

Specification

BTEC Specialist qualifications

Edexcel BTEC Level 2 Award in Environmental and Land-based Business (QCF)

First teaching October 2011



Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

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BTEC Specialist qualification title covered by this specification

Edexcel BTEC Level 2 Award in Environmental and Land-based Business (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk. The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Edexcel BTEC Level 2 Award in Environmental and Land-based Business	600/3275/3
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This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

Welcome to the Edexcel BTEC Level 2 qualification in Environmental and Land-based Business (QCF)

We are delighted to introduce our new qualification, available for teaching from October 2011. This qualification has been revised and conforms with the requirements of the new QCF (Qualifications and Credit Framework).

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — in this case the Lantra. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC qualifications. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structure and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are BTEC Specialist qualifications?	1
Edexcel BTEC Level 2 Award	2
Key features of the Edexcel BTEC Level 2 Award in Environmental and Land-based Business (QCF)	2
National Occupational Standards	2
Edexcel BTEC Level 2 Award in Environmental and Land-based Business (QCF)	3
Assessment	4
Quality assurance of centres	5
Approval	5
Quality Assurance Guidance	5
Programme design and delivery	6
Mode of delivery	6
Resources	6
Delivery approach	7
Additional and Specialist Learning	7
Access and recruitment	7
Restrictions on learner entry	8
Access arrangements and special considerations	8
Recognition of Prior Learning	8
Unit format	9
Unit title	9
Unit code	9
QCF level	9
Credit value	9
Guided learning hours	9
Unit aim	9
Unit introduction	10
Learning outcomes	10

Assessment criteria	10
Unit content	10
Essential guidance for tutors	11
Unit	13
Unit 1: Environmental and Land-based Business	15
Further information	24
Useful publications	24
How to obtain National Occupational Standards	24
Professional development and training	25
Annexe A	27
The Edexcel/BTEC qualification framework for the environmental and land-based sector	27
Annexe B	29
Wider curriculum mapping	29
Annexe C	31
Glossary of Accreditation Terminology	31
Annexe D	33
BTEC Specialist and Professional qualifications	33

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry level to level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Award

The Edexcel BTEC Level 2 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Key features of the Edexcel BTEC Level 2 Award in Environmental and Land-based Business (QCF)

The Edexcel BTEC Level 2 Award in Environmental and Land-based Business (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised level 2 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Edexcel BTEC level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC level 2 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Edexcel BTEC Level 2 Award in Environmental and Land-based Business (QCF)

The Edexcel BTEC Level 2 Award in Environmental and Land-based Business (QCF) is a 10-credit and 60-guided learning hour (GLH) qualification that consists of one mandatory unit that provides for a total of 10 credits.

Edexcel BTEC Level 2 Award in Environmental and Land-based Business (QCF)			
Unit	Mandatory unit	Credit	Level
1	Environmental and Land-based Business	10	2

Assessment

The unit within this qualification is internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

Assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to learner achievement and their importance cannot be over-emphasised.

The assessment criteria must be indicated clearly in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value will achieve the qualification at pass grade.

In Edexcel BTEC level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC level 2 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Edexcel BTEC level 2 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for Edexcel BTEC level 2 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to level 2 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

The specific resources required for this qualification have been indicated in the unit specification.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Centres must facilitate access to safe out-of-class learning for learners such as visits to appropriate outdoor environments and work-related land-based sites wherever possible. Centres must ensure all learners are given as much opportunity as possible to experience safe and meaningful out-of-class learning. Such experiences must recognise and fit reasonably with each learners physical and mental abilities.

Additional and Specialist Learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications (www.ofqual.gov.uk). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of

study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 2 in Environmental and Land-based Business (QCF) is accredited on the QCF for learners aged 14 and above.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in Edexcel BTEC level 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on The Register of Regulated Qualifications (register.ofqual.gov.uk).

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following key sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Unit

Unit 1: Environmental and Land-based Business

15

Unit 1: Environmental and Land-based Business

Unit code: F/600/9357

QCF level 2: BTEC Specialist

Credit value: 10

Guided learning hours: 60

Unit aim

This unit aims to provide learners with an understanding of the principles of business within the environmental and land-based business, and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

Unit introduction

Understanding how businesses and organisations fit into the land-based industry provides a foundation of knowledge from which more specialist study can follow. The environmental and land-based industries are wide-ranging, covering employment in many sectors.

Learners will investigate the different types of businesses and organisations in their specialist sector of the environmental and land-based industries, their characteristics and influences. Learners will look at current trends and issues affecting their industry.

All businesses operate within a framework of statutory legislation and other codes of practice. Learners will investigate a range of UK and EU legislation that impacts on their sector and employment within it.

