



Pearson
BTEC

Land-based

September 2021 to August 2022

Guidance for:
BTEC Nationals, Firsts and
Technical Diplomas



Last updated 1 September 2021

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Introduction

As COVID-19 may continue to impact upon teaching, learning and assessment through the academic year, affecting those learners who are part-way through their qualifications and those who are commencing this academic year, we have produced this guidance to support the effective delivery of BTEC course content. We are committed to ensuring that learners continue to benefit from the breadth of content of BTEC qualifications through adaptations in teaching and learning.

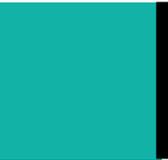
This document is intended to provide you with guidance for how you **might adapt delivery** for the sector's BTEC qualifications in the academic year of 2021-2022.

We will continue to work with our regulators and relevant sector bodies on any possible adaptations or accommodations in line with the relevant policy and regulatory considerations.

Key aspects such as social distancing, safety, lost teaching time, subject content and practical activities have been considered from a sector perspective for your reference. However, it should be noted that all of the guidance provided here must be considered within the context of any relevant guidance issued by your own centre, relevant governing and industry bodies, local and national government.

For further advice and guidance, please refer to the Teaching, Learning and Assessment pages on [Pearson's website](#) or contact us [via the Customer Support portal](#).

We look forward to continuing to support you and your learners throughout this challenging time and wish you well for the coming year.



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Overview

Adaptations to Assessments in 2021/2022

Please refer to the assessment section on the [2021/2022 Teaching and Assessment page](#), for adaptations to assessments and qualifications for the 2021-2022 Academic Year. Here you will find:

- Tech Award Assessment Evidence Adaptations
- Work Experience and Employer Engagement
- Links to Exam timetables
- FAQs

Please note that not all qualifications can or will be adapted, and it is important that you refer to the relevant adaptation guidance for 2021-2022.

Some qualifications will not be adapted for one of the following reasons:

- An adaptation would impact the reliability and validity of the qualification
- The qualification is a licence to practice or primary purpose is progression to the workplace.

Learner eligibility

There are currently no plans to have these adaptations extend to learners who take assessments in 2022/23, regardless of when they are due to certificate.

Adaptations are only available in this academic year, for assessment due to take place between 1 September 2021-31 August 2022.

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Safety

Care is needed to carry out practical work which will probably require fewer learners taking part in any practical task at the same time. Having fewer learners on each practical task may make the situation safer. However, lone working should not be attempted. It is important that all learners have appropriate personal protective equipment (PPE) for practical activities although this must be cleaned and quarantined before re-use. Some materials, particularly those containing fabrics may need a quarantine period of 72 hours.

Lost time teaching

Centres may want to focus on ensuring that the learners have an adequate foundation for the units that will be delivered in 2021-22. Learners will probably have missed some teaching and tutors may need to in-fill as they deliver the programmes during 2021-22. This will require careful planning.

Flexibility of delivery and assessment

There is considerable latitude for the use of diverse delivery models and assessment models. Most assessments can employ written reports, presentations, posters, video or audio recordings and other methods and these can be used in remote delivery. Visits to land based industries are valuable but not mandatory.

What is important to retain the validity of the sector's qualifications?

Practical work/tasks are fundamental to BTECs in land based subjects. This is essential for developing the proficiency in practical skills which is required in these vocational qualifications.

As contact time between staff and learners may be limited, centres may find that they should use this time for practical work as theory can be delivered remotely. Centres may decide to deliver option units which do not require practical work in assessment.

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Teaching and learning guidance

Unit Title	Remote delivery (✓ X)	Socially distanced (✓ X)	Comments
Pearson BTEC Level 2 Technical Diploma in Agriculture 2019 Mandatory Units			
Unit 1: Introduction to Working in Land-based Industries	✓	✓	<p>Delivery/assessment could be individual research activity or small groups ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment.</p> <p>Some learners may be involved in family agricultural businesses and could contribute case study information regarding job roles on their farms and factors affecting the land use.</p> <p>Use of relevant websites and video clips could be considered so learners can understand differences in land use and job roles in the agricultural industry.</p> <p>Where possible machinery and equipment can be rotated between learners with suitable time frames /quarantine periods between use.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' family agricultural businesses or in a suitable industrial placement with expert witness statements and appropriate evidence. It is important to ensure that if external facilities are used to provide evidence that all learners are provided with an equal level of access as some will not have direct access to an appropriate land-based business. Remote practical facilities must allow all learners to have the opportunity to achieve all merit and distinction criteria.</p>

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			<p>Plan for use of PPE to limit risk of COVID-19 as well as safety associated with working with machinery and livestock.</p> <p>During delivery and assessment, animal health and welfare must be maintained throughout. Updated risk assessments should include an evaluation of the impact of more remote working on safety, particularly when working with animals or machinery.</p>
<p>Unit 2: Introduction to Plant and Soil Science</p>	<p>✓</p>	<p>✓</p>	<p>Activity/assessment could be individual activity or small groups ensuring social distancing and hygiene in line with government guidance. Additional guidance is also regularly published by advisory organisations such as CLEAPSS. This will assist the centre in the development of their risk assessments and development of safe working practices.</p> <p>Consider an online platform that could be used e.g. multiple choice questions, matching/identifying/labelling arrows on the structure and characteristics of plants. These could have a certain time slot to complete and could generate randomised questions so learners can demonstrate they 'know plant structure, growth and development.' This methodology could be undertaken instead of laboratory practical sessions.</p> <p>Consider where the activity takes place e.g. could it be undertaken outside where there is more space and ventilation, for example, collecting and classifying soil samples and understanding the importance of crop nutrients using portable testing kits which may be easier to organise than laboratory practical sessions.</p> <p>Where possible test equipment can be rotated with suitable time frames/ quarantine periods between use. Advice on suitable time periods are published by advisory organisations such as CLEAPSS but are typically 48-72 hours depending on the material, when changing teaching 'bubbles'.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p>

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			Centres should identify a process for the supply and collection of practical equipment to reduce the handling by multiple people thus reducing the risk of infection spread. This should be included in the method statement for the practical and all relevant staff notified.
Unit 3: Agriculture Work Placement	✓	✓	<p>Some aspects can be taught and assessed remotely e.g. researching in employment, applying for work experience and evaluation of work experience.</p> <p>Consider conducting any interviews via an online platform.</p> <p>Consider running this unit long and thin or assessing at the end of year/qualification to enable learners the maximum amount of time to complete required work experience hours. The specified number of work experience hours should be completed.</p> <p>The availability of work experience providers has been impacted by the current situation surrounding COVID-19 rules and regulations.</p> <p>Learners can be credited for hours from work completed 'in house' on the college/school facilities e.g. Farm. This situation should be treated as a working environment with learners given a job description for the role they are expected to fulfil.</p> <p>'In house' hours should be considered as a starting point for learners and be combined with further hours in a land-based business i.e. rotate learners amongst the available providers and the farm at the centre.</p> <p>Whilst on work experience look to see how learners could collect practical evidence and witness statements to evidence other unit requirements e.g. preparing for, cultivating and planting the land, selecting, preparing, maintaining and storing equipment in a safe and effective working condition, carrying out routine husbandry duties on common farm livestock, carrying out routine treatments to maintain health and well-being of common farm livestock. In addition, evidence may be gathered to demonstrate safe working practices in terms of</p>

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			<p>environmental awareness and waste management practices. This will need to be planned to ensure that unit criteria are fully covered, and evidence is authentic and enables assessment.</p> <p>Work placements will need to be compliant with government restrictions and guidelines. Guidance for employers may be needed. Centres should consider providing a guidance document for employers who will not be familiar with the risk assessment and processes considered essential by the centre, Consider the use of online platforms to reduce paper trails.</p>
<p>Unit 4: Machinery Operations in Agriculture</p>	<p>✓</p>	<p>✓</p>	<p>Delivery/assessment could be individual research activity or small groups ensuring social distancing and hygiene in line with government guidance and the centre’s updated risk assessment.</p> <p>Some learners may be involved in family agricultural businesses and could contribute case study information regarding regularly used machinery on their farms. The centre’s farm machinery can also be explored to understand machinery that can be used for agricultural activities, its purpose and operation. This is a theory based learning aim and therefore it is focussed on research rather than performing practical activities. Learners could also where appropriate use knowledge gained from a work placement to assist in providing evidence towards Learning Aim A.</p> <p>Use of relevant websites and video clips could be considered so learners can understand the different machinery used for different agricultural activities.</p> <p>Learning Aims B and C include practical tasks. Evidence needs to be gathered to demonstrate that the learners can prepare and maintain machines for agricultural activities and carry out safe and responsible machine operation for routine agricultural activities.</p> <p>Where possible machinery and equipment can be rotated between learners with suitable time frames /quarantine periods between uses.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p>

