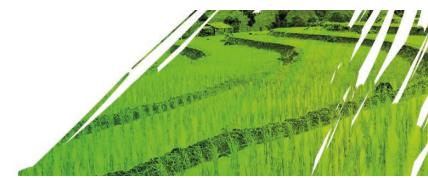
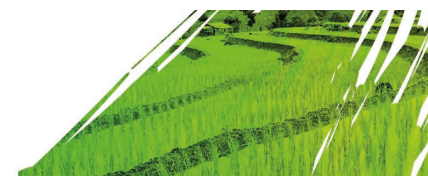


Unit title	Work Experience in the Land-Based Sectors
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
Unit 8: Animal Production Systems Unit 9: International Poultry Production Unit 10: Farm Livestock Husbandry Unit 11: International Pig Production Unit 12: International Sheep Production Unit 13: International Beef Production Unit 14: International Dairy Production Unit 17: Crop Production Unit 20: Grass and Forage Crop Production	

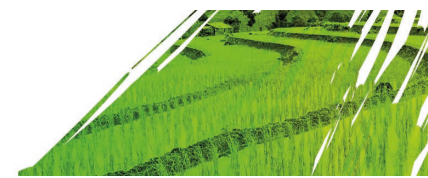
Key to learning opportunities			
AW	Assignment writing	V	Visit
GS	Guest speaker	GW	Group work
IS	Independent study		



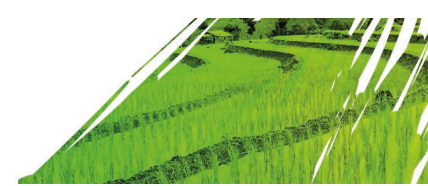
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Investigate land-based employment opportunities to target progression				
1-2	Introduction to the unit A1: Scope of the land-based sectors	IS	<ul style="list-style-type: none"> • Tutor presentation: Introduce the unit, the mode of delivery and assessment methods. • Class discussion/individual activity: Tutor-led discussion on the progression opportunities available in the land-based sector (e.g. production crops, agricultural livestock, aquaculture conservation and countryside management). Learners will research the areas of the sector that they are particularly interested in (minimum of three). For each of these three areas, individuals will choose one potential career and research the entry requirements (qualifications and experience) and detail key elements of the career. Discuss findings as a group. • Individual activity/class discussion: From the research already carried out, learners will research progression routes available within one career and discuss their findings with the class. This discussion should focus on progression routes. Learners will produce a plan as to how they will achieve their goals (plan and timelines). 	<ul style="list-style-type: none"> • Tutor presentation and notes • IT access for research • Job opportunity scenarios
3-4	A1: Scope of the land-based sectors	IS/GW	<ul style="list-style-type: none"> • Tutor presentation: Introduce the different types of progression opportunities available (higher education, apprenticeship, voluntary work) and the range of opportunities in different sectors (e.g. public and private) and related sectors (e.g. retail, leisure, tourism and hospitality). 	<ul style="list-style-type: none"> • Tutor presentation and notes • IT access for research



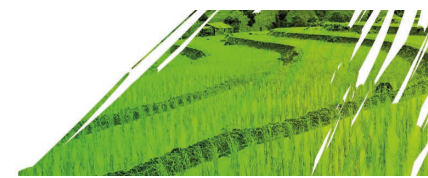
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Tutor presentation/guest speaker: Discuss higher education opportunities available for learners in this sector. • Individual activity: Learners undertake an activity to familiarise themselves with an educational course opportunities website. Learners will search for relevant subject areas, or subjects could be allocated to individuals to ensure a representative range is covered. Learners could search for entry requirements and research the content of the course. Discuss the findings as a group. • Paired activity: Put the group into pairs. Give each pair a set of job opportunities along with a range of individuals (including their qualifications and skills). Learners should match the individuals to a job, detailing their desirability and suitability. Discuss with the rest of the group. • Small group activity: Small groups research and evaluate issues that should be considered when thinking about employment versus self-employment. They should cover a range of issues such as holiday pay, sick pay, cover and tax (you are likely to need to give examples). 	<ul style="list-style-type: none"> • Job opportunity scenarios
5-6	A2: Requirements for progression	IS	<ul style="list-style-type: none"> • Tutor-led discussion: Discuss entry criteria, including qualifications, skills and knowledge. Links should be made to the job adverts that will be considered in the lesson. 	<ul style="list-style-type: none"> • Job adverts – online and paper-based, e.g. newspapers, journals



