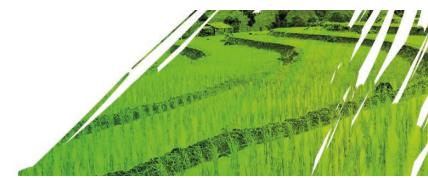
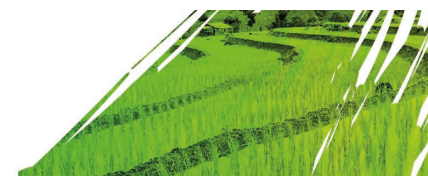


Unit title	Operational and Environmental Activities in Land-based Enterprises
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours (unless otherwise stated)
Links to other units	
Unit 1: Plant and Soil Science Unit 2: Estate Skills Unit 3: Understanding Environmental Management Unit 18: Crop Handling, Storage and Quality Assurance Unit 22: Organic Agricultural Production Unit 26: Applied Agricultural Farming Practice Unit 44: Linear and Level Surveying Unit 46: Managing Soil Water Unit 47: Sustainable and Renewable Land-based Practices	

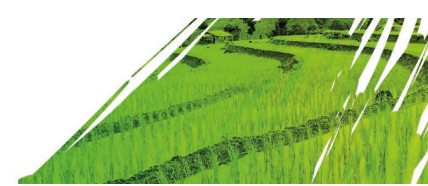
Key to learning opportunities			
AW	Assignment writing	V	Visit
GS	Guest speaker	GW	Group work
IS	Independent study		



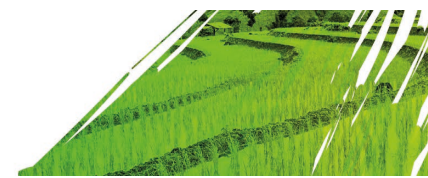
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Explore the impact of land-based practices on local environments				
1	A1 Changes in land-based practices	GW/IS	<ul style="list-style-type: none"> • Introduction: Introduce learners to the teaching environment, detailing health and safety, fire protocol and any other general housekeeping rules. Ask learners to work in small groups to write a list of what they expect to be taught (going only off the unit title). • Individual task: Ask learners to come up with a definition of biodiversity. • Group discussion: On the economic and environmental value of habitat sites on farms in relation to biodiversity and the associated benefits to yield and cost saving, and involving the community with a view to both benefiting our environment as well as showing the public the link between production and their food. Review waste control from a range of farm practices. • Group task: Learners to work in groups to list as many areas as possible where farming interacts with our environment. • Group discussion: Feed back on learners' ideas. • Presentation: On the interrelationships between farming practices and our environment, specifically detailing monoculture and the ideas behind the green desert, water, food safety and treatment of animals. • Homework: Learners should research the benefits of a habitat type of their choosing on a farm, and prepare to give a small discussion on it in the next lesson. 	<ul style="list-style-type: none"> • Paper • Pens • Presentation slides



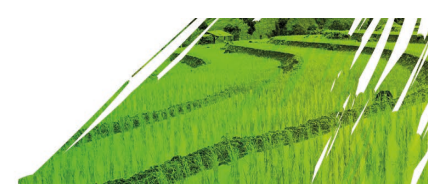
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
2	A1: Changes in land-based practices	GW	<ul style="list-style-type: none"> • Introduction: Ask learners what comes to mind when they consider the concept of mechanisation. • Group task: Organise learners into two teams and ask one to write an argument for and the other to write arguments against the increasing of yields in agriculture through technological advancement and mechanisation of agriculture. • Group debate: Members from each team should present their ideas. An independent person (another lesson or similar) decides on the team who has presented the most convincing argument. • Presentation: On the changes in land-based practices involving consumer pressures, farming for the production of energy and fuels, how to farm sustainably, and the legislation governing farming in these areas. • Group task: Ask learners to research, using books, journals and websites, the history of developments in agriculture from the industrial revolution to the present day. This could be completed as homework and handed in as a finished piece for your assessment. This will help give an idea of learners' abilities and overall understanding of the unit so far. • Plenary: Ask learners to produce a glossary of terms from the ideas raised in the discussion. Give learners the definitions of some of the words and then give them subject-specific textbooks to find out the rest for themselves. This promotes their reading and research skills, gives them a good start for which books are useful to use, and 	<ul style="list-style-type: none"> • Pens • Paper • Internet access • Books • Journals • Presentation slides