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			<p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' family agricultural businesses or in a suitable industrial placement with expert witness statements and appropriate evidence. It is important to ensure that if external facilities are used to provide evidence that all learners are provided with an equal level of access as some will not have direct access to an appropriate land-based business. Remote practical facilities must allow all learners to have the opportunity to achieve all merit and distinction criteria.</p>
<p>Unit 9: Farming and Agricultural Estate</p>	<p>✓</p>	<p>✓</p>	<p>This is the internal synoptic unit.</p> <p>Teaching and learning could be individual activity or small groups ensuring social distancing and hygiene in line with government guidance. Additional guidance is also regularly published by advisory organisations such as CLEAPSS. This will assist the centre in the development of their risk assessments and development of safe working practices.</p> <p>Consider where the activity takes place e.g. could it be undertaken outside where there is more space and ventilation, for example, field boundaries, surfaces, structures, services and machinery.</p> <p>Where possible tools (saws, hammers, power tools), equipment (livestock handling equipment, strimmers/brush cutters, wheelbarrows) and materials (timber, cleaning equipment) can be rotated with suitable time frames/ quarantine periods between use. Advice on suitable time periods are published by advisory organisations such as CLEAPSS but are typically 48-72 hours depending on the material when changing teaching 'bubbles'.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use. Centres should identify a process for the supply and collection of practical equipment to reduce the handling by multiple people thus reducing the risk of infection spread. This should be included in the method statement for the practical and all relevant staff notified.</p>

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Pearson BTEC Level 2 Technical Diploma in Horticulture 2019 Mandatory Units			
<p>Unit 1: Introduction to Working in Land-based Industries</p>	<p>✓</p>	<p>✓</p>	<p>Delivery/assessment could be individual research activity or small groups ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment.</p> <p>Some learners may be involved in family businesses and could contribute case study information regarding job roles affecting the land use.</p> <p>Use of relevant websites and video clips could be considered so learners can understand differences in land use and job roles in the horticulture industry.</p> <p>Where possible machinery and equipment can be rotated between learners with suitable time frames /quarantine periods between use.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' family businesses or in a suitable industrial placement with expert witness statements and appropriate evidence. It is important to ensure that if external facilities are used to provide evidence that all learners are provided with an equal level of access as some will not have direct access to an appropriate land-based business. Remote practical facilities must allow all learners to have the opportunity to achieve all merit and distinction criteria.</p> <p>Plan for use of PPE to limit risk of COVID-19 as well as safety associated with working with machinery.</p>

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Unit 2: Introduction to Plant and Soil Science	✓	✓	<p>Activity/assessment could be individual activity or small groups ensuring social distancing and hygiene in line with government guidance. Additional guidance is also regularly published by advisory organisations such as CLEAPSS. This will assist the centre in the development of their risk assessments and development of safe working practices.</p> <p>Consider an online platform that could be used e.g. multiple choice questions, matching/identifying/labelling arrows on the structure and characteristics of plants. These could have a certain time slot to complete and could generate randomised questions so learners can demonstrate they 'know plant structure, growth and development.' This methodology could be undertaken instead of laboratory practical sessions.</p> <p>Consider where the activity takes place e.g. could it be undertaken outside where there is more space and ventilation, for example, collecting and classifying soil samples and understanding the importance of crop nutrients using portable testing kits which may be easier to organise than laboratory practical sessions.</p> <p>Where possible test equipment can be rotated with suitable time frames/ quarantine periods between use. Advice on suitable time periods are published by advisory organisations such as CLEAPSS but are typically 48-72 hours depending on the material when changing teaching 'bubbles'.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use. Centres should identify a process for the supply and collection of practical equipment to reduce the handling by multiple people thus reducing the risk of infection spread. This should be included in the method statement for the practical and all relevant staff notified.</p>
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<p>Unit 3: Horticulture Work Placement</p>	<p>✓</p>	<p>✓</p>	<p>Some aspects can be taught and assessed remotely e.g. researching in employment, applying for work experience and evaluation of work experience.</p> <p>Consider conducting any interviews via an online platform.</p> <p>Consider running this unit long and thin or assessing at the end of year/qualification to enable learners the maximum amount of time to complete required work experience hours. The specified number of work experience hours should be completed.</p> <p>The availability of work experience providers has been impacted by the current situation surrounding COVID-19 rules and regulations.</p> <p>Learners can be credited for hours from work completed 'in house' on the college/school facilities e.g. gardens/nursery. This situation should be treated as a working environment with learners given a job description for the role they are expected to fulfil.</p> <p>'In house' hours should be considered as a starting point for learners and be combined with further hours in a land-based business i.e. rotate learners amongst the available providers and the gardens/production areas at the centre.</p> <p>Whilst on work experience look to see how learners could collect practical evidence and witness statements to evidence other unit requirements e.g. preparing for, cultivating and planting the land, selecting, preparing, maintaining and storing equipment in a safe and effective working condition, In addition, evidence may be gathered to demonstrate safe working practices in terms of environmental awareness and waste management practices. This will need to be planned to ensure that unit criteria are fully covered, and evidence is authentic and enables assessment.</p> <p>Work placements will need to be compliant with government restrictions and guidelines. Guidance for employers may be needed. Centres should consider providing a guidance</p>
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			document for employers who will not be familiar with the risk assessment and processes considered essential by the centre. Consider the use of online platforms to reduce paper trails.
Unit 4: Land-based Machinery Operations	✓	✓	<p>Delivery/assessment could be individual research activity or small groups ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment.</p> <p>Some learners may be involved in family agricultural businesses and could contribute case study information regarding regularly used machinery on their farms. The centre's farm machinery can also be explored to understand machinery that can be used for agricultural activities, its purpose and operation. This is a theory-based learning aim and therefore it is focussed on research rather than performing practical activities. Learners could also where appropriate use knowledge gained from a work placement to assist in providing evidence towards Learning Aim A.</p> <p>Use of relevant websites and video clips could be considered so learners can understand the different machinery used for different horticultural activities.</p> <p>Learning Aims B and C include practical tasks. Evidence needs to be gathered to demonstrate that the learners can prepare and maintain machines for horticultural activities and carry out safe and responsible machine operation for routine agricultural activities.</p> <p>Where possible machinery and equipment can be rotated between learners with suitable time frames /quarantine periods between use.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' family businesses or in a suitable industrial placement with expert witness statements and appropriate evidence. It is important to ensure that if external facilities are used to provide evidence that all learners are provided with an equal level of</p>

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			access as some will not have direct access to an appropriate land-based business. Remote practical facilities must allow all learners to have the opportunity to achieve all merit and distinction criteria.
Unit 11 Estate Maintenance in Horticulture	✓	✓	<p>Teaching and learning could be individual activity or small groups ensuring social distancing and hygiene in line with government guidance. Additional guidance is also regularly published by advisory organisations such as CLEAPSS. This will assist the centre in the development of their risk assessments and development of safe working practices.</p> <p>Consider where the activity takes place e.g. could it be undertaken outside where there is more space and ventilation, for example, field boundaries, surfaces, structures, services and machinery.</p> <p>Where possible tools (saws, hammers, power tools), equipment (livestock handling equipment, trimmers/brush cutters, wheelbarrows) and materials (timber, cleaning equipment) can be rotated with suitable time frames/ quarantine periods between use. Advice on suitable time periods are published by advisory organisations such as CLEAPSS but are typically 48-72 hours depending on the material when changing teaching 'bubbles'.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use. Centres should identify a process for the supply and collection of practical equipment to reduce the handling by multiple people thus reducing the risk of infection spread. This should be included in the method statement for the practical and all relevant staff notified.</p>

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Pearson BTEC Level 2 Technical Diploma Countryside Studies 2019 Mandatory Units			
<p>Unit 1: Introduction to Working in Land-based Industries</p>	<p>✓</p>	<p>✓</p>	<p>Delivery/assessment could be individual research activity or small groups ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment.</p> <p>Some learners may be involved in family businesses and could contribute case study information regarding job roles and factors affecting the land use.</p> <p>Use of relevant websites and video clips could be considered so learners can understand differences in land use and job roles in the countryside.</p> <p>Where possible machinery and equipment can be rotated between learners with suitable time frames /quarantine periods between use.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' family businesses or in a suitable industrial placement with expert witness statements and appropriate evidence. It is important to ensure that if external facilities are used to provide evidence, that all learners are provided with an equal level of access as some will not have direct access to an appropriate land-based business. Remote practical facilities must allow all learners to have the opportunity to achieve all merit and distinction criteria.</p> <p>Plan for use of PPE to limit risk of COVID-19 as well as safety associated with working with machinery and animals.</p> <p>Whichever delivery and assessment methods are used, animal health and welfare must be maintained throughout.</p>