To operate effectively, organisations need to perform a wide range of business and administrative tasks. Learners will develop skills in performing a range of tasks concerned with finance and banking, marketing and general administration. They will also consider how information technology can be used to perform a range of these tasks.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know an industry within the environmental and land-based sector	1.1 Describe the structure of one industry within the environmental and land-based sector covering: <ul style="list-style-type: none"> • size • employment • main activities • geographical influence • economic contribution 1.2 Identify the principal organisations and trade associations within an industry in the environmental and land-based sector
2 Know the relevant legislation and codes of practice within the environmental and land-based sector	2.1 Identify the main United Kingdom or European legislation and codes of practice relating to one industry within the environmental and land-based sector 2.2 Identify key requirements of current employment law on the environmental and land-based sector
3 Know common business operations	3.1 Describe how common IT software can be used in everyday business operations 3.2 State the purpose and operation of common business tasks: <ul style="list-style-type: none"> • financial and banking • marketing • administrative tasks
4 Know how to carry out simple administrative tasks	4.1 Use appropriate methods to prepare, present, sort and retrieve information 4.2 Carry out simple accounting and administrative tasks appropriate to the business

Unit content

1 Know an industry within the environmental and land-based sector

Structure: features and characteristics of the industry size, employment, main activities, geographical influence, economic contribution; different types of businesses and organisations and the type of goods and services they provide; size of these businesses/organisations eg numbers employed, area of land, size of enterprises; any regional differences; allied industries (what they are, the goods and services they supply and the role they play); trends and issues currently affecting the industry

Principal organisations and trade associations: roles and aims of key selected organisations in the industry – statutory eg Department for Environment Food and Rural Affairs (DEFRA), Health and Safety Executive, Department for Business Innovation and Skills, Environment Agency, Food Standards Agency; nongovernmental, major land-owning or representative eg The Royal Society for the Prevention of Cruelty to Animals (RSPCA), British Veterinary Association, Royal Horticultural Society, Institute of Groundsmanship, Lantra Sector Skills Council, British Horse Society, National Farmers Union, National Trust

2 Know the relevant legislation and codes of practice within the environmental and land-based sector

Legislation and codes of practice: United Kingdom legislation – consideration of the main relevant current legislation relating to an industry in the land and environment sector eg Agriculture Tenancies Act 1995, Wildlife and Countryside Act 1981, Animal Health Act 2002, The Welfare of Animals (Transport) (Amendment) Order 1999, Environment Protection Act 1990, Environment Act 1995, Control of Pesticides Regulations 1986, Riding Establishments Act 1970, Horse Passports (England) Regulations 2004, Control of Dogs Order 1992, Dangerous Dogs Act 1991; codes of practice eg five freedoms welfare of farm or companion animals, Code of Good Agricultural Practice; European legislation; relevant European directives eg relating to employment, the environment and the specific industry in the land and environment sector

Employment law: the main relevant current legislation relating to employment eg Health and Safety at Work Act 1974, Control of Substances Hazardous to Health Regulations 1991, Working Time Regulations 1998, Equality Act 2010, Employment Act 2002, National Minimum Wage Act 1998, Race Relations (Amendment) Act 2000, Sex Discrimination Act 1975

3 Know common business operations

Common IT software: examples of business uses of word processor (eg letters, notices), spreadsheets (eg records, timesheets), database (eg records), graphics (eg advertisements, posters), email; advantages and disadvantages of using IT for business tasks

Common business tasks: financial and banking – taking payments by cash and cheque, ordering procedures

for supplies, invoices, types of bank account (current, savings, business) loans, overdraft, methods of payment (cheques, standing order, direct debit, electronic/internet); marketing – ways to promote a business (advertisements, promotional events, referral/word of mouth, importance of customer care), preparation of promotional materials; administrative tasks – file documents, complete simple records (eg production, customers), check stock levels and complete stock control records, complete simple single entry cash analysis book, communicate using written and electronic media; importance of accuracy, confidentiality, security and data back-up of business records

4 Know how to carry out simple administrative tasks

Preparation, presentation, sorting and retrieval of information: use of IT and paper filing systems, completion of simple business records, preparation of business documents (eg letters, advertisements)

Accounting and administrative tasks: completion of orders, invoices, cheques, complete stock records, single entry cash analysis book; purpose of accounting and administrative tasks

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical and written assessments, and will have links to industrial experience placements.

In outcome 1 learners will study the structure of their industry. They will require the opportunity to investigate the range of businesses and their products/services, and also the ancillary businesses on which the primary businesses depend. They could relate these ideas to a specific business, while also investigating the range of businesses found locally and nationally. They will need access to any published data on the size and economic importance of their industry. Learners will also find out about the principal organisations and trade associations concerned with their industry, and will investigate the roles and impact of selected organisations. They will need support in investigating some of the key trends and issues facing their industry and how it is responding. Delivery of this outcome would be enriched by speakers from selected organisations.