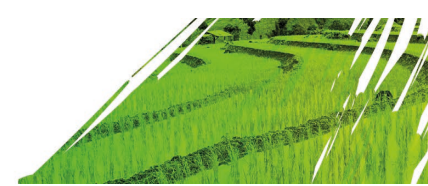
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			produces a glossary of terms that they can add to and refer to throughout the delivery of the unit.	
3	A2: Environmental impact of land-based practices	IS	<ul style="list-style-type: none"> • Introduction: Ask learners to think about the positive impacts of land-based practices on our environment and list them in what they see as order of importance. • Class discussion: On the impact on our environment of land-based practices such as those which may be causing climate change through deforestation and deforestation. Consider how the environment is affected by pollutants in water and soil as well as waste products which set off chain reactions or adversely affect areas indirectly. • Presentation: Build on learners' ideas and fill in any gaps in their knowledge from the previous task by presenting on cover crops and their assistance in conservation. Consider areas of farming where waste can be reused, and carbon stored in a method which benefits our environment in different ways. • Practical: Tour your centre's efforts of benefiting the environment through the implementation of wild bird mixes, nest boxes, bat boxes, insect strips and any other relevant work. • Homework: Ask learners to research a specific negative impact of land-based practices. 	<ul style="list-style-type: none"> • Presentation slides • Bird boxes • Bat boxes • Human-made habitat
4	A2 Environmental impact of land-based	IW	<ul style="list-style-type: none"> • Introduction: Learners to feed back the findings from their homework. Write up common themes on the board. 	<ul style="list-style-type: none"> • Board pens • Video footage of



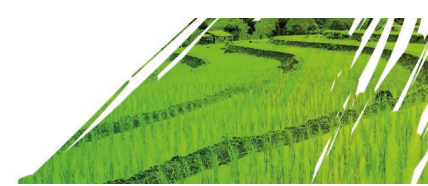
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
	practices		<ul style="list-style-type: none"> • Presentation: Through use of video, show learners the negative impacts on our environment through direct and indirect land-based practices. Use footage from different countries to not only show learners the global impact but to begin introducing the idea of global practices as a possible source of future employment. • Practical: With learners, set up some pond water in a tank containing a basic array of pond life and water vegetation. Apply fertiliser to it so learners can see the effects of eutrophication over the coming weeks. • Homework: Ask learners to research a government organisation which is involved with issues in our environment. 	negative impacts on our environment. <ul style="list-style-type: none"> • Tank with pond water and vegetation • Fertiliser
5	A2 Environmental impact of land-based practices	GS	<ul style="list-style-type: none"> • Introduction: Learners to feed back their homework research. Note their ideas on the board as they deliver to the class. • Presentation: Invite visiting speakers from different government and non-government organisations to lecture the learners on their individual organisation's specific contributions to benefiting our environment. • Class discussion: Allow learners time to discuss what they have learned from the visiting speakers and encourage them to question the speakers on their routes to employment. This gives them room to develop their social skills as well as forming bonds with possible future employers and colleagues. • Plenary: Ask learners to feed back on their preferred speakers and 	<ul style="list-style-type: none"> • Whiteboard • Visiting speaker



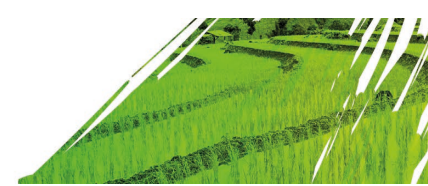
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			ask them to review what they have learned and which organisations best meet the demands of different areas of our environment.	
6	A2 Environmental impact of land-based practices	GW	<ul style="list-style-type: none"> • Introduction: Ask learners to produce their own single piece of legislation that they feel will benefit our environment that land-based industries should have to conform to. • Group discussion: Ask learners to read out their ideas on legislation and review strengths and weaknesses of these ideas, giving ideas for improvement or development. • Presentation: On the regional and international legislation and codes of practice which govern land-based practices in different countries and the bodies that govern them. • Group task: Ask learners to review the different legislation aspects that have been taught to them in today's lesson. They should work in small groups to recognise common themes in this legislation and come up with a brief statement that best summaries the reasoning behind legislation designed to aid the support and development of our environment. • Plenary: Learners should feedback the ideas from the previous task. 	<ul style="list-style-type: none"> • Pens • Paper • Presentation slides
Learning aim B: Explore operational and environmental management activities for land-based enterprises				
7	B1 Working environment of a land-based enterprise	IS	<ul style="list-style-type: none"> • Introduction: Learners should individually write down as many reasons as they can think of for land-based enterprises. What do they produce and what services do they provide? 	<ul style="list-style-type: none"> • Pens • Paper • Presentation