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Unit 2: Introduction to Plant and Soil Science	✓	✓	<p>Activity/assessment could be individual activity or small groups ensuring social distancing and hygiene in line with government guidance. Additional guidance is also regularly published by advisory organisations such as CLEAPSS. This will assist the centre in the development of their risk assessments and development of safe working practices.</p> <p>Consider an online platform that could be used e.g. multiple choice questions, matching/identifying/labelling arrows on the structure and characteristics of plants. These could have a certain time slot to complete and could generate randomised questions so learners can demonstrate they 'know plant structure, growth and development.' This methodology could be undertaken instead of laboratory practical sessions.</p> <p>Consider where the activity takes place e.g. could it be undertaken outside where there is more space and ventilation, for example, collecting and classifying soil samples and understanding the importance of crop nutrients using portable testing kits which may be easier to organise than laboratory practical sessions.</p> <p>Where possible test equipment can be rotated with suitable time frames/ quarantine periods between use. Advice on suitable time periods are published by advisory organisations such as CLEAPSS but are typically 48-72 hours depending on the material when changing teaching 'bubbles'.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use. Centres should identify a process for the supply and collection of practical equipment to reduce the handling by multiple people thus reducing the risk of infection spread. This should be included in the method statement for the practical and all relevant staff notified.</p>
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<p>Unit 3: Countryside Work Placement</p>	<p>✓</p>	<p>✓</p>	<p>Some aspects can be taught and assessed remotely e.g. researching in employment, applying for work experience and evaluation of work experience.</p> <p>Consider conducting any interviews via an online platform.</p> <p>Consider running this unit long and thin or assessing at the end of year/qualification to enable learners the maximum amount of time to complete required work experience hours. The specified number of work experience hours should be completed.</p> <p>The availability of work experience providers has been impacted by the current situation surrounding COVID-19 rules and regulations.</p> <p>Learners can be credited for hours from work completed 'in house' on the college/school facilities. This situation should be treated as a working environment with learners given a job description for the role they are expected to fulfil.</p> <p>'In house' hours should be considered as a starting point for learners and be combined with further hours in a land-based business i.e. rotate learners amongst the available providers and the college/school facilities.</p> <p>Whilst on work experience look to see how learners could collect practical evidence and witness statements to evidence other unit requirements e.g. preparing for, cultivating and planting the land, selecting, preparing, maintaining and storing equipment in a safe and effective working condition, In addition, evidence may be gathered to demonstrate safe working practices in terms of environmental awareness and waste management practices. This will need to be planned to ensure that unit criteria are fully covered, and evidence is authentic and enables assessment.</p> <p>Work placements will need to be compliant with government restrictions and guidelines. Guidance for employers may be needed. Centres should consider providing a guidance</p>
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			document for employers who will not be familiar with the risk assessment and processes considered essential by the centre. Consider the use of online platforms to reduce paper trails.
Unit 4: Habitat Maintenance	✓	✓	<p>Some aspects can be taught and assessed remotely e.g. types of habitat and their key characteristics, reasons for habitat maintenance and the scope and purpose of habitat maintenance tasks.</p> <p>Use of relevant websites and video clips could be considered so learners can understand the variety of UK habitats and their maintenance needs.</p> <p>Practical habitat investigations on the centre's grounds could take place in small groups, ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment. This learning experience can be supported through individual research and classroom based activities to explain more complex maintenance techniques.</p> <p>Learning Aims B and C are practical tasks which should be undertaken in an outside environment; these opportunities may be available through work placements with expert witness statements and appropriate evidence being provided to meet the assessment criteria. It is important to ensure that if external facilities are used to provide evidence that all learners are provided with an equal level of access as some will not have direct access to an appropriate land-based business. Remote practical facilities must allow all learners to have the opportunity to achieve all merit and distinction criteria.</p> <p>Alternatively, these two learning aims should be evidenced by work undertaken at the centre's site. Where possible tools (loppers, bow saws, strimmer), equipment (warning signs, power units, chippers) and materials (wire, paints, wood) can be rotated with suitable time frames/ quarantine periods between use. Advice on suitable time periods are published by advisory organisations such as CLEAPSS but are typically 48-72 hours depending on the material when changing teaching 'bubbles'.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p>

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			Centres should identify a process for the supply and collection of practical equipment to reduce the handling by multiple people thus reducing the risk of infection spread. This should be included in the method statement for the practical and all relevant staff notified.
Unit 8: Countryside Estate Maintenance	✓	✓	<p>This is the internal synoptic unit.</p> <p>Teaching and learning could be individual activity or small groups ensuring social distancing and hygiene in line with government guidance. Additional guidance is also regularly published by advisory organisations such as CLEAPSS. This will assist the centre in the development of their risk assessments and development of safe working practices.</p> <p>Consider where the activity takes place e.g. could it be undertaken outside where there is more space and ventilation, for example, field boundaries, surfaces, structures, services and machinery.</p> <p>Where possible tools (saws, hammers, power tools), equipment (livestock handling equipment, strimmers/brush cutters, wheelbarrows) and materials (timber, cleaning equipment) can be rotated with suitable time frames/ quarantine periods between use. Advice on suitable time periods are published by advisory organisations such as CLEAPSS but are typically 48-72 hours depending on the material when changing teaching 'bubbles'.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use. Centres should identify a process for the supply and collection of practical equipment to reduce the handling by multiple people thus reducing the risk of infection spread. This should be included in the method statement for the practical and all relevant staff notified.</p>

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Pearson BTEC Level 2 Technical Diploma in Forestry and Arboriculture 2019 Mandatory Units			
<p>Unit 1: Introduction to Working in Land-based Industries</p>	<p>✓</p>	<p>✓</p>	<p>Delivery/assessment could be individual research activity or small groups ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment.</p> <p>Some learners may be involved in family businesses and could contribute case study information regarding job roles and factors affecting the land use provided the business is industry relevant.</p> <p>Use of relevant websites and video clips could be considered so learners can understand differences in land use and job roles in the industry.</p> <p>Where possible machinery and equipment can be rotated between learners with suitable time frames /quarantine periods between use.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' family business or in a suitable industrial placement with expert witness statements and appropriate evidence. It is important to ensure that if external facilities are used to provide evidence that all learners are provided with an equal level of access as some will not have direct access to an appropriate land-based business. Remote practical facilities must allow all learners to have the opportunity to achieve all merit and distinction criteria.</p> <p>Plan for use of PPE to limit risk of COVID-19 as well as safety associated with working with machinery.</p> <p>Updated risk assessments should include an evaluation of the impact of more remote working on safety, particularly when working with machinery.</p>

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<p>Unit 2: Introduction to Plant and Soil Science</p>	<p>✓</p>	<p>✓</p>	<p>Activity/assessment could be individual activity or small groups ensuring social distancing and hygiene in line with government guidance. Additional guidance is also regularly published by advisory organisations such as CLEAPSS. This will assist the centre in the development of their risk assessments and development of safe working practices.</p> <p>Consider an online platform that could be used e.g. multiple choice questions, matching/identifying/labelling arrows on the structure and characteristics of plants. These could have a certain time slot to complete and could generate randomised questions so learners can demonstrate they 'know plant structure, growth and development.' This methodology could be undertaken instead of laboratory practical sessions.</p> <p>Consider where the activity takes place e.g. could it be undertaken outside where there is more space and ventilation, for example, collecting and classifying soil samples and understanding the importance of crop nutrients using portable testing kits which may be easier to organise than laboratory practical sessions.</p> <p>Where possible test equipment can be rotated with suitable time frames/ quarantine periods between use. Advice on suitable time periods are published by advisory organisations such as CLEAPSS but are typically 48-72 hours depending on the material when changing teaching 'bubbles'.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use. Centres should identify a process for the supply and collection of practical equipment to reduce the handling by multiple people thus reducing the risk of infection spread. This should be included in the method statement for the practical and all relevant staff notified.</p>
<p>Unit 3: Tree Work Placement</p>	<p>✓</p>	<p>✓</p>	<p>Some aspects can be taught and assessed remotely e.g. researching in employment, applying for work experience and evaluation of work experience.</p> <p>Consider conducting any interviews via an online platform.</p>

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			<p>Consider running this unit long and thin or assessing at the end of year/qualification to enable learners the maximum amount of time to complete required work experience hours. The specified number of work experience hours should be completed.</p> <p>The availability of work experience providers has been impacted by the current situation surrounding COVID-19 rules and regulations.</p> <p>Learners can be credited for hours from work completed 'in house' on the college/school facilities. This situation should be treated as a working environment with learners given a job description for the role they are expected to fulfil.</p> <p>'In house' hours should be considered as a starting point for learners and be combined with further hours in a land-based business i.e. rotate learners amongst the available providers and the facilities at the centre.</p> <p>Whilst on work experience look to see how learners could collect practical evidence and witness statements to evidence other unit requirements. This will need to be planned to ensure that unit criteria are fully covered, and evidence is authentic and enables assessment.</p> <p>Work placements will need to be compliant with government restrictions and guidelines. Guidance for employers may be needed. Centres should consider providing a guidance document for employers who will not be familiar with the risk assessment and processes considered essential by the centre to mitigate the spread of infection. Consider the use of online platforms to reduce paper trails.</p>
Unit 4: Tree Felling and Ground-based Operations	✓	✓	<p>This unit is based around practical activity by the learner. Evidence may be collected from work experience situations provided these external locations provide an opportunity for learners to have equality in assessment. Evidence could be collected via witness testimonies, but video evidence is preferable and is likely to demonstrate achievement of the assessment and grading</p>

