



# Lantra Awards Level 2 Certificate in Land-based Activities

## **Qualification Specification**

Version 4

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# Qualification Specification

## Lantra Awards Level 2 Certificate in Land-based Activities

### Contents

- 1 Why has this qualification been developed? ..... 2
- 2 Who is the qualification for? ..... 2
- 3 What does this qualification cover?..... 3
- 4 Qualification overview ..... 4
- 5 Content of qualification..... 9
- 6 Level descriptors ..... 92
- 7 How is this qualification delivered? ..... 92
- 8 What does a provider need to do? ..... 115
- 9 Administration and other important information..... 117
  
- Appendix 1 – Glossary of terms ..... 120
- Appendix 2 – Census ethnic group classifications (2011) ..... 122

# 1 Why has this qualification been developed?

The Lantra Awards Level 2 Certificate in Land-based Activities has been developed for learners who wish to develop their knowledge and skills in the land-based sector enabling them to work safely, effectively and efficiently in the workplace. It will suit many different needs, including those learners looking to progress into work and onto an apprenticeship and it will also suit those currently in employment looking to enhance/update their skills and/or undertake further study.

The Lantra Awards Level 2 Certificate in Land-based Activities is a nationally recognised qualification. Learners may undertake training from a variety of sources; however, to achieve the qualification they must be assessed against all the learning outcomes and assessment criteria set out in the qualification.

This Qualification is linked to a wide range of National Occupational Standards (NOS) suites including, Horticulture, Agriculture, Environmental Conservation, Land-based Engineering, Animal Care and Equine. This ensures that personnel working within industry meet minimum standards. The Qualification provides the learner with the knowledge, understanding and skills required for undertaking specific tasks within the land-based sector.

This Qualification Specification provides information for approved Lantra providers to plan, deliver and assess the Lantra Awards Level 2 Certificate in Land-based Activities.

## 2 Who is the qualification for?

This qualification has been developed for individuals involved in a variety of land-based roles wishing to develop their knowledge and skills in the land-based sector. It provides an opportunity to achieve a recognised national qualification that reflects the national standards for the types of role they perform.

The qualification will enhance the ability of personnel to work safely, effectively and efficiently in the workplace, reducing unnecessary risks to themselves and others.

This qualification is available for learners aged 14+.

### Prerequisites

Entry for this qualification is available to any individual who is capable of achieving the required standard. Provider staff should understand the demands of this qualification and match learners based on their individual capabilities and future progression requirements.

This qualification has been developed to promote equal opportunities by eliminating any avoidable barriers which have the potential to restrict access or progression.

There are no formal requirements for entry to this qualification.

### 3 What does this qualification cover?

Learners undertaking this qualification will be able to demonstrate their knowledge of the land-based sector including agricultural and green spaces.

The qualification aims to assess the learner's knowledge and understanding of:

- a range of land-based activities
- working effectively in a land-based environment, both independently and as part of a team
- their own practices and ability carry out a range of tasks to the required industry standard
- health and safety legislation and how individuals can contribute to the Health and Safety Executive's (HSE) agenda.

Following regulatory requirements for qualifications to have a distinct purpose, this qualification is recognised and approved by the Office of Qualifications and Examinations Regulation (Ofqual) for:

#### **Purpose:**

- B. Preparing for further learning or training and/or developing knowledge

#### **Sub Purpose:**

- B1. Prepare for further learning or training
- B2. Develop knowledge and/or skills in a subject area

#### **Progression routes**

The Qualification will enable those who are successful to progress onto further study, employment or an apprenticeship.

## 4 Qualification overview

		Where to look for further details
<b>Qualification title</b>	Lantra Awards Level 2 Certificate in Land-based Activities	<p>Ofqual's Register of Regulatory Qualifications</p> <p><a href="http://register.ofqual.gov.uk">register.ofqual.gov.uk</a></p>
<b>Qualification number</b>	600/6729/9	
<b>Qualification aim</b>	The Qualification is intended to offer learners involved in a variety of land-based roles the opportunity to achieve a recognised national qualification that reflects the national standards for the type(s) of role(s) they perform. It is relevant for persons involved with all aspects of the land-based sector including agricultural and green spaces.	
<b>Qualification purpose</b>	<p>Purpose</p> <ul style="list-style-type: none"> <li>• B. Preparing for further learning or training and/or developing knowledge</li> </ul> <p>Sub Purpose:</p> <ul style="list-style-type: none"> <li>• B1. Prepare for further learning or training</li> <li>• B2. Develop knowledge and/or skills in a subject area</li> </ul>	
<b>Qualification start date</b>	21 September 2012	
<b>Level</b>	2	
<b>Credits</b>	16	
<b>TQT</b>	159 hours	
<b>Quartz ID numbers</b>	<p>Unit 4069 – Assist with agricultural crop production</p> <p>Unit 4062 – Assist with preparation and the monitoring of livestock outdoors</p> <p>Unit 4061 – Assist with preparing and maintaining livestock accommodation</p> <p>Unit 4070 – Assist with the maintenance of grass surfaces</p> <p>Unit 4051 – Career planning and making applications</p> <p>Unit 4074 – Conduct and report on a field survey for animals</p> <p>Unit 4075 – Conduct and report on a field survey for habitat types</p> <p>Unit 4078 – Construct and maintain boundaries</p> <p>Unit 4056 – Developing self for learning and work</p> <p>Unit 4055 – Effective skills, qualities and attitudes for learning and work</p> <p>Unit 146 – Encourage involvement in recycling</p>	

	<p>Unit 4079 – Environmental sustainability  Unit 96 – Establishing crops or plants in growing medium  Unit 95 – Establishing plants or seeds in soil  Unit 4058 – Farm animal health  Unit 4077 – Farm Conservation  Unit 4064 – Fit and remove horse clothing  Unit 4065 – Handle animals  Unit 142 – Hedgerow planting  Unit 4076 – Identify tree species and their properties  Unit 4063 – Introduction to caring for horses  Unit 4068 – Introduction to crop systems  Unit 144 – Introduction to dry-stone walling  Unit 4060 – Maintain animal accommodation  Unit 4067 – Moving animals between locations  Unit 4073 – Operate an all-terrain vehicle  Unit 4050 – Planning for progression  Unit 102 – Plant crops  Unit 4072 – Prepare and operate a tractor and attachments  Unit 4071 – Prepare and cultivate sites ready for planting crops  Unit 105 – Prepare to undertake and report on a field survey  Unit 4059 – Promote and maintain the health and well-being of animals  Unit 4066 – Provide feed and water to animals  Unit 4057 – Team working skills  Unit 61 – Understanding health and safety within land-based activities  Unit 4052 – Understanding the business environment  Unit 103 – Use and maintain chippers and/or shredders  Unit 98 – Use and maintain non-powered and hand held powered tools and equipment  Unit 101 – Use and maintain pedestrian controlled powered equipment  Unit 4054 – Work-based experience  Unit 4053 – Working as a volunteer</p> <p>Programme- 2595  Qualification- 151</p>	
<p><b>Unit numbers and titles</b></p>	<p>Mandatory Units:  L/502/3302 – Understanding health and safety within land-based activities  Group B Optional Units  F/501/6878 – Planning for progression</p>	

