



Unit 7: Work Experience in the Land-based Sectors

Delivery guidance

Approaching the unit

This unit focuses on the skills, knowledge and behaviours that learners will need to enable them to be successful in the workplace. Learners will develop their research skills through identifying potential work placements that are appropriate for them in their preferred industry. You will demonstrate how learners could access ICT resources to enable them to research potential placement opportunities. This is an exciting opportunity to show learners how the use of professional social media platforms can help them access the world of work.

You should demonstrate how to produce professional CVs, which could be uploaded to professional social media platforms, and how the use of relevant platforms can help learners to demonstrate and promote their potential. This is an excellent opportunity for learners to develop their interview techniques and communication skills through role plays, writing letters of application and email etiquette. You should prepare your learners before they go out into the workplace by providing enough information and guidance on health and safety, expectations (for themselves and the placement provider) and target setting. As learners progress in the workplace, you should help them develop skills that will enable them to reflect on their experience so that they can improve future performance.

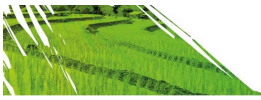
The delivery of this unit can be flexible and draw on expertise and knowledge from a range of tutors, such as from the vocational area, ICT or social media specialists. The unit may be combined with delivery of other relevant units.

Access to ICT facilities and mobile technology (e.g. for recording role-play interviews) will be required for the delivery and assessment of this unit.

Learners must complete 60 hours of experience in realistic working environments relevant to their route of study. This is in addition to the 60 GLH delivery time for the unit.

Introduce learning aim A by focusing on the variety of industries and employment and progression opportunities that are available within the land-based sector. You should not restrict this just to employment but include a variety of progression opportunities, including further and higher education, apprenticeships and/or other training. Learning aim A will help learners to identify potential career pathways and how they can achieve their desired aims. This learning aim offers the opportunity to develop ICT and communication skills, along with independent research skills. It would be useful to ask guest speakers to deliver aspects of health and safety, workplace and animal welfare legislation. This could be an external speaker – for example, animal welfare or animal health inspectors, or a colleague who deals with human resource issues.

You could introduce learning aim B by looking at how to engage with professional social media platforms in order to obtain work within the sector. For example, you could start by evaluating different formats of documentation (for example, CVs and letters of application) and how these compare to those that are uploaded to online platforms and how these can be used successfully. If taking this approach, it will be important to



emphasise the need for online security. You should encourage learners to develop good communication skills and demonstrate good interview techniques.

You could invite a guest speaker from a local business or employment centre who can cover topics such as how to perform well in interviews, as well as being involved in interview practice. You might carry out role-play interviews in order to develop confidence. With the help of a colleague, you could show learners what poor and good looks like in terms of interview technique. Role-play interviews could be recorded and played back so that learners can identify from their own performance the areas they could improve in order to be successful.

Learning aim C focuses on gaining practical experience in a real working environment. You could link this to the opportunities learners identified in learning aim A. Deliver a session on how learners can identify, set and review their own SMART targets. You should encourage learners to contact their own potential placement providers. Get learners to carry out role-play telephone calls so that they know how to deal with different kinds of responses that they may receive from potential placement providers. Role plays could also cover the different situations that might be experienced in the placement and how to deal with them; for example, being asked to do something they are not confident with or have not been trained to do.

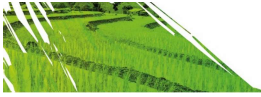
Work experience can be in blocks, or on a specific day(s) in the week over a longer period. Authentic working experience during weekends or vacation periods can be used as evidence towards this unit's work experience requirement.