Outcome 2 examines the UK and European legal framework affecting businesses in the particular land-based industry. Learners are not expected to become legal experts, but they need to develop an awareness of the main pieces of legislation and how they impact on business in their industry. They will need to investigate their legal rights and responsibilities as employees within the workplace.

In outcome 3 learners will identify how common IT software can be used to perform a range of everyday business operations. Some of these are common to all businesses (eg sending emails), but tutors should ensure that examples are vocationally relevant to the subject area of the learners. It is anticipated that delivery will include the opportunity for learners to develop their IT skills so that they gain a better understanding of the use of IT software. Learners will benefit from completing tasks using the range of software, and, by careful planning, these tasks could provide evidence for 4.1 and 4.2, for example use of word processor and graphics programmes to produce a marketing poster, a spreadsheet for stock inventory and valuation. Learners will need to find out about day-to-day business activities involving finance and banking. It would help learners to have the opportunity to study a range of records (financial and non-financial) that are kept in a specific business, and how these are maintained and used.

Outcome 4 links closely with outcome 3, and gives learners opportunity to practically engage in business operations and tasks. This should include preparing a range of business outputs using the IT applications listed, which could relate to other items in the content, eg advertisements, posters, specific records appropriate to businesses in their industry. It will be important for learners to have the opportunity to practise completion of paper-based records and ensure that both IT and paper records are filed appropriately. The importance of accuracy, confidentiality, security and regular back up of data should be stressed.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives an indication of the volume of learning it would take the average learner to achieve the learning outcomes. It is indicative and is one way of achieving the credit value.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Assignment 1: Industry Structure and Organisations (1.1, 1.2) Tutor introduces the assignment brief.
Classroom theory session and discussion: Structure of an industry in the environmental and land-based sector: activities and types of business, ancillary businesses, regional variations.
Theory session: size of the industry and economic data, development of the industry and current issues.
Classroom activity: use of industry magazines, publications and internet to identify principal organisations and trade associations.
Guest speaker: role of statutory and representative organisations.
Assessment completion and support.
Assignment 2: Legislation (2.1, 2.2) Tutor introduces the assignment brief.
Theory session: UK and EU legislation and codes of practice relating to an environmental and land-based industry.
Classroom activity: importance of codes of practice.
Theory and supported research: Requirements of employment law.
Visit/guest speaker: how legislation and organisations affect a business in the sector.
Assessment completion and support.
Assignment 3: Business Tasks and Operations (3.1, 3.2, 4.1, 4.2) Tutor introduces the assignment brief.
Use of IT for common business tasks; application of word processor, email, spreadsheets, database and graphics software.
Financial and banking tasks – making and receiving payment, business bank accounts, ordering and invoicing.
Marketing – ways to advertise and promote a business, customer care and referral business.
Administrative – paper and electronic filing systems, stock check, business documents, simple business records, importance of confidentiality and security.
Assessment completion and support.

Assessment

For AC 1.1, learners need to describe the structure of one industry within the environmental and land-based sector. This must include the main activities and types of businesses that are found, including ancillary businesses, and regional variations. They should describe the size of the industry, making reference to any available data on employment and economic output. The evidence could be presented as a report or illustrated poster.

AC 1.2 requires learners to identify the principal organisations and trade associations within an industry in the environmental and land-based sector. Evidence should cover at least three different organisations, including one statutory, one non-governmental and one representative organisation. It should detail the name, contact details, aims and objectives of each organisation in relation to the land-based industry sector. Evidence could be a report, annotated poster, or verbal presentation.

For AC 2.1, learners need to identify the main United Kingdom or European legislation and codes of practice relating to one industry within the environmental and land-based sector. Evidence should include at least three important and relevant pieces of UK or EU legislation and/or codes of practice. It should provide the full title and date, and briefly summarise the main requirements of the legislation in relation to the industry. Evidence may be a report or guidance booklet.

For AC 2.2, learners need to identify key requirements of current employment law on the environmental and land-based sector. Evidence should include at least two important and relevant pieces of UK and/or EU legislation. It should provide the full title and date, and briefly summarise the main requirements of the legislation in relation to the industry. Evidence may be a report or guidance booklet.

AC 3.1 requires learners to describe how common IT software can be used in everyday business operations. This must cover word processor, email, spreadsheet, database and graphics software. Evidence may be a verbal or written report, poster or leaflet.

For AC 3.2, learners must state the purpose and operation of common business tasks. For financial and banking this will include how businesses make and receive payments, order supplies and raise invoices. Marketing must include suitable ways to advertise and promote a business. Administrative tasks should include paper and electronic filing, simple records relevant to the industry sector, and stock control. Evidence may be in the same format as AC 3.1.