	<p>A/600/6196 – Career planning and making applications</p> <p>F/600/7799 – Understanding the business environment</p> <p>K/501/5806 – Working as a volunteer</p> <p>Y/600/7792 – Work-based experience</p> <p>T/600/6195 – Effective skills, qualities and attitudes for learning and work</p> <p>H/600/7794 – Developing self for learning and work</p> <p>K/600/7795 – Team working skills</p> <p>Group C Optional Units</p> <p>L/502/4546 – Farm animal health</p> <p>H/502/1507 – Promote and maintain the health and well-being of animals</p> <p>Y/502/1522 – Maintain animal accommodation</p> <p>J/502/4108 – Assist with preparing and maintaining livestock accommodation</p> <p>Y/502/4601 – Assist with preparation and the monitoring of livestock outdoors</p> <p>H/600/9352 – Introduction to caring for horses</p> <p>T/600/3488 – Fit and remove horse clothing</p> <p>J/502/1466 – Handle animals</p> <p>D/502/1473 – Provide feed and water to animals</p> <p>K/502/1539 – Moving animals between locations</p> <p>Y/502/5134 – Introduction to crop systems</p> <p>R/600/9377 – Assist with agricultural crop production</p> <p>D/502/4177 – Assist with the maintenance of grass surfaces</p> <p>A/502/0251 – Prepare and cultivate sites ready for planting crops</p> <p>A/502/1223 – Establishing plants or seeds in soil</p> <p>F/502/0946 – Establishing crops or plants in growing medium</p> <p>T/502/0247 – Plant crops</p> <p>K/502/0438 – Use and maintain non-powered and hand-held powered tools and equipment</p> <p>R/502/0434 – Use and maintain pedestrian controlled powered equipment</p> <p>T/502/0443 – Use and maintain chippers and/or shredders</p> <p>A/504/3867 – Prepare and operate a tractor and attachments</p> <p>F/600/6362 – Operate an all-terrain vehicle</p> <p>H/502/3189 – Encourage involvement in recycling</p> <p>T/502/3276 – Prepare to undertake and report on a Field Survey</p>	
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	<p>F/502/3278 – Conduct and report on a field survey for animals</p> <p>F/502/3281 – Conduct and report on a field survey for habitat types</p> <p>L/504/3694 – Identify tree species and their properties</p> <p>D/502/4440 – Farm conservation</p> <p>K/502/3744 – Hedgerow planting</p> <p>T/502/3746 – Introduction to dry-stone walling</p> <p>R/504/0344 – Construct and maintain boundaries</p> <p>Y/602/1059 – Environmental sustainability</p>				
<b>Qualification structure</b>	<p>This qualification comprises:</p> <p>1 mandatory unit (3 credits)</p> <p>A minimum of 2 credits and a maximum of 6 credits from Group B optional units.</p> <p>A minimum of 7 credits from Group C optional units if maximum credits are attained in Group B or a minimum of 11 credits from Group C if the minimum credits are attained from Group B.</p> <p>Learners must achieve in total a minimum of 16 credits</p> <p>Learners must complete the mandatory group requirements and the correct combination of optional units.</p>				
<b>Age group</b>	Pre-16	16–18	18+	19+	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Entry requirements</b>	Minimum age for this qualification is 14				
<b>Prerequisites</b>	There are no prerequisites				
<b>Recognition of prior learning</b>	None				
<b>Assessment methods</b>	There will be a mixture of practical observation of assessment activities and verbal questioning.				
<b>Assessment model</b>	<p>This qualification is internally assessed with external verification. This means that providers will appoint assessors and that an internal quality assurer (IQA) is required to provide internal quality assurance prior to external quality assurer (EQA) sign off.</p> <p>Internal Standardisation meetings must be held regularly (every month or two) to allow assessor and IQA's to compare and standardise judgements.</p>				

	<p>EQA visits will take place giving providers 10 days advanced warning of the visit. New providers and providers new to the qualification will be seen within the first year of offering the qualification. Standard visits will take place on a rolling bases every two to three years unless there are any concerns.</p> <p>Lantra operates both on site and postal external quality assurance for this qualification.</p>	
<b>Grading</b>	Pass/Fail	
<b>Is there a skills card available?</b>	No	Guidance Handbook for Providers
<b>Fees</b>	<p>Registration and certification fees can be found in the Product Directory. Prices are subject to review on an annual basis so please contact the sales team if you do not have an up to date copy (<a href="mailto:sales@lantra.co.uk">sales@lantra.co.uk</a>).</p>	Product Directory; sales team
<b>Related documents</b>	<p>An Assessment Guidance Handbook is available for providers and assessors which can be found on the Lantra Awards website. Other assessment-related paperwork can be located within Quartzweb</p>	<a href="http://www.lantra.co.uk">www.lantra.co.uk</a>
<b>How do I register learners?</b>	Via Quartzweb <a href="http://ordering.lantra.co.uk/Login.aspx">ordering.lantra.co.uk/Login.aspx</a>	Quartzweb User Guide

## 5 Content of qualification

This qualification is made up of 1 mandatory unit (3 credits) and:

- A minimum of 2 credits and a maximum of 6 credits from Group B optional units.
- A minimum of 7 credits from Group C optional units if maximum credits are attained in Group B or a minimum of 11 credits from Group C if the minimum credits are attained from Group B. Learners must achieve in total a minimum of 16 credits