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			<p>criteria more clearly. This is particularly important where the Internal Verifier is not present at the assessment opportunity.</p> <p>Where possible machinery and equipment can be rotated between learners with suitable time frames /quarantine periods between use. All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Existing risk assessments will highlight the requirement to ensure that learners are not lone working, although the centre will need to review their practices to ensure suitable distancing and infection control measures are in place.</p>
<p>Unit 5: Assisting Tree Climbing and Aerial Pruning Operations</p>	✓	✓	<p>A unit requiring practical activity by the learner. Evidence may be collected from work experience situations provided these external locations provide an opportunity for learners to have equality in assessment. Evidence could be collected via witness testimonies, but video evidence is preferable and is likely to demonstrate achievement of the assessment and grading criteria more clearly. This is particularly important where the Internal Verifier is not present at the assessment opportunity.</p> <p>Where possible machinery and equipment can be rotated between learners with suitable time frames /quarantine periods between use. All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Existing risk assessments will highlight the requirement to ensure that learners are not lone working, although the centre will need to review their practices to ensure suitable distancing and infection control measures are in place. Some criteria also require learners to assist in the activity. Risk assessments and work methods should be adapted to facilitate this whilst reducing the risk of virus transmission.</p> <p>Feedback to the learners on their performance (required for A.D1) could be provided remotely.</p>

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<p>Unit 6: Ecology of Trees, Woods and Forests</p>	<p>✓</p>	<p>✓</p>	<p>Learning Aim A could be completed remotely provided all learners have similar access to suitable research sources and stimulus material. The latter might include case study material.</p> <p>Learning Aim B requires the learner to complete a practical evaluation and measurement of two woodlands. This could be completed remotely provided all learners have access to suitable woodland areas. Additional data and information may be provided via an online resource developed by the centre.</p> <p>Evidence of the learner completing the practical tasks should be evidenced by photographs and/ or video and witness testimonies.</p>
<p>Unit 7: Practical Tree Work Skills</p>	<p>✓</p>	<p>✓</p>	<p>Learning Aim A is knowledge based in its approach so could be assessed using images/ case study which would allow for remote learning.</p> <p>Learning Aims B & C require the demonstration of practical skills. Due to the nature of the activities these are not appropriate for lone working so should be done under supervision. The centre needs to develop a risk assessment and work practice which would ensure adequate disinfection and suitable quarantine periods before use by other learners. Assessors could evaluate the performance of a learner via video which would allow for greater distancing.</p> <p>If the learner is using an external woodland area (such as during a work placement), it is important that this provides suitable opportunity for the learner to meet merit and distinction criteria. Employers need to be informed of the risk assessments/ work practices required by the centre due to their response to COVID-19. The centre should consider providing a written document to communicate this accurately and efficiently.</p>

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Pearson BTEC Nationals Agriculture (2019) RQF Mandatory Units			
Unit 1: Professional Working Responsibilities	✓	✓	This unit is assessed by an externally set task which has no practical. This may be delivered remotely to learners. The examination timetable has a supervised window of one day so it may be possible to split the class and have one group sit the task in the morning and the other group could sit it in the afternoon/evening to support social distancing in the examination room and keep each set of learners separate.
Unit 2: Plant and Soil Science	✓	✓	Assessed by exam. No practical in assessment. Content may be delivered remotely to learners.
Unit 3 Contemporary Issues in the Land-based sector	✓	✓	This unit is assessed by an externally set task which has no practical. This may be delivered remotely to learners. The examination timetable has a supervised window of one day so it may be possible to split the class and have one group sit the task in the morning and the other group could sit it in the afternoon/evening to support social distancing in the examination room and keep each set of learners separate.
Unit 4: Work Experience in the Land-based Sectors	✓	✓	<p>Some aspects can be taught and assessed remotely e.g. researching in employment, applying for work experience and evaluation of work experience.</p> <p>Consider conducting any interviews via an online platform.</p> <p>Consider running this unit long and thin or assessing at the end of year/qualification to enable learners the maximum amount of time to complete required work experience hours. The specified number of work experience hours should be completed.</p> <p>The availability of work experience providers has been impacted by the current situation surrounding COVID-19 rules and regulations.</p> <p>Learners can be credited for hours from work completed 'in house' on the college/school facilities e.g. Farm. This situation should be treated as a working environment with learners given a job description for the role they are expected to fulfil.</p>

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			<p>'In house' hours should be considered as a starting point for learners and be combined with further hours in a land-based business i.e. rotate learners amongst the available providers and the farm at the centre.</p> <p>Whilst on work experience look to see how learners could collect practical evidence and witness statements to evidence other unit requirements e.g. grooming, large animal handling. This will need to be planned to ensure that unit criteria are fully covered, and evidence is authentic and enables assessment.</p> <p>Work placements will need to be compliant with government restrictions and guidelines. Guidance for employers may be needed. Consider the use of online platforms to reduce paper trails.</p>
Unit 5: Estate Skills	✓	✓	<p>All three Learning Aims require evidence of practical work including, having undertaken surveys to ascertain the management of the task to be undertaken, performing estate skills tasks and managing and supervising an estate skill task.</p> <p>Practical investigations on the centre's grounds could take place in small groups, ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment during the learning period. The surveys for the assessment period need to be undertaken on an individual basis for Learning Aim A.</p> <p>Learning Aims B and C should be evidenced by work undertaken at the centre's site. Where possible PPE, tools, equipment and materials can be rotated with suitable time frames/ quarantine periods between use. Advice on suitable time periods are published by advisory organisations such as CLEAPSS but are typically 48-72 hours depending on the material when changing teaching 'bubbles'.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p>

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			<p>Centres should identify a process for the supply and collection of practical equipment to reduce the handling by multiple people thus reducing the risk of infection spread. This should be included in the method statement for the practical and all relevant staff notified.</p> <p>Learners need to demonstrate that they can manage a workforce which will include oral communication to colleagues and supervision of the task. When learners are working with others, centre staff will need to ensure social distancing and hygiene in line with government guidance and the centre's updated risk assessment during the learning and assessment periods.</p>
<p>Unit 8: Land-based Machinery Operations</p>	<p>✓</p>	<p>✓</p>	<p>Delivery/assessment could be individual research activity or small groups ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment.</p> <p>Some learners may be involved in family agricultural businesses and could contribute case study information regarding regularly used machinery on their farms. The centre's farm machinery can also be explored to understand machinery that can be used for agricultural activities, its purpose, operation, range of conditions and health and safety considerations. This is a theory-based learning aim and therefore it is focussed on research and an assessed report rather than performing practical activities. Learners could also where appropriate use knowledge gained from a work placement to assist in providing evidence towards Learning Aim A.</p> <p>Use of relevant websites and video clips could be considered so learners can understand the different machinery used for different agricultural activities.</p> <p>Learning Aims B and C include practical tasks. Evidence needs to be gathered to demonstrate that the learners can prepare and safely operate machines for agricultural activities and carry out maintenance, servicing and repair of the machines they use.</p>

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			<p>Where possible machinery and equipment can be rotated between learners with suitable time frames /quarantine periods between use.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' family agricultural businesses or in a suitable industrial placement with expert witness statements and appropriate evidence. It is important to ensure that if external facilities are used to provide evidence that all learners are provided with an equal level of access as some will not have direct access to an appropriate land-based business. Remote practical facilities must allow all learners to have the opportunity to achieve all merit and distinction criteria.</p>
<p>Unit 9: Managing Environmental Activities in Agriculture</p>	✓	✓	<p>This is the synoptic unit for this qualification and centres are encouraged to complete this unit towards the end of the programme. In order to complete the synoptic assessment task in this unit, learners should build on the assessments from across the mandatory content, selecting and applying appropriate knowledge and skills, including safe working practice from Unit 1: Professional Working Responsibilities, plant growth and soil management from Unit 2: Plant and Soil Science, and operation, use and management of machinery from Unit 8: Land-based Machinery Operations. Additionally, learners will have completed Unit 4: Work Experience in the Land-based Sectors and will be able to apply their experience of and insight into real working practices in the sector.</p> <p>Some aspects can be taught and assessed remotely for example Learning Aim A: Examine the impacts of agricultural practices on the environment and farm habitats. The centre could use their own farmland as a case study.</p> <p>Use of relevant websites and video clips could be considered so learners can understand the changes in agricultural practices and environmental impacts, characteristics of farmland</p>