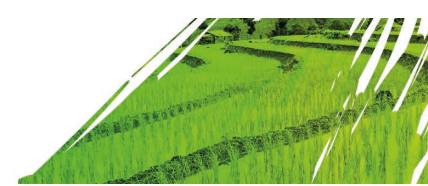
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Class discussion: Learners to feed back their ideas to the class. Write these on the board to form a list that learners can themselves record for future reference. • Presentation: Introduce the next learning aim by giving a presentation on the purpose and objectives of land-based enterprise. Build on the ideas suggested by the learners. • Individual task: Learners should group together the different types of land-based enterprises from their produce such as meat production, fruit production, dairy production, etc. • Plenary: Learners should link the different areas they have listed in the previous tasks to specific pieces of environmental legislation that they have learned about in the previous lessons and then feed back to the rest of the class. 	slides
8	B1 Working environment of a land-based enterprise	V	<ul style="list-style-type: none"> • Site visit: Take learners to a working land-based business where they should be encouraged to take part in routine procedures. Ask a site representative to detail the work they will be doing and why, as well as how regularly the tasks are carried out. Learners should take part in tasks which are carried out daily as well as less regularly such as weekly or monthly. Learners should be encouraged to talk openly with site representatives about their own future employment and what avenues they feel are open to them. Take photographs of the learners carrying out different tasks and have them record important information about what they have 	<ul style="list-style-type: none"> • A land-based business



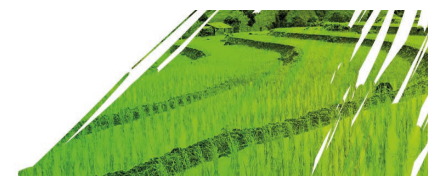
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			done when back at the centre for future reference.	
9	B1 Working environment of a land-based enterprise	GW	<ul style="list-style-type: none"> • Introduction: Reviewing the last lesson, ask learners to write down what they feel is important information, which could be recorded in order to measure success, yields, expenditure and anything else they see as important. • Class discussion: Learners should feed back on the different types of specialists, particularly focusing on the point at which they are required with regards to animal and plant health, legal advice, purchases of machinery or aid with health and safety. • Presentation: Build on learners' ideas to give a complete account of the recording requirements needed of land-based enterprises. • Group task: Put learners in groups and give different groups different record titles. Ask them to produce record sheets for these different titles. • Class discussion: Learners should present their record sheets, explaining their ideas and logic behind them. 	<ul style="list-style-type: none"> • Pens • Paper • Presentation slides • Examples of recording sheets for different aspects of land-based businesses
10	B1 Working environment of a land-based enterprise	GW	<ul style="list-style-type: none"> • Introduction: Learners' feed back on their homework. • Group task: Ask learners to write down in groups what they think are the most important aspects of land-based operations which require security. • Class discussion: On the ideas from the group task. • Presentation: On the security procedures and processes of land- 	<ul style="list-style-type: none"> • Pens • Paper • Presentation slides • Quiz questions



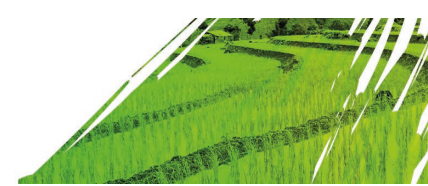
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>based enterprises. Consider the requirements for security of machinery from theft, security of grain stores for people who may come to harm in them, and biosecurity of livestock, plants and soil from pathogens.</p> <ul style="list-style-type: none"> • Plenary: Quiz learners on the terminology introduced during the lesson. 	
11	B1 Working environment of a land-based enterprise	GW	<ul style="list-style-type: none"> • Introduction: Ask learners to work in pairs to consider the challenges associated with land-based enterprises. • Class discussion: Pairs to feed back their ideas. • Presentation: Give a complete explanation of the issues and challenges associated with land-based enterprises. Explain to learners the challenges brought to land-based enterprises by people such as activists, people generally being at risk themselves, and people causing risk to livestock or farm staff. Review challenges to technology, such as reduced developments due to a shortfall of land-based technology developers and a disconnect between mainstream technology developers and land-based operations. • Class discussion: Discuss with learners the issues around land use as being important for food production but also being usable for the production of fuel. The sustainability of these different reasons for production is also brought into question and some methods have a negative effect on our environment which is arguably a challenge to future production. 	<ul style="list-style-type: none"> • Pens • Paper • Presentation slides