Unit Title	M/O	GLH	Credits
Understanding health and safety within land-based activities	M	23	3
<b>Group B - Optional Units, Employability Skills</b>			
Planning for progression	O	20	3
Career planning and making applications	O	20	3
Understanding the business environment	O	16	2
Working as a volunteer	O	10	2
Work-based experience	O	20	3
Effective skills, qualities and attitudes for learning and work	O	22	3
Developing self for learning and work	O	15	2
Team working skills	O	20	3
<b>Group C – Optional Units</b>			
Farm animal health	O	40	4
Promote and maintain the health and well-being of animals	O	30	4
Maintain animal accommodation	O	23	3
Assist with preparing and maintaining livestock accommodation	O	18	2
Assist with preparation and the monitoring of livestock outdoors	O	18	2
Introduction to caring for horses	O	60	10
Fit and remove horse clothing	O	15	2
Handle animals	O	15	2
Provide feed and water to animals	O	23	3
Moving animals between locations	O	15	2
Introduction to crop systems	O	50	6
Assist with agricultural crop production	O	60	10
Assist with the maintenance of grass surfaces	O	27	3
Prepare and cultivate sites ready for planting crops	O	30	4
Establishing plants or seeds in soil (learners can only complete this unit <b>or</b> Establishing crops of plants in growing medium)	O*	30	4
Establishing crops or plants in growing medium (learners can only complete this unit <b>or</b> Establishing plants of seeds in soil)	O*	30	4
Plant crops	O	30	4
Use and maintain non-powered and hand held powered tools and equipment	O	23	3
Use and maintain pedestrian controlled powered equipment	O	23	3

Use and maintain chippers and/or shredders	O	23	3
Prepare and operate a tractor and attachments	O	30	5
Operate an all-terrain vehicle	O	16	3
Encourage involvement in recycling	O	23	3
Prepare to undertake and report on a Field Survey	O	30	4
Conduct and report on a field survey for animals	O	30	4
Conduct and report on a field survey for habitat types	O	30	4
Identify tree species and their properties	O	38	5
Farm conservation	O	30	3
Hedgerow planting	O	23	3
Introduction to dry-stone walling	O	23	3
Construct and maintain boundaries	O	20	2
Environmental sustainability	O	10	2

\*Learners can only complete one of these units

<b>Unit title</b>	Understanding health and safety within land-based activities
<b>Unit reference number</b>	L/502/3302
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
<b>1. Understand health, safety and security in the workplace</b>	1.1. Identify health and safety risks in relation to land-based activities to include: <ul style="list-style-type: none"> <li>• People.</li> <li>• Equipment and materials.</li> <li>• Work environment.</li> </ul>
	1.2 Describe measures to control risks and keep appropriate people fully informed.
	1.3 Describe how to communicate health and safety information clearly and in a manner, that can be understood.
	1.4 Describe the current and appropriate legislation that underpins health and safety in the workplace.
<b>2. Know how to use equipment and materials safely</b>	2.1 Describe the importance of using equipment and materials safely.
	2.2 Describe how to transport and store equipment and materials safely.
<b>3. Know the systems and procedures for maintaining health, safety and security</b>	3.1 Identify the roles and responsibilities for health and safety in the work environment.
	3.2 Describe the procedures for different types of emergencies appropriate to the work activity.
	3.3 Describe different types of waste and appropriate methods of disposal.
	3.4 List any specific risks relevant to child safety in a workplace environment.
	3.5 Explain why accidents should be reported; and to whom.
<b>4 Know the reasons for following manufacturer's guidance in relation to tools and equipment</b>	4.1 Identify why it is important to follow manufacturer's guidance in the use of tools and equipment.
	4.2 Identify the risks of not following manufacturer's guidance and instructions
<b>5 Know how to maintain the health and safety of self and others</b>	5.1 Identify the types of Personal Protective Equipment (PPE) and clothing needed for work activities and describe how to use, clean, store, inspect and replace them.
	5.2 Identify reasons for maintaining good personal and workplace hygiene.
	5.3 Describe the safe methods for moving and lifting.

	5.4 Describe how to work in a manner that minimises risks to self, others and the environment.
<b>6 Understand the procedures for maintaining health and safety</b>	6.1 Explain the key roles of those responsible for maintaining health and safety.
	6.2 Explain the reasons for leaving information about location when working in isolation or in remote locations.
	6.3 Explain why accidents should be reported without delay and recorded in the appropriate document.
	6.4 Explain methods of minimising environmental damage during work activities.

### **Learning outcome 1: Understand health, safety and security in the workplace.**

The learner will need to identify health and safety risks in relation to land-based activities to people, equipment and materials and the work environment. The learner will need to be able to produce written reports in relation to these risks including the measures that could be used to control the risks and this information could be communicated to others so that they are aware of the risks and what precautions are needed. The learner will need to understand and identify appropriate ways of communicating health and safety information clearly in a manner that can be understood.

The learner will need to know the current and appropriate legislation that underpins health and safety in the workplace and know the differing roles and responsibilities for health and safety in the workplace. They must also be able to categories different types of waste in the workplace and know how this is legally disposed of.

### **Learning outcome 2: Know how to use equipment and materials safely**

The learner will need to understand and be able to describe the importance of using equipment and material safety in relation to the following and why it is important:

- Risk of injury to self and others
- Damage to equipment
- Efficiency of equipment

The learner will need to know the risks of not following manufacturer's guidance and be able to identify the appropriate method of transportation and storage for specific equipment.

### **Learning outcome 3: Know the systems and procedures for maintaining health, safety and security**

The learner will need to know the current and appropriate legislation that underpins health and safety in the workplace and know the differing roles and responsibilities for health and safety in the workplace.

The learner will need to know the procedures for different types of emergencies and accidents appropriate to the work activity encompassing minor and major emergencies and what action should be taken to protect themselves and others. This should include why accidents are reported, to whom and what documentation should be completed.

They must also be able to categories different types of waste in the workplace and know how this is legally disposed of.

The learner must be able to identify specific risks relevant to child safety in the workplace environment.

### **Learning outcome 4: Know the reasons for following manufacturer's guidance in relation to tools and equipment**

The learner will need to identify why it is important to follow manufacturers guidance in the use of tools and equipment including keeping guarantees valid and the risk of damage to self and equipment and the risks associated with not following manufacturer's guidance and instructions.

### **Learning outcome 5: Know how to maintain the health and safety of self and others**

The learner will need to identify the types of Personal Protective Equipment and clothing needed for work and understand when and where you would need to wear it and how it is used, cleaned, stored and inspected and when it should be replaced. This must include the following items of equipment:

- Footwear
- Body covering
- Eye Protection
- Head Gear
- Ear Protection

The learner will need to identify the reasons for maintaining good personal and workplace hygiene.

The learner will need to understand how to work in a manner that minimizes risks to self, other and the environment include safe methods for moving and lifting. The learner will need to know the importance of risk assessments and planning and the methods of minimising risks and environmental damage when undertaking activities.