For AC 4.1 and 4.2, learners must carry out simple accounting and administrative tasks appropriate to the business and use appropriate methods to prepare, present, sort and retrieve information. Evidence must include all of the content listed; some of this could be IT generated.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the assessment criteria. This is **for guidance** and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2	Industry Structure and Organisations	You are taking part in marketing your industry sector to school leavers. You need to create a poster that gives an overview of your industry and the roles of the principal organisations and trade associations.	Poster.
AC 2.1, 2.2	Legislation	You need to produce a fact sheet for someone starting a business in the industry that informs them of some basic legal requirements.	Fact sheet.
AC 3.1, 3.2, 4.1, 4.2	Business Tasks and Operations	You need to assist a business manager in performing a range of tasks, making use of IT. Create a guidance leaflet for the work experience student who.	Portfolio of practical tasks and underpinning knowledge, guidance leaflet.

Essential resources

Learners need to be able to access relevant information about their industry, through personal contacts, work experience or case study visits. They will also need access to IT, administrative and accounting records for completion.

Employer engagement and vocational contexts

This unit provides opportunity for learners to gain an overview of one industry within the environment and land-based sector. They will also gain valuable experience in completing administrative and accounting tasks, including using IT. Learners would benefit from a range of guest speakers and industry visits.

Indicative resource materials

Textbooks

Canwell D and Sutherland J – *BTEC First Business, 2nd Edition* (Nelson Thornes, 2006) ISBN 9780748783946

Carysforth C – *NVQ Level 2 Business and Administration* (Heinemann, 2006) ISBN 9780435463335

Carysforth C and Neild M – *BTEC First Business, 2nd Edition* (Heinemann, 2006) ISBN 9780435499075

Fardon, Nuttall and Prokopiw – *GCSE Applied Business* (Osborne Books, 2002) ISBN 9781872962320

Gookin D – *Word 2007 for Dummies* (John Wiley & Sons, 2006) ISBN 9780470036587

Seliet H – *BTEC Introduction to Business* (Heinemann, 2005) ISBN 9780435401214

Wang W – *Office 2007 for Dummies* (John Wiley & Sons, 2006) ISBN 9780470009239

Websites

www.bized.co.uk	Business Studies Teaching Resources
www.businesslink.gov.uk	Business Link
www.cla.org.uk	Country Land and Business Association
www.defra.gov.uk	Department for Environment, Food and Rural Affairs
www.netregs.gov.uk	Environmental regulations
www.nfuonline.com	National Farmers Union

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for quality and training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Please contact:

Lantra
Lantra House
Stoneleigh Park
Coventry
CV8 2LG

Telephone: 02476 696996
Email: standardsandquals@lantra.co.uk
Website: www.lantra.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LSIS standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the environmental and land-based sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
5		Edexcel BTEC Level 5 HND Diplomas in Animal Management, Environmental Conservation, Horse Management, Horticulture (QCF)		
4		Edexcel BTEC Level 4 HNC Diplomas in Animal Management, Environmental Conservation, Horse Management, Horticulture (QCF)		
3	Edexcel GCE AS/A2 in Biology	Edexcel BTEC Level 3 Certificates, Subsidiary Diplomas, Diploma and Extended Diplomas in Agriculture, Animal Management, Blacksmithing and Metalworking, Countryside Management, Fish Management, Floristry, Forestry and Arboriculture, Horse Management, Horticulture, Land- based Technology (QCF)		Edexcel Level 3 Diploma in Work-based Environmental Conservation (QCF) Edexcel Level 3 Award, Certificate and Diploma in Work-based Animal Care (QCF)

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2	Edexcel GCSE in Biology	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Agriculture, Animal Care, Blacksmithing and Metalworking, Countryside and Environment, Fish Husbandry, Floristry, Horse Care, Horticulture, Land-based Technology (QCF)		Edexcel Level 2 Diploma in Work-based Environmental Conservation (QCF) Edexcel Level 2 Award, Certificate and Diploma in Work-based Animal Care (QCF)
1		BTEC Foundation Learning in Land-based Studies (QCF)		Edexcel Level 1 Award, Certificate and Diploma in Work-based Animal Care (QCF)
Entry	Edexcel Entry Level Certificate in Science	BTEC Foundation Learning in Land-based Studies (QCF)		

Annexe B

Wider curriculum mapping

Study of Edexcel BTEC level 2 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of this qualification learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within the unit in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

Glossary of Accreditation Terminology

The following is a table of terms related to accreditation of this qualification.

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Performance tables	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification (see register.ofqual.gov.uk).
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.

Annexe D

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

Publications Code BA029597 October 2011

**For more information on Edexcel and BTEC qualifications please
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