You must allow enough time so that learners can complete adequate placement experience within their area of interest. On completion of placement, you will need to show learners how they can review their experience in order to enable further development. This could be achieved by learners completing evaluation forms and gaining feedback from their work experience supervisor. You should encourage learners to work independently throughout this learning aim.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p>A Investigate land-based employment opportunities to target progression</p>	<p>A1 Scope of the land-based sectors A2 Requirements for progression A3 Relevant legislation for work placement opportunities</p>	<p>A portfolio of work-related learning research, completed application documents and mock interview outcomes, e.g. observation, video.</p>
<p>B Develop communication and interview skills to improve employment prospects in the land-based sector</p>	<p>B1 Applying for work-related activities B2 Interview skills B3 Reflecting on preparation and performance</p>	
<p>C Undertake work experience in the land-based sector to contribute to personal and professional development</p>	<p>C1 Practical work experience C2 Work behaviours C3 Reflecting on workplace practice</p>	<p>A report reflecting on work experience, informed by employer verification of participation and other feedback.</p>



Assessment guidance

This is an internally assessed unit. Learners should build a portfolio of evidence to demonstrate their work-related activities. This should include relevant documentation, including a CV and letter of application. The evidence should also include an outline of the relevant progression opportunities within the land-based sector available to the learner. It would be useful for you to develop external links with a range of work experience land-based businesses to allow for a range of work placement opportunities. It will also be helpful for learners to be able to access opportunities to help them develop independent working and interpersonal skills.

The portfolio could contain a range of evidence such as their CV, letter of application, job adverts, education and training opportunities (leaflets and prospectuses), record of question and answer sessions, completed worksheets and observation records. It should also contain a report reflecting on what they have achieved on their placement, and include feedback from tutors and placement supervisors.

Evidence can be presented imaginatively – for example, as a hard copy or as an electronic portfolio. Learners are not expected to produce long written evaluations or reports. Other suitable methods of assessment could include:

- blogs
- vlogs
- wikis
- online video links
- evidence of interaction with social media recruitment platforms
- recorded interviews with employers and tutors
- recorded/videoed role plays
- presentation and speaker notes
- fact files and/or leaflets
- reflective diaries.

This unit gives the flexibility to combine assessments from other related units into a single assessment that gives evidence for more than one unit. For example, it may be possible to combine assignments for *Unit 8: Animal Production Systems* or *Unit 12: International Sheep Production* with this unit. Careful planning would be needed to ensure that the BTEC assessment rules are not breached. It is important to remember that all learning aims and assessment criteria from each unit must be clearly set out and met in any integrated assignment and that the assessment follows the required delivery so that learners are working independently.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 7: Work Experience in the Land-based Sectors

Introduction

Learners will develop their awareness of the opportunities available in the land-based sectors. You can start this by assessing their awareness of the sector and the industries that it comprises. You can then broaden this by introducing progression opportunities, whether it be further or higher education, apprenticeships or employment. Learners will benefit from carrying out independent research and visiting potential work experience providers.

Learners will develop the practical skills that are required to enable entry into employment in the land-based sectors (such as working in animal or crop production). The research they undertake will help them identify potential areas for further study (for example, animal science, crop science or estate management) or in an apprenticeship in land-based sectors.

It is important to build and maintain links with industry, such as local businesses and organisations that may be willing to give work experience placements for learners.

You could invite representatives from such organisations to talk to your learners about the opportunities available and expectations from the perspective of the employer. It may be worth visiting potential employers and work experience providers so that learners can see at first hand what to expect when they complete their work experience.

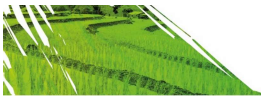
Learning aim A – Investigate land-based employment opportunities to target progression

Learning aims A1 and A2

- Discuss the learning aim with learners and encourage them to think about their future and the possibilities available to them.
- Ask learners to consider as a minimum three areas within the sector that they are interested in. They should look at whether these are realistic or not, and how they can reach their intended destinations. Learners could produce a plan as to how they can achieve their goals, such as flowcharts, diagrams and timelines.
- Ask learners to research the different educational and/or training pathways available and produce a fact sheet which discusses the requirements for each.
- Lead a discussion (possibly with the help of a specialist guest speaker or careers advisor) on how to apply to further/higher education providers, and good procedures to be followed. You could demonstrate how to search the relevant websites for further education/degree programmes and their associated entry requirements. Learners should then complete a task based on researching further education/degrees they are interested in.
- Demonstrate how to carry out a job search in the sector. This could include generic research, e.g. in the local press or on government websites, or more specific methods such as specialist journals and land-based organisations.

