techniques or skills and issue any portfolio evidence.</li> </ul>	
18	<b>B2: Practical estate tasks</b>	GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous sessions, reminding learners where they are up to in completing the practical work, and allocate them with different tasks.</li> <li>• <b>Practical activities:</b> Learners should carry out different electrical repair activities; put learners into pairs and allocate them different tasks. Ensure learners are working in quite close proximity so you are able to supervise them effectively. You will circulate the groups, correcting any errors in their technique and recognising correct techniques while completing the tasks. Learners will need to rotate over a number of weeks to ensure all activities have been completed. Learners will need to gather portfolio evidence, and you will need to observe them and complete observation reports.</li> <li>• <b>Plenary:</b> Recap the session to reiterate any techniques or skills and issue any portfolio evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the farm/estate</li> <li>• Any personal protective equipment (PPE) required for practical work</li> <li>• Tools and equipment for the tasks to be completed</li> </ul>
19	<b>B2: Practical estate tasks</b>	GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous sessions, reminding learners where they are up to in completing the practical work, and allocate them with different tasks.</li> <li>• <b>Practical activities:</b> Learners should carry out different water supply activities; put learners into pairs and allocate them different</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the farm/estate</li> <li>• Any personal protective equipment (PPE) required for</li> </ul>



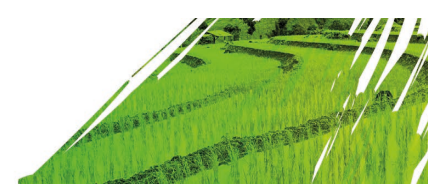
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>tasks. Ensure learners are working in quite close proximity so you are able to supervise them effectively. You will circulate the groups, correcting any errors in their technique and recognising correct techniques while completing the tasks. Learners will need to rotate over a number of weeks to ensure all activities have been completed. Learners will need to gather portfolio evidence, and you will need to observe them and complete observation reports.</p> <ul style="list-style-type: none"> <li>• <b>Plenary:</b> Recap the session to reiterate any techniques or skills and issue any portfolio evidence.</li> </ul>	<p>practical work</p> <ul style="list-style-type: none"> <li>• Tools and equipment for the tasks to be completed</li> </ul>
20	<b>B2: Practical estate tasks</b>	GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous sessions, reminding learners where they are up to in completing the practical work, and allocate them with different tasks.</li> <li>• <b>Practical activities:</b> Learners should carry out different habitat maintenance activities; put learners into pairs and allocate them different tasks. Ensure learners are working in quite close proximity so you are able to supervise them effectively. You will circulate the groups, correcting any errors in their technique and recognising correct techniques while completing the tasks. Learners will need to rotate over a number of weeks to ensure all activities have been completed. Learners will need to gather portfolio evidence, and you will need to observe them and complete observation reports.</li> <li>• <b>Plenary:</b> Recap the session to reiterate any techniques or skills and issue any portfolio evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the farm/estate</li> <li>• Any personal protective equipment (PPE) required for practical work</li> <li>• Tools and equipment for the tasks to be completed</li> </ul>



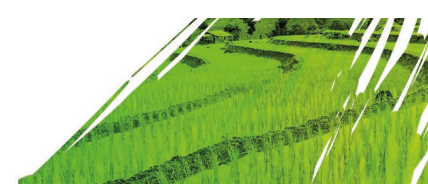
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
21	<b>B3: Reflecting on tasks undertaken</b>	is	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> An introduction to the importance of reflecting on your personal performance when completing practical activities.</li> <li>• <b>Tutor presentation:</b> Present on how to reflect on your personal performance, how to be self-critical but also recognise your own success and development, and how to use your self-critique to develop further.</li> <li>• <b>Independent activity:</b> Learners should reflect on their own performance.</li> <li>• <b>Tutor-led discussion:</b> Learners feed back their findings and discuss similarities and differences between their self-critiques.</li> <li>• <b>Knowledge quiz:</b> A short quiz to ensure learners have secured knowledge about reflecting on personal performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor presentation and notes</li> <li>• Computers</li> <li>• Paper and pens</li> </ul>
<b>Learning aim C: Carry out the supervision of others engaged in maintenance, repair and installation tasks in the land-based sector</b>				
22	<b>C1: Workforce supervision</b>	IS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> An introduction to why we need to supervise in the workplace, and the importance of supervision.</li> <li>• <b>Post-it note activity:</b> Learners jot down on post-it notes all the different advantages and disadvantages of supervision. They should come to the front and stick them on the board.</li> <li>• <b>Tutor-led discussion:</b> The post-it notes should feed into a discussion highlighting all of the advantages and disadvantages of supervision. Learners jot down these discussion points to ensure they have a comprehensive set of notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor presentation and notes</li> <li>• Computers</li> <li>• Paper and pens</li> </ul>