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			<p>habitats and species and agricultural environmental management methods.</p> <p>A series of aerial photographs of a farm or estate over a period of time or old, historic maps are an interesting way to view and understand how agriculture has changed over time.</p> <p>Learners studying at this level should be able to work in on-line small discussion groups where each learner has the responsibility to deliver information about, for example, current relevant legislation and codes of practice or Government and non-government organisations involved in environmental issues.</p> <p>Practical habitat surveys and investigations on the centre's grounds and could take place in small groups, ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment. Alternatively, it may be appropriate for the survey to be undertaken at a work placement. This learning experience can be supported through individual research and class-room based activities to explain more complex management techniques.</p> <p>Learning Aim C also includes practical tasks which should be undertaken in an outside environment; these opportunities may be available through work placements with expert witness statements and appropriate evidence being provided to meet the assessment criteria.</p> <p>It is important to ensure that if external facilities are used to provide evidence, that all learners are provided with an equal level of access as some will not have direct access to an appropriate land-based business. Remote practical facilities must allow all learners to have the opportunity to achieve all merit and distinction criteria.</p> <p>Where possible tools (loppers, bow saws, strimmer), equipment (warning signs, power units, chippers) and materials (fencing posts, rails, stakes for hedgelaying) can be rotated with suitable time frames/ quarantine periods between use. Advice on suitable time periods are published by advisory organisations such as CLEAPSS but are typically 48-72 hours depending on the material.</p>
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			<p>All equipment should be appropriately cleaned and disinfected before and after use. Centres should identify a process for the supply and collection of practical equipment to reduce the handling by multiple people thus reducing the risk of infection spread. This should be included in the method statement for the practical and all relevant staff notified.</p>
<p>Unit 13: Managing Activities for Agricultural Enterprises</p>	✓	✓	<p>This unit builds on learning from across the qualification and provides learners with the opportunity to develop skills to manage an enterprise.</p> <p>In terms of learning activities, learners studying at this level should be able to work in on-line small discussion groups where each learner has the responsibility to share information about the operation and their experiences of working enterprises in the agricultural sector. This should lead into discussions which again could be held online with regards to producing a plan for managing operational activities for an agricultural enterprise.</p> <p>Learning Aim C requires the learner to carry out the management of agricultural enterprise activities. Learners need to demonstrate that they can manage a workforce which will include oral communication to colleagues and supervision of the task. When learners are working with others, centre staff will need to ensure social distancing and hygiene in line with government guidance and the centre's updated risk assessment during the learning and assessment periods.</p>
<p>Unit 25: Agricultural Business Improvements</p>	✓	✓	<p>This is a synoptic unit through which learners examine the environment in which agricultural businesses operate in order to identify and plan opportunities for improvements or diversification.</p> <p>The unit is focused on land-based business management and as such is theory based. This may be delivered remotely to learners.</p>

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			<p>Learners studying at this level should be able to work in online small discussion groups where each learner has the responsibility to deliver information about, for example, business types, job roles, marketplace, product and consumer trends, benefits and risks of growing an agricultural business.</p> <p>As stated in the summary of the unit, learners will be expected to select and apply learning from other mandatory units and optional units as appropriate.</p>
<p>Unit 28: Applied Agricultural Farming Practice</p>	✓	✓	<p>This is a mandatory unit for the Extended Certificate programme only. The unit will require learners to apply knowledge and skills from Unit 1: Professional Working Responsibilities, Unit 5: Estate Skills and Unit 8: Land-based Machinery Operations. Learners will also use experience of real work practices in the sector from Unit 4: Work Experience in the Land-based Sectors.</p> <p>There are four learning aims within this unit. Learning Aims, A , B and C all have an element of practical learning and assessment in terms of crop production, animal husbandry tasks, and a farm inspection. Learning Aim D is more theory based whereby the learners need to produce a farm practice management plan to develop farm productivity levels.</p> <p>Delivery/assessment could be individual research activity or small groups ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment.</p> <p>Some learners may be involved in family agricultural businesses and could contribute case study information regarding crops and livestock on their farms.</p> <p>Use of relevant websites and video clips could be considered so learners can understand how to develop farm productivity levels.</p> <p>Where possible machinery and equipment can be rotated between learners with suitable time frames /quarantine periods between use.</p>

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			<p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' family agricultural businesses or in a suitable industrial placement with expert witness statements and appropriate evidence. It is important to ensure that if external facilities are used to provide evidence, that all learners are provided with an equal level of access as some will not have direct access to an appropriate land-based business. Remote practical facilities must allow all learners to have the opportunity to achieve all merit and distinction criteria.</p>
Pearson BTEC Level 3 National in Horticulture (2019) RQF Mandatory Units			
Unit 1: Professional Working Responsibilities	✓	✓	<p>This unit is assessed by an externally set task which has no practical. This may be delivered remotely to learners. The examination timetable has a supervised window of one day so it may be possible to split the class and have one group sit the task in the morning and the other group could sit it in the afternoon/evening to support social distancing in the examination room and keep each set of learners separate.</p>
Unit 2: Plant and Soil Science	✓	✓	<p>Assessed by exam. No practical in assessment. Can be delivered remotely to learners.</p>
Unit 3 Contemporary Issues in the Land-based sector	✓	✓	<p>This unit is assessed by an externally set task which has no practical. This may be delivered remotely to learners. The examination timetable has a supervised window of one day so it may be possible to split the class and have one group sit the task in the morning and the other group could sit it in the afternoon/evening to support social distancing in the examination room and keep each set of learners separate.</p>
Unit 4: Work Experience in the Land-based Sectors	✓	✓	<p>Some aspects can be taught and assessed remotely e.g. researching in employment, applying for work experience and evaluation of work experience.</p> <p>Consider conducting any interviews via an online platform.</p>

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			<p>Consider running this unit long and thin or assessing at the end of year/qualification to enable learners the maximum amount of time to complete required work experience hours. The specified number of work experience hours should be completed.</p> <p>The availability of work experience providers has been impacted by the current situation surrounding COVID-19 rules and regulations.</p> <p>Learners can be credited for hours from work completed 'in house' on the college/school facilities e.g. gardens/nursery. This situation should be treated as a working environment with learners given a job description for the role they are expected to fulfil.</p> <p>'In house' hours should be considered as a starting point for learners and be combined with further hours in a land-based business i.e. rotate learners amongst the available providers and the gardens/production areas at the centre.</p> <p>Whilst on work experience look to see how learners could collect practical evidence and witness statements to evidence other unit requirements. This will need to be planned to ensure that unit criteria are fully covered, and evidence is authentic and enables assessment.</p> <p>Work placements will need to be compliant with government restrictions and guidelines. Guidance for employers may be needed. Consider the use of online platforms to reduce paper trails.</p>
Unit 5: Estate Skills	✓	✓	<p>All three learning aims require evidence of practical work including, having undertaken surveys to ascertain the management of the task to be undertaken, performing estate skills tasks and managing and supervising an estate skill task.</p> <p>Practical investigations on the centre's grounds could take place in small groups, ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment during the learning period. The surveys for the assessment period need to be undertaken on an individual basis for Learning Aim A.</p>

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			<p>Learning Aims B and C should be evidenced by work undertaken at the centre’s site. Where possible PPE, tools, equipment and materials can be rotated with suitable time frames/ quarantine periods between use. Advice on suitable time periods are published by advisory organisations such as CLEAPSS but are typically 48-72 hours depending on the material when changing teaching 'bubbles'.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use. Centres should identify a process for the supply and collection of practical equipment to reduce the handling by multiple people thus reducing the risk of infection spread. This should be included in the method statement for the practical and all relevant staff notified.</p> <p>Learners need to demonstrate that they can manage a workforce which will include oral communication to colleagues and supervision of the task. When learners are working with others, centre staff will need to ensure social distancing and hygiene in line with government guidance and the centre’s updated risk assessment during the learning and assessment periods.</p>
<p>Unit 6: Identification, Planting and Care of Plants</p>	✓	✓	<p>This internally assessed unit combines knowledge based and practical based activities. Learning Aims A & B could be taught and assessed remotely if required. Learning Aim B will require the justification of plant selections for a specific area. This could be applied to a case study, using video recordings, photographs and data relating to the nominated area if it is not possible to complete a site visit with all learners. Information could be held on an online learning platform which would also help Assessors monitor access by specific students, as an additional safeguard against plagiarism.</p> <p>Learning aim C requires the demonstration of ground preparation, planting and aftercare techniques. Centres should be aware that these activities may be seasonally dependent and therefore should plan the academic year accordingly. While the use of adjacent practical areas would help ensure an equality of assessment, it may be possible to complete these tasks whilst on a work placement period but would require the use of video evidence for the Assessor to</p>

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			<p>review to evaluate technique in addition to witness testimony/ observation records from the employer.</p> <p>When learners are working with others, centre staff will need to ensure social distancing and hygiene in line with government guidance and the centre's updated risk assessment during the learning and assessment periods.</p> <p>Employers may need specific written guidance from the centre to be fully briefed on their requirements to be in line with the centre's risk assessment.</p>
<p>Unit 7: Routine Plant Management</p>	<p>✓</p>	<p>✓</p>	<p>Delivery/assessment could be individual research activity for Learning Aims A & B or small groups ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment for Learning Aim C.</p> <p>Online learning platforms could supply information to support a case study for Learning Aims A & B, although the information should be sufficiently detailed to enable learners to be able to achieve merit and distinction criteria. An example would be for a tutor/ assessor to record a video of the specified area using a body cam which will help learners gain a greater sense of the area together with a commentary if it is not possible for learners to access the site.</p> <p>Use of relevant websites and video clips could be considered so learners can understand differences in land use/ modes of production/ care.</p> <p>Where possible machinery and equipment can be rotated between learners with suitable time frames /quarantine periods between use. Centres should regularly check for the latest guidance. Quarantine periods of 48-72 hours may be necessary for materials due to be used by a different learning 'bubble'.</p> <p>Centres should note the seasonality of key tasks and organise schemes of work to facilitate this. To mitigate the risk of any disruption to assessment opportunities centres might choose to run this unit 'long and thin'.</p>

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			Depending on the business, learners may have opportunity to gain evidence to support the assessment criteria of this unit whilst completing work experience, although centres should not assume that all learners will have equivalent opportunities and are still responsible to ensure all learners have sufficient practical assessment opportunities.
Unit 8: Plant Propagation Activities	✓	✓	<p>Delivery/assessment could be individual research activity for Learning Aim A or with the use of an online learning platform, directing learners to suitable resources, notes, YouTube or centre developed videos.</p> <p>Where possible machinery and equipment can be rotated between learners with suitable time frames /quarantine periods between use. This might require a splitting down of large groups to enable appropriate spacing during work practices. Centres should regularly check for the latest guidance. Quarantine periods of 48-72 hours may be necessary for materials due to be used by a different learning 'bubble'.</p> <p>Centres should note the seasonality of key tasks and organise schemes of work to facilitate this. To mitigate the risk of any disruption to assessment opportunities centres might choose to run this unit over a longer duration than would normally be planned.</p> <p>Depending on the business, learners may have opportunity to gain evidence to support the assessment criteria of this unit whilst completing work experience, although centres should not assume that all learners will have equivalent opportunities and are still responsible to ensure all learners have sufficient practical assessment opportunities.</p>
Unit 9: Tree and Shrub Pruning and Maintenance	✓	✓	Delivery/assessment could be by individual research activities for Learning Aim A or with the use of an online learning platform, directing learners to suitable resources, notes, YouTube or centre developed videos.