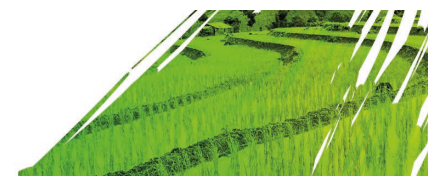
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Paired activity: Give learners a variety of adverts and ask them to identify the entry criteria for each. Discuss as a group the common themes and differences within entry criteria for a range of jobs. • Class discussion: Identify and discuss those skills/requirements that are not stated on job adverts. Cover self-management (include study skills, time management and planning). The discussion should include soft skills such as communication, problem solving, team working, leadership skills and personal management. • Individual activity: Learners identify and rate their own self-management and soft skills. • Class discussion: Introduce person specifications; explain what they are used for and how they are used in relation to progression opportunities. Give a range of person specifications to learners and allow them to identify and explain how they currently meet (or could in future meet) the essential and desirable requirements. • Individual activity: Learners write their own person specification, based on a given career, and discuss with the group. 	
7-8	A3: Relevant legislation for work placement opportunities	IS	<ul style="list-style-type: none"> • Independent learning activity: Learners research and produce an interactive presentation on an area of employment law relating to safeguarding, contracts, worktime, PAYE or statutory leave. Small groups could each be given one area to research and then all areas be discussed with the class. 	<ul style="list-style-type: none"> • Access to relevant laws/legislation • Knowledge quiz questions



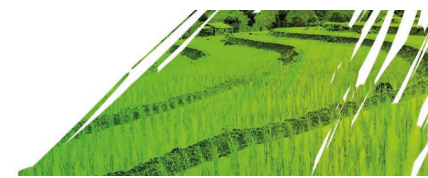
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Tutor presentation: Introduce the different legal statuses of businesses: single owner (self-employed), partnership, limited company and self-employed subcontractor. • Knowledge quiz: Short-answer questions to consolidate learning to date. • Independent learning activity: Small groups research and create factsheets on key laws/legislation that impact on daily business within the land-based sector. Each group gives feedback on their findings during the whole class discussion. • Individual activity: Learners identify which legislation (from previous activity) would apply to them and why. • Preparation for assessment: Learners create an online quiz relating to employment law and legislation. Quizzes can be completed by learners individually or in small groups. 	<ul style="list-style-type: none"> • Access to IT to create online quiz
Learning aim B: Develop communication and interview skills to improve employment prospects in the land-based sector				
9	B1: Applying for work-related activities	IS	<ul style="list-style-type: none"> • Tutor presentation: Identify sources of potential vacancies, including websites, trade publications and sector-specific bodies. • Independent learning activity: Learners research and discuss current vacancies in the land-based sector, using the sources introduced above. • Class discussion: Lead a discussion on the importance of reading the job description and person specification. Discuss the relevance 	<ul style="list-style-type: none"> • Tutor presentation and notes • ICT, newspapers and trade journals to search for job adverts



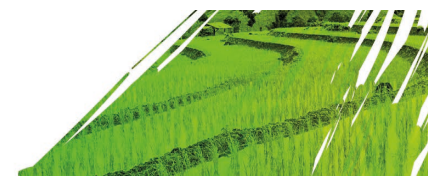
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>of essential or desirable criteria such as qualifications, skills and experience.</p> <ul style="list-style-type: none"> • Individual activity: Learners should write their own job description, based on a given career within the land-based sector. • Class discussion: Discuss learners' expectations of work experience: what they want to gain and how they should behave. This should relate to confirmed placements. 	
10-11	B1: Applying for work-related activities	IS	<ul style="list-style-type: none"> • Class discussion: As a group, discuss CVs: what they are and how they are used, length and content. Show examples and give out templates so that learners can identify the key areas and see how they should be presented. • Tutor-led presentation: The use of online platforms to upload CVs and search for jobs. • Paired activity: Give learners sample CVs to evaluate. • Independent research activity: Learners each create their own CV, suitable for different vacancies within the land-based sector. • Individual activity: Learners should evaluate each other's CVs and discuss the main findings as a group (remove personal details for this activity). • Individual activity: Allocate learners a specific career. They then amend their CV to make it relevant for that career. 	<ul style="list-style-type: none"> • Sample CVs • IT access for researching online job search platforms, and for creating CVs



