

# Pearson BTEC International Level 3 Subsidiary Diploma (360 GLH) in Land-based Studies

## Sample Delivery Plan

### Audience

This document aims to support tutors and those delivering BTEC International Level 3 qualifications from April 2020.

### Introduction

Clear unit planning and understanding of key deadlines are essential for a successful delivery programme. We have produced a sample delivery plan showing how the BTEC Subsidiary Diploma in Land-based Studies could be delivered over one year, highlighting assessment milestones and indicating where you can teach units holistically.

### Key sections

The document focuses on key dates to plan around and gives an example of how the Subsidiary Diploma can be structured. This is set out in the three sections below:

#### Section 1: Guide to key dates

Setting out the key activities and requirements for course delivery, alongside dates and links to further information.

#### Section 2: Sample one-year plan – delivery chart

A chart setting out the key deliverables against chosen units.

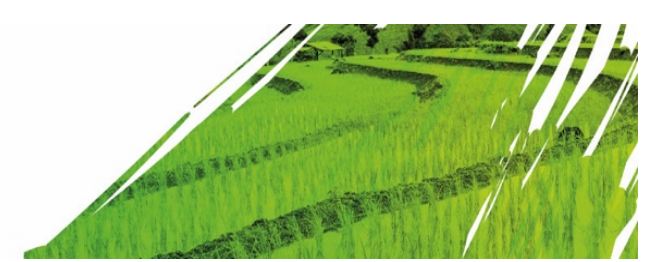
#### Section 3: Sample one-year plan – detailed rationale

An in-depth rationale and explanation of how the suggested plan was structured.

Further support can be found within the relevant specification on Pearson's website (<https://qualifications.pearson.com/en/qualifications/btec-international-level-3/land-based.html>).

Below is an overview of how wider support links with this document.

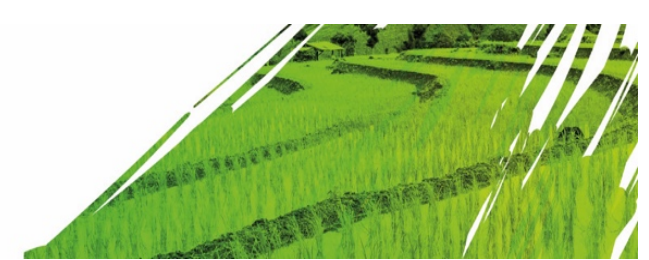
Support	Purpose
Delivery Guides	A companion to the BTEC International Level 3 specification, Authorised Assignment Briefs (AABs) and Sample Pearson Set Assignments. Delivery Guides contain ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery, ways of managing independent learning and how to approach assessments. These guides aim to show how the specification content might work in practice and to inspire you to start thinking about different ways to deliver your course.
Authorised Assignment Briefs	Provide scenarios and teaching plans for each unit, to be used either as they are set out or to inform your own planning.
Schemes of Work	Demonstrate how the unit content can be covered in the GLH, providing lesson ideas and highlighting links to other units to help you plan your teaching.



## Section 1: Guide to key dates

Setting out the key activities and requirements for course delivery, alongside links to further information.

Action	Description	Resource/reference
Assessment plan(s)	An assessment plan(s) must be in place to show that sufficient time is available to deliver and assess all the required units in a timely manner. More than one plan may be required if there are different groups working at different speeds.	Assessment plan templates are available on the Pearson website. Please note that all units are internally assessed. For a small proportion of units, Pearson sets the assignment; these assignments are also internally assessed. Pearson Set Assignments will be available from October of the year of assessment and can be taken at any point in that year.
Assignment briefs	Assignment briefs should be internally verified to ensure they are fit for purpose and that the equipment, resources and staff expertise will be available. This is not required for Pearson Set Assignment Units.	Authorised Assignment Briefs are available on Pearson's website.
Learner induction	A short period of induction is strongly recommended to ensure learners are familiar with the programme and its requirements. This induction should cover plagiarism, referencing, time management skills, the importance of meeting deadlines and centre policies.	
Register your learners	Learner registrations must be made by the deadlines on our website. This will trigger the allocation of a Standards Verifier and support for your centre.	Edexcel Online
Allocation of Standards Verifier	The Standards Verifier needs to see the assessment plan(s) and will agree a sampling schedule with the centre. Your allocated Standards Verifier will be available throughout course delivery to provide support and guidance.	The details of the Standards Verifier will be emailed to the Quality Nominee at the centre. Please ensure the Quality Nominee details registered with Pearson are accurate.
Internally assessed unit completed	The internally assessed unit(s) must be sampled and reported before the end of teaching for the year.	A guide to internal assessments is available on Pearson's website.
Second sampling completed	Second sampling of internally assessed units that were not released for certification must be complete by the end of teaching for the year.	



## Section 2: Sample one-year plan – delivery chart

This plan is intended to be used as guidance.