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			<p>Learning Aim B will require the use of a case study or example plants. If it is not possible for learners to visit the site safely, stimulus material could be provided by the Assessor through the use of high quality video and associated information. It is important that any stimulus materials must be sufficiently detailed to enable a learner to form a reliable diagnosis of the issues affecting plant growth.</p> <p>Learning Aim C will require the use of machinery and equipment to demonstrate practical competency. Where possible machinery and equipment can be rotated between learners with suitable time frames /quarantine periods between use. This might require a splitting down of large groups to enable appropriate spacing during work practices. Centres should regularly check for the latest guidance. Quarantine periods of 48-72 hours may be necessary for materials due to be used by a different learning 'bubble'.</p> <p>Risk assessments for the activity should be revisited regularly as advice relating to COVID-19 control changes as this will have an implication on work practices.</p> <p>Centres should note the seasonality of key tasks and organise schemes of work to facilitate this. To mitigate the risk of any disruption to assessment opportunities centres might choose to run this unit over a longer duration than would normally be planned.</p> <p>Depending on the business, learners may have opportunity to gain evidence to support the assessment criteria of this unit whilst completing work experience, although centres should not assume that all learners will have equivalent opportunities and are still responsible to ensure all learners have sufficient practical assessment opportunities.</p>
Unit 16: Participating in Horticultural Tasks and Events	✓	✓	<p>This unit is designed to be completed during the planning and delivery of a live event. While it would be preferable to be linked to a face to face event (such as a centre open day). It might be possible to adapt the activities to a 'virtual' live event.</p> <p>The assessment team will need to be aware of the requirements of the merit and distinction activities to ensure that the event provides sufficient opportunity for the learner to meet these</p>

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			<p>requirements if an alternative to a 'face to face' to event is used. Horticultural tasks must be sufficiently detailed and require a suitable level of preparation to meet the requirements of the assessment and grading criteria.</p> <p>Assessors should ensure recordings are taken on any live event for later review by the assessment and verification teams and indeed for the learner to be able to appraise their own performance. Feedback from other visitors and participants will also be required for feedback.</p> <p>Where demonstrations require the use of machinery and equipment, this should be addressed within the centre's risk assessment to facilitate the appropriate cleaning and disinfectant according to latest advice, guidance and best practice. Further advice may be provided by advisory bodies such as CLEAPSS.</p>
Unit 17: Resource and Operations Planning for Event-based Horticultural Activities	✓	✓	<p>Learners are required to develop and present detailed plans for a horticultural event. Best practice would enable the workers to develop plans for an upcoming event where visitors would be in attendance so that they can adequately articulate the aims of the event and subsequently evaluate the plan's effectiveness in meeting these objectives.</p> <p>it would be possible for learners to still meet the objectives of this unit if the event was cancelled due to the risk of COVID-19 infection provided they have presented their proposals to an external audience so that they may evaluate feedback.</p>
Pearson BTEC Nationals Countryside Management (2019) RQF Mandatory Units			
Unit 1: Professional Working Responsibilities	✓	✓	<p>This unit is assessed by an externally set task which has no practical. This may be delivered remotely to learners. The examination timetable has a supervised window of one day so it may be possible to split the class and have one group sit the task in the morning and the other group could sit it in the afternoon/evening to support social distancing in the examination room and keep each set of learners separate.</p>
Unit 2: Plant and Soil Science	✓	✓	<p>Assessed by exam. No practical in assessment. Can be delivered remotely to learners.</p>

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<p>Unit 3 Contemporary Issues in the Land-based sector</p>	<p>✓</p>	<p>✓</p>	<p>This unit is assessed by an externally set task which has no practical. This may be delivered remotely to learners. The examination timetable has a supervised window of one day so it may be possible to split the class and have one group sit the task in the morning and the other group could sit it in the afternoon/evening to support social distancing in the examination room and keep each set of learners separate.</p>
<p>Unit 4: Work Experience in the Land-based Sectors</p>	<p>✓</p>	<p>✓</p>	<p>Some aspects can be taught and assessed remotely e.g. researching in employment, applying for work experience and evaluation of work experience.</p> <p>Consider conducting any interviews via an online platform.</p> <p>Consider running this unit long and thin or assessing at the end of year/qualification to enable learners the maximum amount of time to complete required work experience hours. The specified number of work experience hours should be completed.</p> <p>The availability of work experience providers has been impacted by the current situation surrounding COVID-19 rules and regulations.</p> <p>Learners can be credited for hours from work completed 'in house' on the college/school facilities. This situation should be treated as a working environment with learners given a job description for the role they are expected to fulfil.</p> <p>'In house' hours should be considered as a starting point for learners and be combined with further hours in a land-based business i.e. rotate learners amongst the available providers and the college/school facilities.</p> <p>Whilst on work experience look to see how learners could collect practical evidence and witness statements to evidence other unit requirements. This will need to be planned to ensure that unit criteria are fully covered, and evidence is authentic and enables assessment.</p>

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			<p>Work placements will need to be compliant with government restrictions and guidelines. Guidance for employers may be needed. Consider the use of online platforms to reduce paper trails.</p>
<p>Unit 5: Countryside Estate Skills and Activities</p>	<p>✓</p>	<p>✓</p>	<p>All three learning aims require evidence of practical work including, having undertaken surveys to ascertain the management of the task to be undertaken, performing estate skills tasks and managing and supervising an estate skill task.</p> <p>Practical investigations on the centre's grounds could take place in small groups, ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment during the learning period. The surveys for the assessment period need to be undertaken on an individual basis for Learning Aim A.</p> <p>Learning Aims B and C should be evidenced by work undertaken at the centre's site. Where possible PPE, tools, equipment and materials can be rotated with suitable time frames/ quarantine periods between use. Advice on suitable time periods are published by advisory organisations such as CLEAPSS but are typically 48-72 hours depending on the material when changing teaching 'bubbles'.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use. Centres should identify a process for the supply and collection of practical equipment to reduce the handling by multiple people thus reducing the risk of infection spread. This should be included in the method statement for the practical and all relevant staff notified.</p> <p>Learners need to demonstrate that they can manage a workforce which will include oral communication to colleagues and supervision of the task. When learners are working with others, centre staff will need to ensure social distancing and hygiene in line with government guidance and the centre's updated risk assessment during the learning and assessment periods.</p>

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<p>Unit 6: Managing Environmental Habitats</p>	<p>✓</p>	<p>✓</p>	<p>Some aspects can be taught and assessed remotely e.g. Learning Aim A, types of habitat and their key characteristics, and human impact on UK habitats.</p> <p>Use of relevant websites and video clips could be considered so learners can understand the variety of UK habitats and human disturbance and its impact on UK habitats.</p> <p>Learning Aim B could also be taught and assessed using similar methods as Learning Aim A. In addition, learners studying at this level should be able to work in online small discussion groups where each learner has the responsibility to deliver information about, for example, key factors and impacts associated with native and non-native species and key factors and impacts associated with pollution.</p> <p>Learning Aim C requires the learner to carry out a survey of a UK habitat to plan its management. Practical habitat investigations and surveys on the centre's grounds could take place in small groups, ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment. This learning experience can be supported through individual research and class-room based activities to explain more complex surveying techniques.</p>
<p>Unit 7: Woodland Management</p>	<p>✓</p>	<p>✓</p>	<p>Learning Aim A can be taught and assessed remotely since the learners need to understand woodland types and habitats and link this to how biodiversity can be managed.</p> <p>Use of relevant websites and video clips could be considered so learners can understand the key content areas for example, natural and planted woodlands, and biodiversity and habitat management.</p> <p>Learners studying this unit should be able to work in on-line small discussion groups where each learner has the responsibility to deliver information about, for example, coppiced woodland, national species and ride management.</p>