## Learning outcome 6: Understand the procedures for maintaining health and safety

The learner will need to know the key roles and responsibilities for maintaining health and safety in the workplace. The learner will need to know the reasons for leaving information about location when working in isolation or in a remote location and understand why accidents should be reported and recorded in appropriate documents.

The learner will need to know the methods of minimising environmental damage during work activities.

<b>Unit title</b>	Planning for progression
<b>Unit reference number</b>	F/501/6878
<b>Unit level</b>	1
<b>Unit credit value</b>	3

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Understand own study or training programme</b>	1.1 Define what he/she aims to achieve by the end of the study or training programme.
	1.2 Describe what he/she needs to do in order to follow the programme.
	1.3 Identify the centre rules and regulations that affect him/her as a learner.
<b>2. Know the facilities and services provided in the place of study or training</b>	2.1 Describe the facilities provided in the place of study or training.
	2.2 Outline the support available for learners.
<b>3. Be able to recognise personal strengths (skills, qualities and attitudes) needed for learning and work</b>	3.1 Identify positive qualities and attitudes needed for study and work.
	3.2 Outline his/her own personal strengths.
	3.3 Give an example of something related to learning and work that he/she felt good about and something he/she feels confident doing.
<b>4. Be able to action plan for self-improvement</b>	4.1 Identify areas for improvement.
	4.2 Identify realistic targets.
	4.3 Prepare an action plan or contract to meet targets.
	4.4 Identify arrangements for reviewing progress.

## Learning outcome 1: Understand own study or training programme

The learner will need to identify what they hope to achieve by the end of their course and understand what they need to do in order to be successful including their own attitude and qualities needed.

The learner will need to know the training provider rules and regulations which are relevant to them.



## Learning outcome 2: Know the facilities and services provided in the place of study or training

The learner will need to know the facilities provided in the place of training/study for learning and assessment including but not limited to

- General learning resources (eg IT, classrooms)
- Specialist vocational resources (eg workshops, farms, machinery practice areas)
- Tutor/teacher support
- General support (eg finance, counselling, travel)
- Other facilities (eg sports, social, canteen)

## Learning outcome 3: Be able to recognise personal strengths (skills, qualities and attitudes) needed for learning and work

The learner must be able to recognise personal strengths and identify their own providing examples.

## Learning outcome 4: Be able to action plan for self-improvement

The learner must be able to identify areas for improvement in relation to positive qualities and attributes. The learner must understand what is meant by SMART targets (specific, measurable, achievable, relevant and time bound) and be able to create an action plan and identify what actions and resources are required, the timescales the actions will be delivered and how they will can review their progress.

<b>Unit title</b>	Career planning and making applications
<b>Unit reference number</b>	A/600/6196
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Be able to choose a suitable career pathway</b>	1.1 Research career options.
	1.2 Outline two career pathways.
	1.3 Evaluate these career pathways.
	1.4 Agree a suitable career pathway.
<b>2. Be able to select a suitable job, training programme or course</b>	2.1 List and use sources of information for job vacancies, training programmes or courses.
	2.2 Select a suitable job vacancy, training programme or course.
	2.3 Give reasons for choice.
<b>3. Communicate own skills, qualities and experience in relation to the chosen career pathway</b>	3.1 Explain the need to 'sell himself/herself'.
	3.2 Describe own skills, qualities, experience and qualifications in relation to chosen career pathway.
	3.3 Describe own achievements relevant to the chosen job, training programme or course.
	3.4 Prepare focussed curriculum vitae for his/her chosen career pathway.
<b>4. Understand the application process</b>	4.1 Describe how candidates are selected for an interview for a job, training programme or course.

	4.2 Complete an application for a specific job, training programme or course.
	4.3 Produce relevant documentation to support application.

**Learning outcome 1: Be able to choose a suitable career pathway**

The learner will need to be shown how to research careers, as well as how to produce short reports on their findings.

The learner will need to be shown how to evaluate the careers to help the learner decide which careers option is right for them.

**Learning outcome 2: Be able to select a suitable job, training programme or course**

The learner will need to be shown how to access relevant job search sites, local and national publications, college and training provider sites, as well as relevant prospectuses.

The learner will need to be shown how to summarise the relevant job vacancies, training programmes or courses and how to choose which one would be suitable for their skills, qualifications and experience.

The learner will need to be made aware of why it is important to have all the documentations to support their applications.

**Learning outcome 3: Communicate own skills, qualities and experience in relation to the chosen career pathway**

The learner will need to be shown how to produce relevant presentations in order for the learner to talk about their skills, experience, qualifications and achievements relevant to their chosen career.

The learner will need to know why it is important to present themselves positively both in their application and at the interview stage.

The learner will need to be shown how to produce an up to date curriculum vitae.

**Learning outcome 4: Understand the application process**

The learner will need to be shown how to complete an application form for a job, training programme or course.

<b>Unit title</b>	Understanding the business environment
<b>Unit reference number</b>	F/600/7799
<b>Unit level</b>	2
<b>Unit credit value</b>	2

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Understand that there are different types of business</b>	1.1 Define the private sector and give examples of types of private sector businesses.
	1.2 Define the public sector and give examples of public sector organisations.
	1.3 Define the voluntary sector and give examples of voluntary sector organisations.
	1.4 Explain the possible advantages and disadvantages of working in one of the following sectors: private, public or voluntary.
<b>2. Understand how businesses function</b>	2.1 Describe the following business functions: <ul style="list-style-type: none"> <li>• Operations</li> <li>• People</li> <li>• Information</li> <li>• Research and development</li> <li>• Finance</li> </ul>
	2.2 Compare the possible advantages and disadvantages of working for a national organisation and a Small and Medium-sized Enterprise (SME).
<b>3. Understand changing patterns of employment</b>	3.1 Compare the possible advantages and disadvantages of working for a national organisation and a Small and Medium-sized Enterprise (SME).
	3.2 Outline some of the changes in patterns of employment nationally.
	3.3 Outline some of the changes in patterns of employment in Europe and globally.
	3.4 Describe how changing patterns of employment may affect his/her choices for learning or work.
<b>4. Understand how business activity is affected by market forces</b>	4.1 Explain the relationship between supply and demand in the business environment.
	4.2 Describe the relationship between price and profit.
	4.3 Identify the connections between markets and competition.

### **Learning outcome 1: Understand that there are different types of business**

The learner should be taught the difference between private, public and volunteer sector organisations.