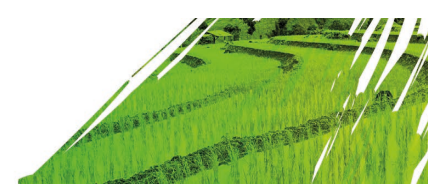
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Group task: Ask learners to work in small groups to produce ideas that combat the challenges to land-based operations. • Plenary: learners to feed back their ideas from the previous task. 	
12	B2 Environmental management activities	IS/V	<ul style="list-style-type: none"> • Introduction: Ask learners what they feel was the overall image of the farm surveyed in the previous week's lesson through the information recorded during the survey. • Presentation: Linking to any lower than average (to negative effect) findings from the previous lesson's surveys, discuss with learners how to control any resources which may have caused these issues. Show learners different monitoring platforms utilised in land-based enterprises and the importance of tracking changes to the land and our environment. • Class discussion: Discuss with learners what they see as the most important aspects of land-based enterprises with regard to control of resources and why. Review what strategies could be put in place to combat land-based enterprises having a negative effect on our environment. Discuss such systems as proper grazing management, irrigation systems to avoid flooding or over-delivering of fertilisers, ways of increasing biodiversity through habitat production or by taking more care around existing habitat and the correct management of any by-products or pollutants. • Visit: Take learners to a farmed environment and demonstrate surveying techniques. Ask learners to carry out these surveying methods to build a picture of the biodiversity, key species, water 	<ul style="list-style-type: none"> • Last week's findings • Monitoring platforms • Presentation slides • Farmed environment • Quadrats • pH meters • Bat detectors • Binoculars



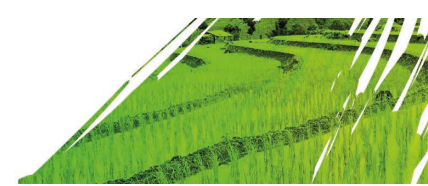
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			and soil health, and the fertility of the arable land. <ul style="list-style-type: none"> • Homework: Learners should research methods of applying pesticides. 	
13	B2 Environmental management activities	GW	<ul style="list-style-type: none"> • Introduction: Learners should feed back the findings from their homework. • Presentation: On the application methods of pesticides, herbicides and fertilisers and the advantages to farming as well as the disadvantages. Consider effects to our environment, the general public and the chain reactions started by them. • Group task: Learners should research organic farming and its advantages and disadvantages to our environment and to farm production. • Plenary: Learners to feed back their ideas. 	<ul style="list-style-type: none"> • Sprayers • Fertiliser spreaders • Presentation slides
14	B3 Managing operational and environmental activities	GW	<ul style="list-style-type: none"> • Introduction: Ask learners what they think is the reason for recording work output. • Class discussion: Learners to feed back their ideas. • Presentation: On break down of the systems used in order to approach the problem-solving task. Point out the common features, such as examining alternative options, decision reaching, implementation and monitoring of the different outcomes for scenarios which did and did not work. • Site visit: Take learners to an active farm environment and ask the 	<ul style="list-style-type: none"> • Pens • Paper • PC access • Presentation slides