### Key

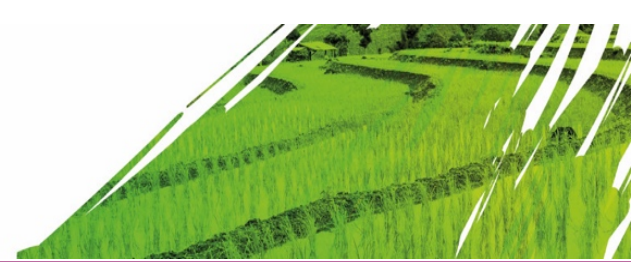
LA = Learning aim

SET = Pearson set assignment

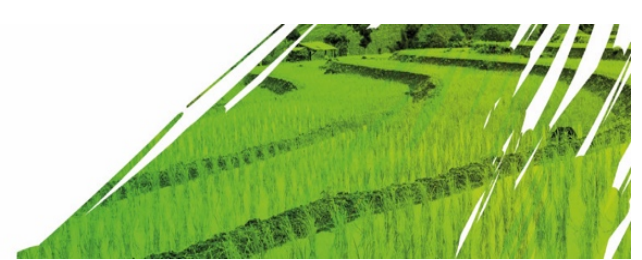
INT = Internal assessment

SA = Summative assessment

YEAR 1 TERM 1																
Unit	Unit title	GLH	Assessment method	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Plant and Soil Science	60	INT SET													
				4 hours per week												
2	Estate Skills	60	INT													
				4 hours per week												
3	Understanding Environmental Management	60	INT SET													
				4 hours per week												
YEAR 1 TERM 2																
Unit	Unit title	GLH	Assessment method	14	15	16	17	18	19	20	21	22	23	24	25	26
1	Plant and Soil Science	60	INT SET													
				4 hours per week to week 15												
2	Estate Skills	60	INT													
				4 hours per week to week 15												
3	Understanding Environmental Management	60	INT SET													

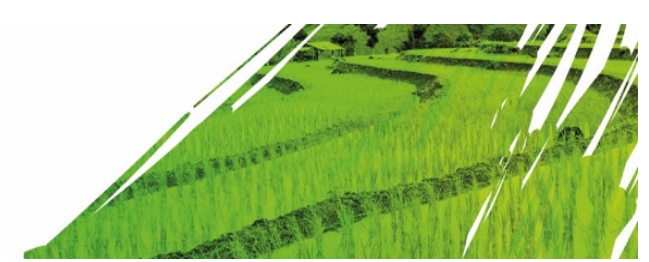


		4 hours per week to week 15
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YEAR 1 TERM 2 (continued)																
Unit	Unit title	GLH	Assessment method	14	15	16	17	18	19	20	21	22	23	24	25	26
27	Identification, Planting and Care of Plants	60	INT													
				4 hours per week from week 16												
41	Wildlife Ecology and Conservation Management	60	INT													
				4 hours per week from week 16												
6	Land-based Business Improvements	60	INT SET													
				4 hours per week from week 16												

YEAR 1 TERM 3																
Unit	Unit title	GLH	Assessment method	27	28	29	30	31	32	33	34	35	36	37	38	39
27	Identification, Planting and Care of Plants	60	INT			SA	SA									
				4 hours per week												
41	Wildlife Ecology and Conservation Management	60	INT			SA	SA									
				4 hours per week												
6	Land-based Business Improvements	60	INT-SET			SA	SA									
				4 hours per week												



## Section 3: Sample one-year plan – detailed rationale

### Overview

The International Level 3 Land-based suite of qualifications includes Horticulture, Land-based Studies and Agriculture. The programme suggested gives considerable flexibility by selecting units that are common to all three subjects. This means centres could offer learners the opportunity to follow common units for the first term before specialising in a Land-based Studies qualification or progressing to a further qualification in Horticulture or Agriculture. The units selected are common to the Foundation Diploma, Diploma and Extended Diploma in either Horticulture or Agriculture (or both). This means learners can achieve a full qualification in Land-based Studies over one year and then progress to the second year of a two-year qualification.

The Level 3 Subsidiary Diploma in Land-based Studies is 360 guided learning hours (GLH) and comprises two mandatory units and four optional units. The mandatory units are internally assessed using a Pearson Set Assignment. The optional units are internally assessed using centre-designed assignments or the Authorised Assignment Briefs.

The qualification structure identifies the mandatory and optional units and this information is also listed in the qualification specification. To achieve any qualification grade, learners must complete and have an outcome (D, M, P or U) for all units within a valid combination for the size of the award. For the Subsidiary Diploma in Land-based Studies, learners must pass all mandatory units along with 240 GLH from the optional units. This means learners could attain a U grade in one of the optional units and still achieve a passing grade overall, depending on their other results. Please see page 585 of the specification for more details about compensation and grading.

The sample delivery plan is based on the qualification being delivered over one 30-week teaching year, with lesson times totalling 12 hours per week.

If your centre is subject to Standards Verification, your Standards Verifier will confirm sampling arrangements with you in order to meet the first sampling deadline (the end of May). The sample delivery plan ensures that most of the mandatory units will be undertaken in the first half of the course, ensuring they will be available for sampling. All other units will be completed by the end of June (the second sampling deadline) in case this is required. It is important that you have at least one completed unit ready for Standards Verification to take place by the end of May.