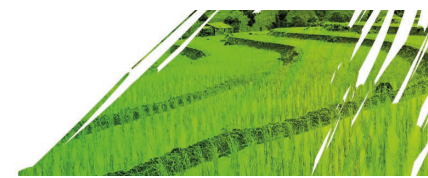
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Class discussion: Discuss the main findings from the previous activities, identifying what makes a CV good or not. You will clarify points about format and content of CVs and emphasise the importance of contextualisation. • Independent research activity: Learners should research and contact potential placements for work experience in the land-based sector. 	
12	B1: Applying for work-related activities	IS	<ul style="list-style-type: none"> • Class discussion: Discuss application forms and letters of application: what are they and how are they used? Give examples for the class to evaluate. Lead the discussion as to how candidates might be shortlisted and the main criteria that may be considered. • Paired activity: Give learners some examples of letters of application to evaluate, identifying and discussing the key points. • Independent activity: Learners create a general letter of application which would be suitable for a range of vacancies within the land-based sector. • Individual activity: Learners should evaluate each other's letters of application and discuss the main findings as a group (remove personal details for this activity). 	<ul style="list-style-type: none"> • Example letters of application • IT access for creating letters of application • Job adverts
13	B2: Interview skills	IS	<ul style="list-style-type: none"> • Class discussion: Discuss the process of interviewing candidates – what it is and what is involved. 	



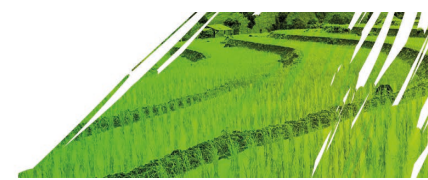
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Independent activity: Learners create factsheets about interviews, covering things such as planning for an interview, interview types, personal appearance, body language and interpersonal skills. • Paired activity: Learners make a list of questions that can be asked by interviewers and interviewees during an interview. • Class discussion: Discuss the questions produced in the paired activity and highlight any key points. Discuss potential answers to the questions identified. 	
14-15	B2: Interview skills	GS	<ul style="list-style-type: none"> • Guest speaker: Invite a guest speaker from industry to discuss the communication skills needed during an interview. This could include things such as interview conventions, use of language (what is and is not appropriate), building rapport, developing a dialogue, effective listening and questioning, as well as non-verbal communication, e.g. eye contact. • Tutor-led discussion: Listen to relevant podcasts or watch videos of interviews showing good interview skills and techniques, and then discuss their effectiveness. • Knowledge quiz: Learners create and participate in a quiz in order to recap important aspects of the learning aim covered so far. • Paired activity: Learners take part in role-play interviews (taking it in turns to play interviewer and interviewee) for jobs in the land-based sector. 	<ul style="list-style-type: none"> • Guest speaker (e.g. a manager within the land-based sector or someone who works in HR) • Podcast, e.g. 'The Voice of Jobseekers' • Videos • Knowledge quiz questions • Role-play scenarios



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
16	B2: Interview skills	IS	<ul style="list-style-type: none"> • Individual activity: Learners should carry out mock interviews with you. They should prepare for their interview, considering body language and rapport; afterwards they will review their feedback. 	<ul style="list-style-type: none"> • Mock interview questions • Recording equipment – audio and/or video
17	B3: Reflecting on preparation and performance	IS	<ul style="list-style-type: none"> • Individual activity: Learners reflect on and evaluate their own performance in the mock interviews. Learners should practise their points for improvement in pairs, and then receive peer feedback to see how they have improved, and points they need to work on. Learners then list key points of good interview technique and write an example of how they would achieve each point in an interview themselves. 	<ul style="list-style-type: none"> • Recordings of mock interviews • Evaluation forms
18-19	Assessment completion	AW	<ul style="list-style-type: none"> • Preparation for assessment/Q&A: Recap the learning aims. • Assignment: Explain the method of assessment to learners and hand out the assignment briefs. • Individual activity: Learners start work on their assignments. They will need to complete these both in lesson time and outside lessons. Learners should gather relevant information and generate portfolios based on specific progression routes in the land-based sector, as well as appropriate legislation. Portfolios can be paper- 	<ul style="list-style-type: none"> • IT access • Assignment briefs • Any additional materials needed to complete the assignment