Learning aim A3

- Introduce learners to relevant current legislation and legal requirements of working practices. This could be achieved through specialist guest speakers and/or independent research.



- Have learners consider different types of contracts, and the variety of legal statuses of businesses: what would suit their needs and interests?

Learning aim B – Develop communication and interview skills to improve employment prospects in the land-based sector

Learning aim B1

- Give learners examples of the documentation required to successfully apply for a work experience placement (e.g. CVs and letters of application) and help them develop their own skills.
- Make a range of job adverts available for learners to review. These could be paper-based or online. Discuss with learners the importance of reviewing the requirements and person specification. Ask learners to search for their own job advert and review their skills, knowledge and behaviours against the person specification.
- Discuss the purpose and layout of CVs and letters of application. Give examples for learners to review. Give learners time to produce their own, providing support and guidance where necessary to ensure that high-quality documents are produced.
- Discuss digital CVs and how online platforms and social media sites can be used to search for jobs and upload CVs.

Learning aims B2 and B3

- Carry out mock/role-play interviews with each learner. Learners can then review these in order to help prepare them for assessment and real interviews in the land-based sector.
- Discuss listening and talking skills, providing examples of good and bad body language and how to build rapport. Role-playing and online videos will give good theoretical and practical examples of these skills.

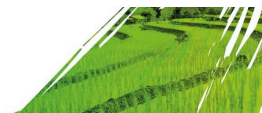
Learning aim C – Undertake work experience in the land-based sector to contribute to personal and professional development

Learning aim C1

- Introduce this learning aim by discussing the importance of gaining and developing practical skills in a real working environment. Ask learners to express their interests in areas within the sector.
- Ask learners to complete independent research into areas of interest in the land-based sector that they would like to gain experience in. Your support and guidance will be needed to ensure work placements meet health and safety requirements, and that learners arrange suitable placements.
- Learners should adapt their CV and letter of application to suit the needs of their intended work placement experience. You should support and guide learners in creating independent SMART targets and carrying out a SWOT analysis.

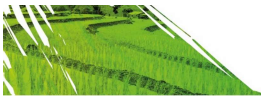
Learning aim C2

- Use role-play activities to introduce the communication skills and customer service skills that could be expected in a work placement. Ask learners to share examples of good and poor customer service that they have experienced and how that experience could be improved. If learners have experience of previous job roles, they could give examples of when they have given good customer service.
- You must ensure that rules and regulations are covered while learners are on placement.



Learning aim C3

- Have learners complete a diary of tasks while on work placement. This could be paper-based or electronic.
- On completion of work placement, encourage learners to review how their own skills and abilities have developed during this time, as well as turning to their employers and colleagues for feedback.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to all units in the Pearson BTEC Level 3 International Qualifications in Land-based subjects, but particularly to:

- 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.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International Qualifications in Agriculture, Horticulture and Land-based Subjects. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Harrison, MA – *How to Get Hired: An Insider's Guide to Applications, Interviews and Getting the Job of Your Dreams* (Independently published, 2018) ISBN 9781720252092

Macarthy, A – *How to Build the Ultimate LinkedIn Profile in Under an Hour: Boost Your Branding* (CreateSpace Independent Publishing Platform, 2013)
ISBN 9781492291138

Reed, R – *The 7 Second CV: How to Land the Interview* (Virgin Books, 2019) ISBN 9780753553077. Offers advice on what employers want to see in a CV and how to stand out from the crowd.

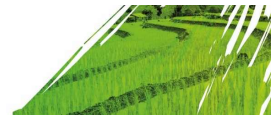
Websites

Visit the official website of the European Union, which can be used to search legislation relating to the European Union.

Visit the GOV.UK website – this is the UK government website, which can be used to perform current job searches.

The Jobs Rapido website offers access to jobs within the land-based sector in the UK and abroad. Learners can search for specific types of jobs in the land-based sector.

Visit the Lantra website, which offers careers information on land-based and environmental studies.



Visit [legislation.gov.uk](https://www.legislation.gov.uk) – the UK government website, which can be used to search for up-to-date UK legislation.

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.