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			<p>Learning Aim B could partially be delivered through remote learning, or by example, signs of pests and diseases. The ecological surveys and surveying process content will need to be delivered through practical modes of delivery.</p> <p>Practical habitat investigations and surveys on the centre's grounds could take place in small groups, ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment. This learning experience can be supported through individual research and class-room based activities to explain more complex surveying techniques.</p> <p>Learning Aim C covers practical tasks which should be undertaken in an outside environment; these opportunities may be available through work placements with expert witness statements and appropriate evidence being provided to meet the assessment criteria. It is important to ensure that if external facilities are used to provide evidence that all learners are provided with an equal level of access as some will not have direct access to an appropriate land-based business. Remote practical facilities must allow all learners to have the opportunity to achieve all merit and distinction criteria.</p> <p>Alternatively, this Learning Aim should be evidenced by work undertaken at the centre's site. Where possible tools (loppers, bow saws, strimmer), equipment (warning signs) can be rotated with suitable time frames/ quarantine periods between use. Advice on suitable time periods are published by advisory organisations such as CLEAPSS but are typically 48-72 hours depending on the material.</p>
<p>Unit 11: Wildlife Ecology and Conservation Management</p>	<p>✓</p>	<p>✓</p>	<p>A mandatory unit for Diploma and Extended Diploma qualifications, and optional for smaller sized qualifications.</p> <p>The recommended approach for the unit identifies the use of a portfolio of evidence to meet Learning Aims A, B & C and an inspection log for Learning aim D.</p>

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			<p>Practical inspection and site visits are integral to the unit but subsequent work could be completed remotely if this proved to be necessary if supported by a well-resourced online portal. Additional information could also be obtained via remote video call meetings with site managers.</p> <p>The inspection log (for Learning aim D) will require observation and monitoring over a longer period of time which will impact on the timing and planning of the unit.</p> <p>Evidence could be obtained whilst participating in a work experience placement, although the assessment team need to ensure that all learners in the cohort have equivalent access to physical resources to enable an equality in assessment.</p> <p>External organisations will need copies of the centre's risk assessment and briefing regarding the expected protocols to reduce virus transmission. This should include the processes for cleaning, disinfecting and quarantining of equipment as not all employers will be aware of these expectations.</p>
Unit 14: Countryside Recreation	✓	✓	<p>This unit is mandatory for Diploma and Extended Diploma qualifications.</p> <p>The unit is designed to be supported with visits to a range of venues which demonstrate the management of a number of countryside recreation practices. Whilst this is the most beneficial approach, it would be possible for learners to complete this unit remotely using an online portal with access to high quality resource materials. These are likely to include detailed video recordings of the area and additional data regarding visitor numbers etc.</p> <p>It could be possible for the manager of the countryside facility to be interviewed by learners using an online meeting portal so that they can gain a fuller picture of the challenges and design feature of the venue(s) under study.</p> <p>The resource materials must provide sufficient information for learners to be able to attempt the merit and distinction criteria within the unit.</p>

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<p>Unit 26: Managing Countryside Visitor Activities</p>	<p>✓</p>	<p>✓</p>	<p>This unit is mandatory within the Extended Diploma qualification. Learning Aim A requires the learner to review current practice and approaches to countryside management and visitor activities. While this is best supported with site visits/ field trips, it would be possible to complete these tasks remotely provided the learner is supported with high quality video and associated resources to help them develop plans etc.</p> <p>Learners are required to complete a portfolio of evidence to meet the practical requirements for Learning Aims B & C - managing visitor activities. The range of the unit content means that this is best met by the development of a physical activity and this is what should be planned for. If however, regulations prevent the delivery phase of the activity, this could be transferred to an online/ virtual activity provided this gives the learner with the opportunity to meet the unit content, for example regarding visitor feedback. The centre should be aware that the preferred method would be for direct delivery to a visitor audience.</p> <p>Risk assessments must be completed to mitigate the risk of virus transmission. This might mean the adaptation of materials to reduce the handling of papers by multiple people and the need for effective disinfection and quarantine measures for equipment and PPE. Fabric based materials (for example) will typically need a quarantine period of 72 hours according to current guidelines.</p>
<p>Pearson BTEC Nationals Forestry and Arboriculture (2019) RQF Mandatory Units</p>			
<p>Unit 1: Professional Working Responsibilities</p>	<p>✓</p>	<p>✓</p>	<p>This unit is assessed by an externally set task which has no practical. This may be delivered remotely to learners. The examination timetable has a supervised window of one day so it may be possible to split the class and have one group sit the task in the morning and the other group could sit it in the afternoon/evening to support social distancing in the examination room and keep each set of learners separate.</p>
<p>Unit 2: Plant and Soil Science</p>	<p>✓</p>	<p>✓</p>	<p>Assessed by exam. No practical in assessment. Can be delivered remotely to learners.</p>

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<p>Unit 3 Contemporary Issues in the Land-based sector</p>	<p>✓</p>	<p>✓</p>	<p>This unit is assessed by an externally set task which has no practical. This may be delivered remotely to learners. The examination timetable has a supervised window of one day so it may be possible to split the class and have one group sit the task in the morning and the other group could sit it in the afternoon/evening to support social distancing in the examination room and keep each set of learners separate.</p>
<p>Unit 4: Work Experience in the Land-based Sectors</p>	<p>✓</p>	<p>✓</p>	<p>Some aspects can be taught and assessed remotely e.g. researching in employment, applying for work experience and evaluation of work experience.</p> <p>Consider conducting any interviews via an online platform.</p> <p>Consider running this unit long and thin or assessing at the end of year/qualification to enable learners the maximum amount of time to complete required work experience hours. The specified number of work experience hours should be completed.</p> <p>The availability of work experience providers has been impacted by the current situation surrounding COVID-19 rules and regulations.</p> <p>Learners can be credited for hours from work completed 'in house' on the college/school facilities. This situation should be treated as a working environment with learners given a job description for the role they are expected to fulfil.</p> <p>'In house' hours should be considered as a starting point for learners and be combined with further hours in a land-based business i.e. rotate learners amongst the available providers and the facilities at the centre.</p> <p>Whilst on work experience look to see how learners could collect practical evidence and witness statements to evidence other unit requirements. This will need to be planned to ensure that unit criteria are fully covered, and evidence is authentic and enables assessment.</p>

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			<p>Work placements will need to be compliant with government restrictions and guidelines. Guidance for employers may be needed. Consider the use of online platforms to reduce paper trails.</p>
<p>Unit 5: Estate Skills</p>	<p>✓</p>	<p>✓</p>	<p>All three learning aims require evidence of practical work including, having undertaken surveys to ascertain the management of the task to be undertaken, performing estate skills tasks and managing and supervising an estate skill task.</p> <p>Practical investigations on the centre's grounds could take place in small groups, ensuring social distancing and hygiene in line with government guidance and the centre's updated risk assessment during the learning period. The surveys for the assessment period need to be undertaken on an individual basis for Learning Aim A.</p> <p>Learning Aims B and C should be evidenced by work undertaken at the centre's site. Where possible PPE, tools, equipment and materials can be rotated with suitable time frames/ quarantine periods between use. Advice on suitable time periods are published by advisory organisations such as CLEAPSS but are typically 48-72 hours depending on the material when changing teaching 'bubbles'.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use. Centres should identify a process for the supply and collection of practical equipment to reduce the handling by multiple people thus reducing the risk of infection spread. This should be included in the method statement for the practical and all relevant staff notified.</p> <p>Learners need to demonstrate that they can manage a workforce which will include oral communication to colleagues and supervision of the task. When learners are working with others, centre staff will need to ensure social distancing and hygiene in line with government guidance and the centre's updated risk assessment during the learning and assessment periods.</p>

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<p>Unit 6: Identification, Planting and Care of Trees</p>	<p>✓</p>	<p>✓</p>	<p>This internally assessed unit combines knowledge based and practical based activities. Learning Aims A & B could be taught and assessed remotely if required. Learning Aim B will require the justification of tree selections for a specific area. This could be applied to a case study, using video recordings, photographs and data relating to the nominated area if it is not possible to complete a site visit with all learners. Information could be held on an online learning platform which would also help Assessors monitor access by specific students, as an additional safeguard against plagiarism.</p> <p>Learning Aim C requires the demonstration of ground preparation, planting and aftercare techniques. Centres should be aware that these activities may be seasonally dependent and therefore should plan the academic year accordingly. While the use of adjacent practical areas would help ensure an equality of assessment, it may be possible to complete these tasks whilst on a work placement period but would require the use of video evidence for the Assessor to review to evaluate technique in addition to witness testimony/ observation records from the employer.</p> <p>When learners are working with others, centre staff will need to ensure social distancing and hygiene in line with government guidance and the centre's updated risk assessment during the learning and assessment periods.</p> <p>Employers may need specific written guidance from the centre to be fully briefed on their requirements to be in line with the centre's risk assessment.</p>
<p>Unit 7: Tree and Shrub Pruning and Maintenance</p>	<p>✓</p>	<p>✓</p>	<p>Delivery/assessment could be by individual research activities for learning aim A or with the use of an online learning platform, directing learners to suitable resources, notes, YouTube or centre developed videos.</p> <p>Learning Aim B will require the use of a case study or example plants. If it is not possible for learners to visit the site safely, stimulus material could be provided by the Assessor using high-quality video and associated information. It is important that any stimulus materials must be</p>