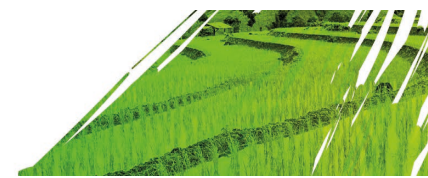


Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			based or electronic. The portfolio will include relevant documentation, including CVs and letters of application.	
Learning aim C: Undertake work experience in the land-based sector to contribute to personal and professional development				
20	C1: Practical work experience	WE	<ul style="list-style-type: none"> • Individual research activity: Learners should identify the reporting procedures required with regard to behaviour and expectations (e.g. lateness, sickness, emergency), health and safety protocols and the importance of maintaining confidentiality in the business. 	<ul style="list-style-type: none"> • IT access for research
21	C1: Practical work experience	WE	<ul style="list-style-type: none"> • Individual activity: Learners should prepare a CV and a letter of application for confirmed work placement. • Tutor-led discussion/individual activity: Explain the use of SMART targets and SWOT analysis. Learners create these for their intended work placement. You should guide them where appropriate. 	<ul style="list-style-type: none"> • IT access for preparing documentation • SMART target/SWOT analysis handout
22	C2: Work behaviours	WE	<ul style="list-style-type: none"> • Tutor presentation: Outline the requirements for acknowledging the extent and limitations of own roles and responsibilities, and the importance of following instructions. • Paired activity: Learners research roles and responsibilities within the workplace and how they can obtain feedback. Learners then create a document to display detailing the roles and responsibilities as listed in the unit content, e.g. following instructions, communicating, self-management, working safely, reliability, regular attendance, punctuality and use of initiative. 	<ul style="list-style-type: none"> • Tutor presentation and notes • IT access for research



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
23-24	C2: Work behaviours	WE	<ul style="list-style-type: none"> • Tutor-led discussion: Explain the importance of good customer service and types of customers. Discuss the effect of good customer service on the organisation and employee. • Individual activity: Issue job roles and responsibilities to learners, then have them decide how to offer good customer service in these roles. • Small group activity: Lead a discussion and role-play activity which looks at good and poor customer service. The whole group should discuss key findings. • Paired activity: Role play – learners should act as a customer or employer and employee offering good customer service in a range of situations. Learners should be offered the opportunity to demonstrate both roles. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Scenarios for role play
25-26	C1: Practical work experience	IS/WE	<ul style="list-style-type: none"> • Individual activity: Learners complete a total of 60 hours practical work experience, ensuring their diary of work experience activities is complete. They should make links to targets that were set. 	<ul style="list-style-type: none"> • IT access
27-28	C3: Reflecting on workplace practice	IS	<ul style="list-style-type: none"> • Class discussion: Learners discuss and share examples of the types of feedback they received on their work placements. • Individual activity: Learners detail the feedback they received from their work experience and explain how this information was useful. These findings can then be discussed with the class. • Individual activity: Learners review their SMART targets, SWOT analysis and areas for development. They should self-assess and 	<ul style="list-style-type: none"> • IT access • Feedback from work placement

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Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			feed back to you about their personal performance during their work placement.	
29-30	Assessment completion	AW	<ul style="list-style-type: none"> • Preparation for assessment/Q&A: Recap the learning aim. • Assignment: Explain the method of assessment to learners and hand out the assignment briefs. • Individual activity: Learners start work on their assignments. They will need to complete these both in lesson time and outside their lessons. Learners should complete an overall review of the work placement. Encourage them to identify and explain their own strengths, weaknesses and areas for improvement. 	<ul style="list-style-type: none"> • IT access • Assignment briefs • Any additional materials needed to complete the assignment
<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>				