The learner should be taught the advantages and disadvantages of the private, public and volunteers sector.

The learner should be shown how to present their findings on private, public and volunteer sector.

### **Learning outcome 2: Understand how businesses function**

The learner should be taught about different business functions, such as operations; physical/technical function of the business, people; personnel procedures and training and development, information; data to aid decision making as well as data protection, research and development; product creation, trials and testing, finance; budget setting, controlling and monitoring and processing payments.

The learner should be taught the difference between a national organisation and a small and medium enterprise in order for the learner to compare the advantages and disadvantages of working for each.

### **Learning outcome 3: Understand changing patterns of employment**

The learner should be taught the changes in patterns of employment locally, nationally, in Europe and internationally.

The learner should be taught how changing patterns of employment will affect their own choice of employment.

### **Learning outcome 4: Understand how business activity is affected by market forces**

The learner should be taught how supply and demand affect pricing and availability of goods and services.

The learner should be taught about different types of pricing and how they can affect profit.

The learner should be shown the different types of markets and how they can affect competition

<b>Unit title</b>	Working as a volunteer
<b>Unit reference number</b>	K/501/5806
<b>Unit level</b>	1
<b>Unit credit value</b>	2

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Know why volunteers are important in different volunteering situations</b>	1.1 State why volunteers are important in different situations where volunteers are used.
<b>2. Know that different skills are required for different areas of voluntary work</b>	2.1 Identify the skills required for a range of types of voluntary work.
<b>3. Know how to apply to become a volunteer</b>	3.1 Follow given guidelines in applying for voluntary work.
<b>4. Be able to undertake voluntary work</b>	4.1 Complete a voluntary work task according to a given brief.

### **Learning outcome 1: Know why volunteers are important in different volunteering situations**

The learner should be taught why it is important to have volunteers and the types of voluntary work.

### **Learning outcome 2: Know that different skills are required for different areas of voluntary work**

Talk about the range of voluntary work and the skills required to do the voluntary work.

### **Learning outcome 3: Know how to apply to become a volunteer**

The learner should be shown how to complete application forms for voluntary work and create an up to date curriculum vitae and covering letter for voluntary work.

### **Learning outcome 4: Be able to undertake voluntary work**

The learner should be taught how to complete voluntary tasks following a given brief. Explain the importance of correct PPE, risk assessments and rules and instructions.

<b>Unit title</b>	Work-based experience
<b>Unit reference number</b>	Y/600/6195
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Understand how to plan effectively for work-based experience</b>	1.1 Research information related to work experience.
	1.2 Apply or prepare for work experience.
	1.3 Describe how this work experience relates to his/her employment and/or learning goals.
	1.4 State personal goals for this work experience
<b>2. Understand what is expected during work based experience</b>	2.1 Describe behaviours and attitudes expected by work place supervisors and colleagues.
	2.2 Explain why personal hygiene and appearance is important.
	2.3 Plan how to arrive at work on time
<b>3. Be able to follow requirements during the work-based experience</b>	3.1 Attend suitable work experience for a minimum of fifteen hours.
	3.2 Dress appropriately.
	3.3 Follow safe working practice.
	3.4 Follow instructions to complete tasks to given standards and deadlines.
	3.5 Interact with other people in an appropriate manner.
<b>4. Be able to complete a work experience review</b>	4.1 Identify what went well.
	4.2 Describe what he/she has learned about himself/herself.
	4.3 Illustrate how and to what extent personal goals were met.
	4.4 Explain how he/she is going to build on this experience.
	4.5 Accept feedback.
	4.6 Describe the procedures for reporting progress or any concerns.

### **Learning outcome 1: Understand how to plan effectively for work-based experience**

The learner should be taught how to research different types of businesses for work experience. How to come up with relevant goals for their work experience and how to relate them to their career/employment goals.

The learner should be taught how to complete work experience application forms.

## Learning outcome 2: Understand what is expected during work based experience

The learner should be taught the importance of time keeping, team work, being reliable and trustworthy, personal hygiene and appearance, your own and others safety.

The learner should be shown how to plan how they will arrive at work either through public transport or own vehicle.

## Learning outcome 3: Be able to follow requirements during the work-based experience

The learner should be taught the relevant legislations/codes of practice. The importance of following instructions.

## Learning outcome 4: Be able to complete a work experience review

The learner should be give guidance on who to review their experience of the work experience.

<b>Unit title</b>	Effective skills, qualities and attitudes for learning and work
<b>Unit reference number</b>	T/600/6195
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Be able to demonstrate a range of positive qualities, attitudes and behaviours for learning and work</b>	1.1 Explain the importance of positive qualities, attitudes and behaviours for employment.
	1.2 Consistently demonstrate appropriate codes of conduct.
	1.3 Demonstrate his/her adaptability and flexibility.
	1.4 Demonstrate his/her motivation and enthusiasm.
	1.5 Demonstrate his/her commitment and professionalism.
	1.6 Reflect on his/her positive qualities, attitudes and behaviours for learning and work.
<b>2. Understand why effective communication is important</b>	2.1 Explain the importance of effective verbal and non-verbal communication.
	2.2 Demonstrate effective face-to-face communication with colleagues or customers.

	2.3	Demonstrate effective communication with colleagues or customers who are not present.
	2.4	Explain and discuss ideas using technical language where appropriate.
	2.5	Give examples of different forms of written communication and when they are used.
	2.6	Describe the possible impact of inappropriate use of social network sites.
<b>3. Be able to work effectively</b>	3.1	Identify the tasks that need to be done and the deadlines.
	3.2	Produce a plan for the working day.
	3.3	Work safely following health and safety guidelines.
	3.4	Carry out multiple tasks or projects.
	3.5	Complete tasks to required standard and deadlines.
	3.6	Reflect on his/her work and identify ways of working more effectively.

**Learning outcome 1: Be able to demonstrate a range of positive qualities, attitudes and behaviours for learning and work**

Explain the importance of appropriate codes of conduct. How to adapt skills to match employer requirements.

Explain the possible impact of misuse of social network sites.

**Learning outcome 2: Understand why effective communication is important**

The learner should be shown the different methods of communication and understand the importance of affective communication.

Explain the importance of using technical language only when it is appropriate.

**Learning outcome 3: Be able to work effectively**

Demonstrate to the learner how to produce a plan for the working day, which will include tasks and activities, deadlines, timing, resources.

Explain the health and safety guidelines as required for the tasks. Demonstrate how to carry out a basic risk assessment. Explain the importance of wearing appropriate PPE.