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			<p>sufficiently detailed to enable a learner to form a reliable diagnosis of the issues affecting plant growth.</p> <p>Learning Aim C will require the use of machinery and equipment to demonstrate practical competency. Where possible machinery and equipment can be rotated between learners with suitable time frames /quarantine periods between use. This might require a splitting down of large groups to enable appropriate spacing during work practices. Centres should regularly check for the latest guidance. Quarantine periods of 48-72 hours may be necessary for materials due to be used by a different learning 'bubble'.</p> <p>Risk assessments for the activity should be revisited regularly as advice relating to COVID-19 control changes as this will have an implication on work practices.</p> <p>Centres should note the seasonality of key tasks and organise schemes of work to facilitate this. To mitigate the risk of any disruption to assessment opportunities centres might choose to run this unit over a longer duration than would normally be planned.</p> <p>Depending on the business, learners may have opportunity to gain evidence to support the assessment criteria of this unit whilst completing work experience, although centres should not assume that all learners will have equivalent opportunities and are still responsible to ensure all learners have sufficient practical assessment opportunities.</p>
<p>Unit 8: Tree Pests and Diseases</p>	<p>✓</p>	<p>✓</p>	<p>Learning Aim A can be completed remotely using support from online resources if required.</p> <p>Learning Aims B & C require the practical monitoring of tree health over time. Whilst the use of images might be useful in early stages of teaching to help identify features, the assessment criteria requires the learner to monitor live trees.</p> <p>Tree monitoring could take place as part of a work placement, although it is important that all learners have equality in the access to suitable tress to ensure none are disadvantaged.</p>

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			<p>Learning Aim C requires the learner to perform health strategies on the selected trees. This is likely to involve the use of equipment and machinery which should be thoroughly cleaned and disinfected before and after use. If equipment is to be shared between different learning 'bubble', the equipment will also require a period of quarantine.</p> <p>Risk assessments should be revisited regularly so that the requirements for learners not to be exposed to a lone working situation also meet the requirements to reduce the risk of virus infection.</p> <p>It is strongly recommended that practical activities are videoed (in addition to the completion of witness testimonies) which would allow an Assessor to work more remotely from the learner. It is also important for use within the internal verification process.</p>
Unit 9: Tree Felling Activities	✓	✓	<p>All learning aims require a significant amount of practical activity both within the practice/teaching phases and within the assessment. This will require the careful management of equipment to ensure that it is appropriately cleaned and disinfected prior to use by another learner.</p> <p>It is probably that to ensure equality of opportunity for all learners this unit will need to be managed using areas defined by the Assessor, although if the Assessor is satisfied that a learner would have access to appropriate equipment and plant resources, evidence may be collected from a work experience placement.</p> <p>Regardless of the methodology, it is strongly recommended that the learner is videoed when completing the tasks as this might provide useful stimulus material for the learner if a later stage in the assessment is delayed due to changes in the planned teaching and delivery programme.</p> <p>Centre risk assessments need to ensure that health and safety needs of this potential high-risk unit also encompass the needs for appropriate distancing to reduce the risk of virus transmission.</p>

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<p>Unit 10: Forestry and Arboricultural Machinery Operations</p>	<p>✓</p>	<p>✓</p>	<p>Learning Aim A may be completed remotely using selected source and reference materials guided by the Assessor.</p> <p>Learning Aims B & C require access to specialist equipment and plant resources which may not be generally available to learners. It is important therefore to ensure that all learners have equal access to equipment and resources as this might impact on their ability to access merit and distinction grades within the unit.</p> <p>Careful cleaning and management of equipment will be required to reduce the risk of virus transmission and where materials are used by more than one 'bubble' there will be a requirement for the equipment to be quarantined before use. Depending on the material this may be 48-72 hours.</p> <p>If any work is completed at a work placement site, it is important that employers are familiar with the risk assessments and working methods imposed by the centre.</p>
<p>Unit 11: Aerial Arboriculture Skills</p>	<p>✓</p>	<p>✓</p>	<p>Learning Aim A may be completed remotely using selected source and reference materials guided by the Assessor.</p> <p>Learning Aim B requires the learner to complete a tree inspection to establish basic arboriculture tasks. While it is preferable for this to be completed on site by the learner, it might be possible to complete these activities with a detailed video 'walk through' of the area completed by the Assessor or staff member. The quality of the video recording should be sufficient for the learner to identify specific issues such as pests and diseases and also of sufficient length for the learner to gain a good understanding of the trees and the surrounding area. It should not merely focus on any issues as it is important that the learner is able to determine the specific issues in the area themselves as part of the assessment.</p>

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			<p>Learning Aim C requires access to specialist equipment and plant resources which may not be generally available to learners. It is important therefore to ensure that all learners have equal access to equipment and resources as this might impact on their ability to access merit and distinction grades within the unit.</p> <p>Careful cleaning and management of equipment will be required to reduce the risk of virus transmission and where materials are used by more than one 'bubble' there will be a requirement for the equipment to be quarantined before use. Depending on the material this may be 48-72 hours.</p> <p>If any work is completed at a work placement site, it is important that employers are familiar with the risk assessments and working methods imposed by the centre.</p>
<p>Unit 13: Trees in Urban Environments</p>	✓	✓	<p>This is an internally assessed unit. Learning Aim A may be completed using remote teaching if required.</p> <p>Learning Aims B & C require a portfolio of practical evidence, some of which might be seasonally dependent. The planning of this unit should enable sufficient time for these activities.</p> <p>Practical activities could be completed whilst on a work placement although centres should ensure learner evidence is well documented, including video recording which would allow the Assessor and Internal Verifier to review performance at a distance. It is not expected that learners will be lone working, so centres should adapt risk assessments accordingly. This will include the cleaning and quarantining of PPE and equipment between users.</p> <p>If learners are to gain evidence whilst on work experience/ placement, it is important that the Assessor ensures there are equal opportunities for all learners to meet the criteria. Centres should provide external organisations with their risk assessment to mitigate the effects of COVID-19 within the workplace to safeguard the learner.</p>

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			Practical activities should be videoed to enable remote assessment.
Unit 14: Timber Conversion and Utilisation	✓	✓	<p>This is an internally assessed unit. Learning Aim A may be completed using remote teaching if required.</p> <p>Learning Aims B & C require learners to operate and maintain a range of machinery. This might be presented as a portfolio of practical evidence.</p> <p>Practical activities could be completed whilst on a work placement although centres should ensure learner evidence is well documented, including video recording which would allow the Assessor and Internal Verifier to review performance remotely. It is not expected that learners will be lone working, so centres should adapt risk assessments accordingly. This will include the cleaning and quarantining of PPE and equipment between users.</p> <p>If learners are to gain evidence whilst on work experience/ placement, it is important that the Assessor ensures there are equal opportunities for all learners to meet the criteria. Centres should provide external organisations with their risk assessment to mitigate the effects of COVID-19 within the workplace to safeguard the learner.</p>
Unit 16: Forestry and Silviculture	✓	✓	<p>Learning Aim A requires the learners to examine common silviculture systems. Whilst this would typically be completed with the use of visits and field trips, this could be delivered and assessed remotely using detailed case studies and high- quality images/ video. The latter would allow a more detailed walk-through of the area which would enhance understanding and help ensure learners would have access to merit and distinction criteria.</p> <p>Learning Aims B & C require learners to assemble a portfolio of evidence to demonstrate their skills and understanding. Centres should ensure that the timing of the unit would facilitate this, particularly as some tasks are of a seasonal nature.</p>

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Unit 20: Woodland Project	✓	✓	<p>This unit is mandatory for Foundation Diploma learners.</p> <p>Learning Aim A could be completed remotely using case studies and high-quality images/ video. Assessors would be able to ensure that this method would enable all learners to have access to relevant reference materials.</p> <p>Learning Aims B should ideally be completed using visits to site to help provide a stimulus to the learner, although it might be possible for the Assessor to provide relevant information, images and a walk-through video via an online learning platform if the situation arises.</p> <p>Learning aims C & D require learners to assemble a portfolio of evidence to demonstrate their skills and understanding. Centres should ensure that the timing of the unit would facilitate this, particularly as some tasks are of a seasonal nature. Learning Aim D also requires learners to provide ongoing monitoring.</p>

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			<p>Revised risk assessments will be needed to incorporate the impact of COVID-19 and potential transmission within working practices. This will include the cleaning and quarantining of equipment, some materials such as PPE should not be shared and may need an extended quarantine period due to their fabric nature and the challenges in disinfecting adequately. Current guidelines suggest this should be of 72 hours duration.</p> <p>Many tasks overlap with other units so the centre should look at mapping of tasks to prevent any unnecessary duplication. Tasks may be undertaken as part of a work placement although the Assessor needs to ensure that all learners have the same level of access to assessment opportunities which would enable them to meet the requirements of merit and distinction criteria.</p> <p>External organisations may not be as aware of the risk assessments and requirements identified by the college so it would be beneficial for these to receive a briefing document to help them meet the needs of the centre's risk assessment regarding transmission.</p>
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