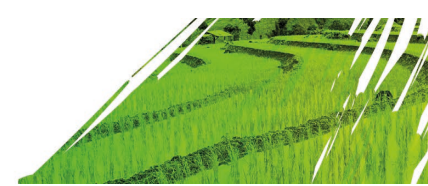
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>farm manager to discuss the routines and activities, as well as how they communicate the jobs that are required to their staff. Look at measures put in place to avoid health and safety issues as well as what to do during emergencies and how these are reported.</p> <ul style="list-style-type: none"> • Group task: Ask learners to produce a system of monitoring progress and the quality of the work carried out for a section of a land-based operation that interests them. • Conclusion: Learners should feed back their ideas to the rest of the class. Afterwards other learners should recognise the common features of these plans. 	
15	B3 Managing operational and environmental activities	IS	<ul style="list-style-type: none"> • Introduction: Introduce health and safety to learners by asking them to find an example of a risk assessment from a high-risk aspect of a land-based industry or operation. Ask learners to read and disseminate the risk assessment. • Group discussion: Question learners on their thoughts and feelings about the risk assessment. Ask them what they think the point of it is; how does it target specific risks and ensure the safety of workers? • Presentation: On the signs to look out for with regard to disease outbreak, threats to workers and health of our environment. Show learners government environmental sites in order to learn how to report eco-system accidents as well as what to report to them or any other emergency services required during an incident. Use some international case studies of real incidents. 	<ul style="list-style-type: none"> • PC access • Risk assessments (complete and incomplete) • Presentation slides • Links to Government environmental websites • Case study examples (news articles or video clips) from real incidents



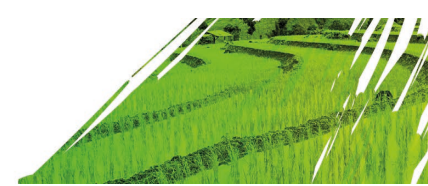
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Group discussion: On the events of a range of ecosystem and environmental accidents and how they could have been avoided as well as how they were resolved. • Homework: Learners should research a plan designed to be utilised by a land-based enterprise. This could be a business plan, a diversification or a plan of future cropping or breeding systems. 	
Learning aim C: Plan operational and environmental management activities for land-based enterprises				
16	C1: Planning processes for operational management activities	IS	<ul style="list-style-type: none"> • Introduction: Ask learners to give feedback on the specific aspects of their homework plans to the rest of the class. Write up common features on the board as you go along. • Presentation: On the planning cycles for a land-based enterprise considering the aspects written on the board in the previous task such as aims, preparation, monitoring systems and evaluations. These parts will themselves break down into further headings such as budgets, schedules and flow charts. • Individual task: Ask learners to produce a plan of tasks to move a land-based operation from one position to another making special mention of seasonal variations. They should include schedules of activities, equipment lists, materials and any other health and safety considerations. Learners should use books, journals and websites to research ideas to include in their plans. • Homework: Completion of the above task to hand in at the beginning of the next lesson. 	<ul style="list-style-type: none"> • Pens • Paper • Books • Journals • PCs with internet access • Presentation slides/flowcharts



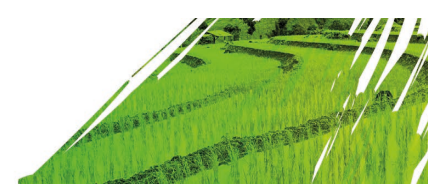
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
17	C1: Planning processes for operational management activities	GW	<ul style="list-style-type: none"> • Introduction: Learners to hand in homework and give a small explanation if time is sufficient. • Group tasks: Give learners an example of an operation you would like them to carry out. Learners should plan the required resources to meet this operation. • Class discussion: Learners should feed back to the class the different aspects of their resource plan. Afterwards ask learners to recognise the common themes that the different groups have come up with and add these to a list on the board. • Presentation: On the resourcing of different planned operations building on what the learners have produced. Consider machinery, materials and external skills such as workforces, contractors and seasonal staff. • Plenary: Discuss with learners other resourcing requirements for unusual tasks unlikely to be required on a daily basis such as requirements for seasonal tasks like lambing or harvesting. 	<ul style="list-style-type: none"> • Worksheet with an example of an operation that is to be carried out • Presentation slides • Pens • Paper
18	C1 Planning processes for operational management activities	GW/IS	<ul style="list-style-type: none"> • Introduction: Discuss with learners the importance of clear communication. • Presentation: On the importance of clear communication with others within an operating system in order to plan for an efficient system change. Discuss links with central staff, contractors, agronomists, vets, nutritionists and any other person, business or system that is crucial to completing or implementing different 	<ul style="list-style-type: none"> • Presentation slides with video examples of good/bad communication • Access to the centre's farmed environment