<b>Unit title</b>	Developing self for learning and work
<b>Unit reference number</b>	H/600/7794
<b>Unit level</b>	2
<b>Unit credit value</b>	2

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Understand how to improve own performance through learning</b>	1.1 Identify formal learning opportunities.
	1.2 Identify informal learning opportunities.
	1.3 Describe how he/she learns effectively.
	1.4 Identify how to maximise own learning opportunities.
<b>2. Understand which personal attributes (qualities and attitudes) are needed for success in learning and work</b>	2.1 Describe positive qualities and attitudes needed for learning and work.
	2.2 Outline own personal strengths and weaknesses.
	2.3 Explain why it is important to continuously develop own strengths and improve on weaknesses.
<b>3. Understand the importance of transferable skills for success in learning and work</b>	3.1 Differentiate between vocational skills and transferable skills.
	3.2 Explain the importance of transferable skills.
	3.3 Outline own current transferable skills.
<b>4. Be able to action plan for self development</b>	4.1 Identify areas for development in his/her: a) vocational skills b) transferable skills c) personal
	4.2 Identify realistic short-term targets and long-term goals for each area attributes.
	4.3 Prepare an action plan or contract to meet short term targets.
	4.4 Identify arrangements for reviewing progress.

### **Learning outcome 1: Understand how to improve own performance through learning**

Explain to the learner the difference between formal and informal learning and the different opportunities for both.

Ask the learner to explain how he/she learns most effectively.

Explain to the learner about the importance of how to maximise own learning opportunities.

**Learning outcome 2: Understand which personal attributes (qualities and attitudes) are needed for success in learning and work**

Demonstrate to the learner the positive qualities and attitudes needed for learning and work.

Explain to the learner how to understand their own strengths and weaknesses and why it is important to develop their strengths and weaknesses.

**Learning outcome 3: Understand the importance of transferable skills for success in learning and work**

Explain to the learner the difference between vocational and transferable skills. Show the learner how to create a mind map to assist the learner when giving examples of vocational and transferable skills.

**Learning outcome 4: Be able to action plan for self-development**

The learner should be show how to produce a personal development profile and action plan in order for the learner to identify areas for development in their vocational, transferable and personal skills and identify targets and actions for their action plan.

Explain to the learner how to produce SMART Targets.

<b>Unit title</b>	Team working skills
<b>Unit reference number</b>	K/600/7795
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Understand why effective teamwork is important</b>	1.1 Define effective teamwork.
	1.2 Describe the advantages and disadvantages of teamwork for a given situation.
<b>2. Understand the roles people may take in a teamwork situation</b>	2.1 Give examples of formally allocated roles.
	2.2 Give examples of less formal roles.
	2.3 Describe the impact these roles could have on the way a team works and on members of the team.
<b>3. Understand the role of conflict</b>	3.1 List factors that could contribute to conflict in a team.
	3.2 Explain how conflicting views could be an advantage.
	3.3 Suggest ways to manage and resolve conflict.
	4.1 Explain the overall goal and objectives of the team.

<b>4. Understand what needs to be done to achieve a particular goal</b>	4.2 Identify own strengths, skills and experiences relevant to the teamwork situation.
	4.3 Describe his/her own role as part of the team.
<b>5. Work with others towards achieving shared objectives</b>	5.1 Agree an action plan of individual and group activities needed to achieve the objectives.
	5.2 Clarify action plan if necessary.
	5.3 Identify who to ask for help if he/she needs it.
	5.4 Carry out the individual and group activities as agreed.
	5.5 Motivate the team to achieve its objectives.
	5.6 Provide feedback in an appropriate and constructive manner.
<b>6. Reflect on own performance and that of the team</b>	5.7 Receive and respond to constructive feedback.
	6.1 Reflect on his/her own performance and the performance of the team.
	6.2 Suggest ways of improving own team working skills.

### **Learning outcome 1: Understand why effective team work is important**

Explain to the learner what effective team work is and why it is important to meet targets, personal development, resolving conflicts and disagreements.

Explain to the learner the advantages and disadvantages of teamwork for a given situation, i.e. idea generation,

### **Learning outcome 2: Understand the roles people may take in a teamwork situation**

Explain to the learner the difference between formal and less formal roles and how these roles might impact on the way a team works and on members of the team.

### **Learning outcome 3: Understand the role of conflict**

Explain to the learner some of the factors which may cause or contribute to conflict within a team.

Give examples on how to manage or resolve the conflicts and how conflict can in some situations have a positive effect on the team.

### **Learning outcome 4: Understand what needs to be done to achieve a particular goal**

Demonstrate to the learners how to plan for a team-based activity.

## Learning outcome 5: Work with others towards achieving shared objectives

The learners should be show how to carry out a review of their own performance and that of the team. Demonstrate how to suggest improvements.

Demonstrate to the learners how to gain feedback and how to give feedback on a planned activity and how to action the feedback.

## Learning outcome 6: Reflect on own performance and that of the team

Covered in LO 5.

<b>Unit title</b>	Farm animal health
<b>Unit reference number</b>	L/502/1507
<b>Unit level</b>	1
<b>Unit credit value</b>	4

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Know different farm animal breeds and gender types</b>	1.1 Recognise different farm animal breeds and gender types.
<b>2. Know signs of good health and ill health in farm animals</b>	2.1 Recognise signs of good health in different farm animals.
	2.2 Recognise signs of ill health in different farm animals.
<b>3. Know different farm animal identification</b>	3.1 Recognise different farm animal identification.
	3.2 Carry out basic recording of farm animal information for farm management purposes.
<b>4. Be able to move farm animals safely</b>	4.1 Move farm animals from one place to another on foot or onto a vehicle.
<b>5. Be able to assist in treating farm animals with appropriate veterinary medicines</b>	5.1 Handle and restrain farm animals for inspection and treatment.
	5.2 Assist in treating farm animals with veterinary medicines.
<b>6. Be able to work safely with farm animals</b>	6.1 Maintain a safe and tidy working environment.
	6.2 Identify hazards while working with farm animals.
	6.3 Identify risks while working with farm animals.
	6.4 State how to minimise risks while working with farm animals.

## Learning outcome 1: Know different farm animal breeds and gender types

The learner should be taught the different breeds on farm, how to identify them and the gender names for each species.

## **Learning outcome 2: Know signs of good health and ill health in farm animals**

The learner should be taught the different signs which indicate good and ill health in farm animals.