### Involving employers in the assessment/delivery

There is no compulsory requirement for a work experience placement within the qualification. However, all units lend themselves to horticulture industry employer involvement – for example, in the form of an educational visit, guest speaker, focus group or case study.

### Which units are assessed by Pearson Set Assignments?

Units 1, 3 and 6 are mandatory units that will be assessed by Pearson Set Assignments. Note that learners must complete two mandatory units, not three. *Unit 1: Plant and Soil Science* is the 'compulsory' mandatory unit. For the second mandatory unit, you can choose **either** *Unit 3: Understanding Environmental Management* **or** *Unit 6: Land-based Business Improvements*. The assignments will be available from October and can be taken at any time in the year. The evidence can be resubmitted once and any resit students must resit a new assignment.

### Internal mandatory units

*Unit 1: Plant and Soil Science* – Learners will develop knowledge and understanding of the structure and function of plants and soils, together with factors that influence their development.

And **either**

*Unit 3: Understanding Environmental Management* – Learners will develop the knowledge and skills needed to interpret management of landscapes and the environment, and the factors that affect this.

**or**

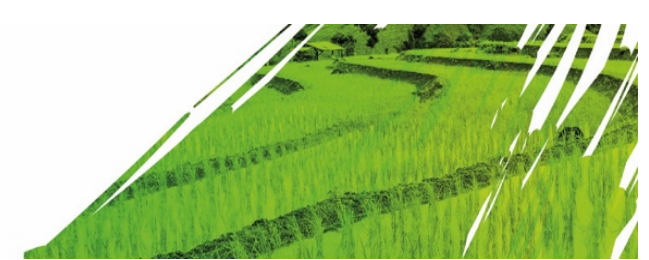
*Unit 6: Land-Based Business Improvements* – Learners will examine the impact of landscape on land-based businesses and the opportunities this presents for improvement or diversification

All the mandatory units are common to the Foundation Diplomas, Diplomas and Extended Diplomas in Horticulture and Agriculture. Within the Land-based Studies qualifications, they are also available as optional units. This will give you considerable flexibility when developing programmes, as learners could be combined into programmes across different qualifications.

### Suggested units to teach in Year 1

*Unit 1: Plant and Soil Science* – This is a mandatory unit which is assessed internally using a Pearson Set Assignment. The unit can be delivered over four hours per week for 15 weeks and delivery must include the internal assessment activities. This will ensure you complete a mandatory unit assessed using a Pearson Set Assignment in time for Standards Verification.

*Unit 2: Estate Skills* – This is an optional unit which is internally assessed using a centre-devised assignment or the Authorised Assignment Brief for this unit. The unit can be delivered over four hours per week for 15 weeks and delivery should include the internal assessment activities. This unit has links with a number of units within the qualification and provides a basis for the practical tasks those units will require.



*Unit 3: Understanding Environmental Management* – This is a mandatory/optional unit which is assessed internally using a Pearson Set Assignment. The unit can be delivered over four hours per week for 15 weeks. Learners should experience a variety of landscapes or habitats and tutors should consider blocking time to allow for fieldwork (although the unit can be completed through research and classroom activities). Extreme weather events could be studied through case studies. This unit complements *Unit 41: Wildlife Ecology and Conservation Management* and these two units could be taught concurrently.

*Unit 6: Land-based Business Improvements* – This is a mandatory or optional unit which is assessed internally using a Pearson Set Assignment. The unit can be delivered over four hours per week for 15 weeks and delivery must include the internal assessment activities. Learners would benefit from case studies and visits from practitioners, so they can explore the range of business activities, the factors that affect them and the opportunities for improvement or diversification.

*Unit 27: Identification, Planting and Care of Plants* – This is an optional unit which is internally assessed using a centre-devised assignment or the Authorised Assignment Brief for this unit. It underpins much of the learning for all land-based activities and is best delivered early in the course. Although this unit is optional, it is common to Land-based Studies and Horticulture. Its inclusion will give flexibility to the programmes you may offer: in Horticulture, this is an option for all three qualifications.

*Unit 41: Wildlife Ecology and Conservation Management* – This is an optional unit which is internally assessed using a centre-devised assignment or the Authorised Assignment Brief for this unit. It is only available within the Land-based qualifications and the Horticulture Diploma and Extended Diploma qualifications but provides an excellent introduction to land-based activities. It links well with *Unit 2: Estate Skills* and *Unit 3: Understanding Environmental Management*.

Centres are encouraged to timetable a period of induction for learners at the start of the programme. This should include information on topics such as:

- the structure of the units
- how to use an assignment brief and the importance of command verbs
- how to work to meet deadlines and consequences of not meeting deadlines
- how to reference work
- the importance of evidence submitted for assessment being independently produced, valid and authentic
- centre policies on malpractice and plagiarism.

**NB:** Internally assessed units can only be sampled when all learners have completed the unit and any resubmissions have occurred and been assessed and internally verified. All units must be available for first sampling and reporting to have occurred by the appropriate deadline in the year of certification.