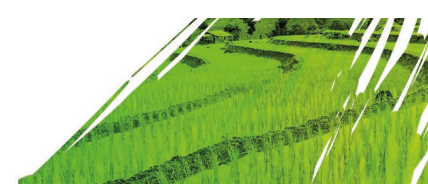
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>stages of a plan.</p> <ul style="list-style-type: none"> • Class practical: Tour your learning centre or any other appropriate setting and ask learners to look for issues, which may currently be a risk, or which could develop into a risk. Consider with learners what personal protective equipment (PPE) employees or visitors may require in order to ensure their safety. • Class discussion: Discuss with learners what they think are barriers to clear communication within a system and how these may be combated. • Homework: Ask learners to research an example of a risk assessment. 	<ul style="list-style-type: none"> • Blank risk assessments • Presentation slides • Quiz question
19	C1 Planning processes for operational management activities	GW	Give whole group feedback on SAMs work, and individual feedback as required.	
24 (10 hours)	Pearson Set Assignment	AW	<ul style="list-style-type: none"> • Introduction: Ask learners to discuss in small groups the definition of the word 'prioritise'. • Group discussion: Learners should feed back their ideas from the previous task. • Presentation: On contingency planning paying special attention to setting and adjusting of priorities, decision-making and reporting changes in order to instigate a contingency plan. • Group task: In groups learners should produce a contingency plan that could be put in place during an issue with operation which 	<ul style="list-style-type: none"> • Pens • Paper • Presentation slides • Example contingency plan



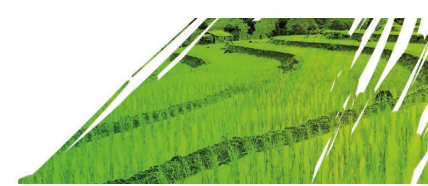
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>interests the learners.</p> <ul style="list-style-type: none"> • Class discussion: Learners should feed back the ideas from their contingency plans. • Plenary: Review common themes in a contingency plan and give learners an example of a contingency plan for an area outside of land-based operations. This will show learners the common themes and how they are applied in a completely different area but that they are still as effective. 	
20	C2 Planning processes for environmental management activities	GW/IS	<ul style="list-style-type: none"> • Introduction: On the topic of schedules. • Presentation: On schedules and their individual characteristics. Consider Gantt charts, calendars and flow charts. Go on to review allocation of tasks within a schedule taking into account the local environment in which the plan will be implemented, the facilities on hand, the sources and levels of expertise of different workers, the time of year and the objectives and outcomes that are intended from the plan. • Group task: Learners should produce a schedule for a given task and building on previous lessons, include a resource list that includes the tools, materials and equipment which may be utilised. • Group discussion: Learners feed back their ideas from their schedule. You can clarify what other tools, general and specific, may be required should they not have included some. • Homework: Learners to research a mapping app that is used to 	<ul style="list-style-type: none"> • Gantt charts • Calendars • Flow charts • Other examples of schedules



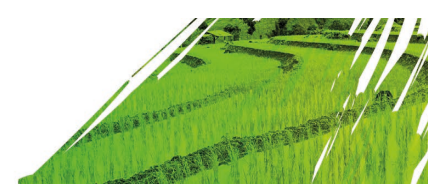
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			benefit land-based industries.	
21	C2 Planning processes for environmental management activities	GW/IS	<ul style="list-style-type: none"> • Introduction: Learners should feed back on the information researched during their homework. Write up common themes of mapping apps on the board. • Presentation: On the use of mapping for the implementation of best farming practice. Consider mapping for recognising soil types, field boundaries, roads, vegetation and green matter indexing, and locations of utilities within a farmed environment. • Individual task: Ask learners to use a mapping system on a farmed environment that they are aware of or that of the centre. They should use the mapping system to map something that interests them or that they feel will be of benefit in their careers. Encourage them to try different mapping apps, Ordnance Survey and Google™ Earth to find what they feel most comfortable using. As a practical task, learners could use a drone to produce their own map of an area looking at something such as pest damage to a crop, area of flooding or rate of germination of a crop. • Group discussion: Learners should feed back their findings from the previous task detailing the benefits and drawbacks of different areas of mapping, the limitations and ways in which they could be improved. • Plenary: Quiz learners on the terminology learned during the lesson and add these to glossaries of terms. 	<ul style="list-style-type: none"> • Presentation slides • Ordnance survey maps • Tablets with internet access • PCs with internet access • Drone