## **Learning outcome 3: Know different farm animal identification**

Covered in LO 1.

## **Learning outcome 4: Be able to move farm animals safely**

Demonstrate to the learner how to move animals either by foot or loading into a vehicle, including use of manoeuvring equipment and the recording of animals moved.

## **Learning outcome 5: Be able to assist in treating farm animals with appropriate veterinary medicines**

Teach the learner the different types of restraint used on farm animals. Demonstrate to the learner the different methods of treating with veterinary medicines.

## **Learning outcome 6: Be able to work safely with farm animals**

Teach the learner about the importance of a safe and tidy working environment, the different hazards, risks and how to minimise it by planning, wear PPE etc.

Teach the learner how to perform a basic risk assessment.

<b>Unit title</b>	Promote and maintain the health and well-being of animals
<b>Unit reference number</b>	H/502/1507
<b>Unit level</b>	2
<b>Unit credit value</b>	4

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Be able to promote and maintain the health and welfare of animals</b>	1.1 Treat animals in a way which consistent with relevant legislation, minimises any likelihood of stress and injury, and maintains their health and welfare.
	1.2 Provide animals with sufficient and effective opportunities to move and maintain physical functioning.
	1.3 Monitor and report the animal's physical condition and behaviour at suitable intervals to include the following:

	<ul style="list-style-type: none"> <li>• appearance</li> <li>• posture and movement</li> <li>• behaviour</li> <li>• bodily functioning</li> <li>• social interaction</li> </ul>
	<p>1.4 Identify, record and report five abnormal signs that might indicate the following:</p> <ul style="list-style-type: none"> <li>• disease</li> <li>• disability</li> <li>• disorders</li> <li>• pest infestation</li> <li>• trauma</li> <li>• stress</li> </ul>
	<p>1.5 Carry out two of the following procedures to promote animal's health and welfare correctly and at a suitable time for the animals concerned:</p> <ul style="list-style-type: none"> <li>• preventative care</li> <li>• environmental adjustment</li> <li>• changing feed or water provision</li> </ul>
	<p>1.6 Record and report animals' reaction to specific procedures.</p>
	<p>1.7 Seek assistance immediately for any animal's health or welfare emergency and initiate action as appropriate to the situation.</p>
<b>2. Be able to work safely</b>	<p>2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements.</p>
	<p>2.2 Dispose of waste safely and correctly.</p>
<b>3. Be able to maintain accurate records</b>	<p>3.1 Provide clear and accurate information for recording purposes.</p>
<b>4. Know how to promote and maintain the health and welfare of animals</b>	<p>4.1 Identify the purpose for which the animals are being kept.</p>
	<p>4.2 Describe how to promote the health and general welfare of animals and minimise any stress or injury for at least two species of animals.</p>
	<p>4.3 Describe why animals need exercise and how the type and amount varies at different stages in an animal's life.</p>
	<p>4.4 Provide examples of how two different species of animals maintain their own physical condition and appearance.</p>
	<p>4.5 Describe all the visual signs which indicate the following potential problems with an animal's health and welfare:</p> <ul style="list-style-type: none"> <li>• disease</li> <li>• disability</li> </ul>

	<ul style="list-style-type: none"> <li>• disorders</li> <li>• pest infestation</li> <li>• trauma</li> <li>• stress</li> </ul>
	4.6 Describe two types of preventative care used to maintain the health and welfare of animals
	4.7 State how the environment may be adjusted to maintain two species of animals' health and welfare.
	4.8 State the importance of providing an adequate supply of feed and water.
<b>5. Know relevant health and safety legislation and environmental good practice</b>	5.1 Outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements.
	5.2 Describe how environmental damage can be minimised.
	5.3 Describe the correct methods for disposing of waste.
<b>6. Know how to maintain accurate records</b>	6.1 Identify the types of records required and explain the importance of accurate record keeping.

### **Learning outcome 1: Be able to work safely with farm animals**

Teach the learner about Animal Welfare Act, codes of practice for the welfare of animals.

Teach the learner how to monitor and report on the physical condition and behaviour of farm animals.

Teach the learner how to observe farm animals and report abnormalities.

Teach the learner to carry out preventative care, environmental adjustment and changing feed and water provision.

### **Learning outcome 2: Be able to work safely**

Teach animal health and welfare acts, health and safety at work act and codes of practices on the use of medicines.

Teach the learner how to dispose of organic and inorganic waste.

### **Learning outcome 3: Be able to maintain accurate records**

Teach the learner the importance of record keeping for traceability purposes. How to maintain different types of records from general health, medicine records.

### **Learning outcome 4: Know how to promote and maintain the health and welfare of animals**

Teach the learner that animals are kept for different purposes. Teach to learner how to minimise stress and injury in animals when carry out different procedures; movement, medical, general health.

Teach the learner the different types of exercise for different animals and how to amount will vary depending on the stages of life.

Illustrate to the learner how animals maintain their own condition through varies different methods.

The learner should be taught the different visual signs for disease, disability, disorders, pest infestation, trauma and stress in an animal.

### **Learning outcome 5: Know relevant health and safety legislation and environmental good practice**

The learner should be taught about the health and safety at work act, codes of practice on the use of medicines. How to minimise environmental damage in connection to the animals. The importance of disposing of organic and inorganic waste in the correct way.

### **Learning outcome 6: Know how to maintain accurate records**

The learner should be taught the importance of maintaining accurate records for varies different purposes.



<b>Unit title</b>	Maintain animal accommodation
<b>Unit reference number</b>	Y/502/1522
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Be able to maintain animal accommodation</b>	1.1 Assess the condition of the animal and accommodation before maintaining covering: <ul style="list-style-type: none"> <li>the suitability of accommodation to the animal concerned</li> <li>allowing the necessary freedom of movement</li> <li>minimising animal stress</li> </ul>
	1.2 Wear the appropriate protective clothing during cleaning and maintaining.
	1.3 Carry out cleaning routines according to the animal accommodation and specification.
	1.4 Replace any necessary materials and fittings correctly when cleaning is complete.
	1.5 Monitor and maintain environmental conditions to promote the health and welfare of animals: <ul style="list-style-type: none"> <li>ventilation</li> <li>light</li> <li>structure</li> <li>temperature</li> <li>noise</li> </ul>
	1.6 Maintain the safety and security of the animals during cleaning operations.
	1.7 Report any difficulties to the relevant person if necessary.
	1.8 Provide clear and accurate information for recording purposes.
<b>2. Be able to work safely and minimise environmental damage</b>	2.1 Work in a way which maintains health and safety and is consistent with animal welfare legislation, codes of practice and any additional requirements.
	2.2 Carry out work in a manner which minimises environmental damage.
	2.3 Dispose of waste safely and correctly.
<b>3. Know why it is important to maintain animal accommodation</b>	3.1 Describe why it is important to maintain animal accommodation and the implications of failing to do so.
	3.2 Describe the relationship between maintaining animal accommodation and promoting animal health and welfare.