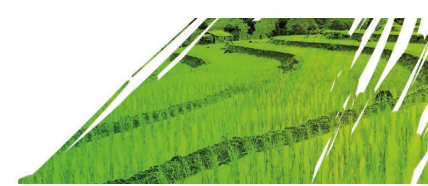
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> <li>• <b>Independent activity:</b> Learners should research the different ways they can feed back to individuals following supervision, and how this can be done without causing offence.</li> <li>• <b>Knowledge quiz:</b> A short quiz to ensure learners have secured knowledge of supervision.</li> </ul>	
23	<b>C1: Workforce supervision</b>	IS/GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous sessions, reminding learners about the importance of supervision.</li> <li>• <b>Tutor presentation:</b> A presentation about the different methods of communication used when supervising within the workplace, including oral and written.</li> <li>• <b>Independent activity:</b> Learners should make a list of the considerations they would need to have when giving written feedback.</li> <li>• <b>Group discussion:</b> Learners share their findings with the group.</li> <li>• <b>Independent activity:</b> Learners should make a list of the considerations they would need to have when giving oral feedback.</li> <li>• <b>Group discussion:</b> Learners share their findings with the group.</li> <li>• <b>Plenary:</b> A Q&amp;A session about the different ways that we give feedback following supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the farm/estate</li> <li>• Any personal protective equipment (PPE) required for practical work</li> <li>• Tools and equipment for the tasks to be completed</li> </ul>
24	<b>C1: Workforce supervision</b>	GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous session about the importance of taking care when communicating both written and orally; include Q&amp;A.</li> <li>• <b>Independent activity:</b> Learners should consider an instance when</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor presentation and notes</li> </ul>



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>they might need to use written communication, for example a team email updating on a topical issue. They then produce the written piece of communication.</p> <ul style="list-style-type: none"> <li>• <b>Paired activity:</b> Learners work in pairs and share their communication with each other, discussing how they felt when receiving this communication.</li> <li>• <b>Independent activity:</b> Learners should consider an instance when they might need to communicate orally, for example during a team briefing. They then make notes on oral communication.</li> <li>• <b>Paired activity:</b> Learners work in pairs and share their communication with each other, discussing how they felt on receiving this communication.</li> <li>• <b>Plenary:</b> A short group discussion about the importance of considering the person receiving the communication prior to giving it.</li> </ul>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Paper and pens</li> </ul>
25	<b>C2: Supervise estate skills undertaken</b>	IS/GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap previous sessions in this learning aim and any content that links to supervising, such as the importance of supervision.</li> <li>• <b>Independent activity:</b> Learners jot down their initial thoughts about the benefits of peer assessment.</li> <li>• <b>Tutor presentation:</b> Outline what peer assessment is. Discuss the different techniques that individuals may have for carrying out the same activity, and how we could therefore learn and share skills</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor presentation and notes</li> <li>• Computers</li> <li>• Paper and pens</li> </ul>



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>with one another.</p> <ul style="list-style-type: none"> <li>• <b>Group discussion:</b> Learners share with each other instances where they have picked up or shared skills.</li> <li>• <b>Plenary:</b> A Q&amp;A session to ensure knowledge is secured.</li> </ul>	
26	<b>C2: Supervise estate skills undertaken</b>	GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous sessions, reminding learners about the importance of supervision.</li> <li>• <b>Practical activities:</b> Learners carry out different practical activities. They should work in pairs, with one completing the activity for the first part of the session and the partner supervising, then they swap roles.</li> <li>• <b>Plenary:</b> Learners give feedback to each other on their performance, prompted by you if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the farm/estate</li> <li>• Any personal protective equipment (PPE) required for practical work</li> <li>• Tools and equipment for the tasks to be completed</li> </ul>
27	<b>C3: Evaluate estate skills tasks completed</b>	GS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous sessions, reminding learners about the importance of supervision.</li> <li>• <b>Practical activities:</b> Learners carry out different practical activities, working in pairs, with one completing the activity for the first part of the session and the partner supervising, then they swap roles.</li> <li>• <b>Plenary:</b> Learners give feedback to each other on their performance, prompted by you if necessary.</li> <li>• <b>Guest speaker:</b> Invite a guest speaker from industry to discuss supervision techniques, responsibilities and methods. Allow a Q&amp;A</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the farm/estate</li> <li>• Any personal protective equipment (PPE) required for practical work</li> <li>• Tools and equipment for the tasks to be</li> </ul>



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			session at the end of the lesson so that learners can ask questions and consolidate their understanding.	completed
28	<b>Assessment</b>	AW	<ul style="list-style-type: none"> <li>Learners independently complete any outstanding assignments, including gathering and collation of portfolio evidence, completion of reports, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Computers</li> <li>Paper and pens</li> </ul>
29	<b>Assessment</b>	AW	<ul style="list-style-type: none"> <li>Learners independently complete any outstanding assignments, including gathering and collation of portfolio evidence, completion of reports, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Computers</li> <li>Paper and pens</li> </ul>
30	<b>Assessment</b>	AW	<ul style="list-style-type: none"> <li>Learners independently complete any outstanding assignments, including gathering and collation of portfolio evidence, completion of reports, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Computers</li> <li>Paper and pens</li> </ul>
<p><i>Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.</i></p>				