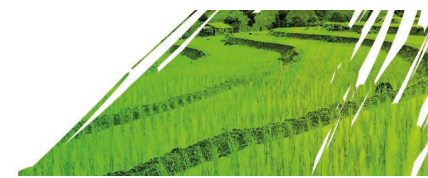
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
22	C2 Planning processes for environmental management activities	GW	<ul style="list-style-type: none"> • Introduction: Building on the previous lessons on hazards and risk, ask learners what areas they think they may find as risks when assessing environmental management activities that are to be carried out. • Presentation: On assessing environmental hazards. Consider relevant health and safety considerations such as risk of extreme weather or geography. Include compliance with regional and international legislation and codes of practice that must be adhered to while working in a particular setting. Review site restriction as a result of this. • Class practical: Tour a particularly interesting outdoor environment where work may be carried out and ask learners to look for issues which may currently be a risk, or which could develop into a risk during or after work. Consider with learners what PPE employees or visitors may require in order to ensure their safety while work takes place. • Plenary: Test learners on particular terminology introduced during the lesson. 	<ul style="list-style-type: none"> • Presentation slides • PPE • Blank risk assessments • Questions on terminology
23	C3 Evaluating management performance	GW/IS	<ul style="list-style-type: none"> • Introduction: Ask learners to consider in small groups what they think the purpose of feedback is. • Group discussion: Ask learners to give their suggestions as to what the point of feedback is. • Presentation: On the collection of feedback from different areas in 	<ul style="list-style-type: none"> • Presentation slides • Examples of feedback from different areas of the land-based



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>a land-based organisation. These should be both internal and external such as staff and managers compared to vets, bank managers and agronomists.</p> <ul style="list-style-type: none"> • Group task: Give learners some feedback information on varying aspects of a land-based business. Ask them to review this in order to draw some conclusions about the business and whether these are internal or external forces acting on the business to affect it positively and negatively. Introduce the idea of a SWOT analysis and ask them to produce one using this feedback information and then use this to suggest improvements. • Learner's presentation: On the findings from the previous task to the rest of the group. • Homework: Give learners a set of data feedback and ask them to process it and suggest improvements. 	<p>industries</p> <ul style="list-style-type: none"> • Paper • Pens
24	C3 Evaluating management performance	GW	<ul style="list-style-type: none"> • Introduction: Learners to feed back the findings from their homework. • Presentation: On evaluation frameworks. Explain to learners how to create a framework which evaluates effectiveness of a process measured against the aims and objectives of a plan, the effectiveness of the management of a system, the level of communication of instructions, how problems are solved and when a contingency plan may need to be implemented. • Group task: Ask learners to produce a framework which could be 	<ul style="list-style-type: none"> • Presentation slides • Examples of evaluation frameworks • PC access • Quiz questions



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			implemented for an environmental management activity. <ul style="list-style-type: none"> • Group discussion: Ask learners to explain to the rest of the class how their frameworks will be implemented. • Presentation: On the evaluation of processes and performance against the task completion requirements and evaluation frameworks. • Plenary: Quiz learners on the terminology introduced during today's lesson to ensure learning has taken place. 	
25	C3 Evaluating management performance	GW	<ul style="list-style-type: none"> • Introduction: Building on the assessment frameworks discussed during the previous lessons, discuss with learners the management processes which steer an organisation, an activity or a process in different directions of success. • Presentation: On management processes of different areas including systems, efficiency of work carried out, staff skills and training requirements, and action plans before and during implementation. Consider action planning to highlight weaknesses and how these should be addressed for the development of staff skill sets. • Group tasks: Ask learners to consider what makes the perfect manager. • Class discussion: Learners should feed back their ideas from the previous task. • Plenary: Course summation. 	<ul style="list-style-type: none"> • Presentation slides • Management strategy guides



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
(10 hours)	Pearson Set Assignment	AW	<ul style="list-style-type: none"> • Activity 1 Investigation into land-based practices 	<ul style="list-style-type: none"> • Set assignment
	Pearson Set Assignment	AW	<ul style="list-style-type: none"> • Activity 1 Investigation into land-based enterprises 	<ul style="list-style-type: none"> • Set assignment
(3 hours)	Pearson Set Assignment	AW	<ul style="list-style-type: none"> • Activity 2 Management plan 	<ul style="list-style-type: none"> • Set assignment

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