	3.3 State how other factors would influence the maintenance of accommodation for animals (health, age and behaviour).
	3.4 Describe signs within an animal's accommodation that give an indication of its health and welfare.
<b>4. Know how to maintain animal accommodation</b>	4.1 Describe the environmental conditions which promote the health and welfare of animals.
	4.2 Identify the reasons for monitoring environmental conditions and reporting variations.
	4.3 Outline cleaning routines appropriate to: <ul style="list-style-type: none"> <li>• the animal species concerned</li> <li>• the accommodation in which they are being kept</li> <li>• reasons for being housed</li> </ul>
	4.4 Describe cleaning methods and materials appropriate to <ul style="list-style-type: none"> <li>• the animal species concerned</li> <li>• the accommodation in which they are being kept</li> <li>• reasons for being housed</li> </ul>
	4.5 Describe how to recognise signs of stress and abnormal behaviour in animals before, during and after maintaining accommodation and what actions should be taken.
<b>5. Know how to maintain materials and fittings</b>	5.1 State how to maintain materials and fittings to ensure the health and welfare of animals using accommodation.
<b>6. Know relevant health and safety and animal welfare legislation and environmental good practice</b>	6.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements.
	6.2 Describe how environmental damage can be minimised.
	6.3 Describe the correct methods for disposing of organic and inorganic waste.

### **Learning outcome 1: Be able to maintain animal accommodation**

The learner should learn about the suitability of accommodation for different animals. The importance of freedom to move. How to minimise animal stress.

The learner should be taught the importance of wearing PPE. Explain the learner the different types of PPE available for different tasks.

Teach the learner about different cleaning methods for different species of animals. Explain about the different materials and fittings necessary for each species once cleaning is completed.

Teach the learner how to monitor and maintain environmental conditions i.e. ventilation; lighting; structure; temperature; noise.

Teach the learner how to maintain the safety and security of the animals during cleaning.

Explain to the learner about the importance of reporting difficulties to the relevant people, and how to provide clear and accurate information.

### **Learning outcome 2: Be able to work safely and minimise environmental damage**

Teach the learner about the health and safety at work act. Teach the learner about the five freedoms, animal welfare act.

Teach the learner how to carry out work in a way which minimises environmental damage.

Teach the learner the different methods for disposing of organic and inorganic waste.

### **Learning outcome 3: Know why it is important to maintain animal accommodation**

Explain to the learner how to maintain animal accommodation and why this is important.

Explain to the learner how maintaining animal accommodation can promote animal health and welfare i.e. five freedoms, meeting the animal welfare act, promoting animal performance.

Explain to the learner how other influences such as animal health, age, mother and young, may affect the types of accommodation appropriate.

Explain how to recognise signs within the animal accommodation which indicates health and welfare, i.e. faeces, dirty feed and water container, smell etc.

### **Learning outcome 4: Know how to maintain animal accommodation**

Explain to the learner the types of environmental conditions which help to promote health and welfare of animals.

Explain to the learner why it is important to monitor environmental conditions.

Teach the learner the different cleaning routines appropriate to species, particular accommodation and reasons for being housed.

Teach the learner the different cleaning methods and material to species, accommodation and reasons for being housed.

Explain to the learner the signs of stress and abnormal behaviour in animals before, during and after maintaining accommodation.

### Learning outcome 5: Know how to maintain materials and fittings

Explain how to maintain the health and welfare of animals by maintaining, checking, replacing material and fittings within the animal accommodation.

### Learning outcome 6: Know relevant health and safety and animal welfare legislation and environmental good practice

Teach the learner about the health and safety at work act, five freedoms, animal welfare act.

Teach the learner how to minimise environmental damage and how to dispose of organic and inorganic waste.

<b>Unit title</b>	Assist with preparing and maintaining livestock accommodation
<b>Unit reference number</b>	J/502/4108
<b>Unit level</b>	1
<b>Unit credit value</b>	2

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Be able to assist with the preparation of livestock accommodation, under supervision</b>	1.1 Prepare the necessary equipment and materials and maintain them ready for use.
	1.2 Carry out cleaning routines in accordance with instructions.
	1.3 Replace any ancillary materials and fittings when cleaning is complete in accordance with instructions.
	1.4 Prepare accommodation so that it is safe, healthy and secure for livestock in accordance with instructions.
	1.5 Ensure an adequate supply of clean, uncontaminated water is available.
<b>2. Be able to maintain livestock accommodation, under supervision</b>	2.1 Maintain accommodation in a healthy, safe and clean condition for livestock in accordance with instructions.
	2.2 Adjust and replenish materials and supplies required by livestock as instructed instructions.
	2.3 Monitor the health and well-being of livestock throughout operations.
	2.4 Report any changes in the behaviour or condition of livestock to the appropriate person.
	2.5 Clean and maintain equipment in a fit state for use and store safely and securely in an appropriate storage area.

<b>3. Be able to work safely</b>	3.1	Dispose of waste in a safe manner and place in accordance with instruction.
	3.2	Identify any hazards correctly and report them to the appropriate person.
	3.3	Maintain the health and safety of yourself and others throughout the process.

### **Learning outcome 1: Be able to assist with the preparation of livestock accommodation, under supervision**

The learner should be taught how to prepare the necessary equipment and materials and maintain them ready for use. They should be taught how to identify any hazards correctly and report them to the appropriate person.

Explain to the learner the importance of maintain the health and safety of yourself and others throughout the process.

Explain to the leaner the importance of monitor the health and well-being of livestock throughout the operations.

Teach the learner the different types of material and fittings available for different specie accommodation.

Explain how to clean different types of animal accommodation.

### **Learning outcome 2: Be able to maintain livestock accommodation, under supervision**

The learner should learn about the suitability of accommodation for different animals. The importance of freedom to move. How to minimise animal stress.

The learner should be taught the importance of wearing PPE. Explain the learner the different types of PPE available for different tasks.

Teach the learner about different cleaning methods for different species of animals. Explain about the different materials and fittings necessary for each species once cleaning is completed.

Teach the learner how to monitor and maintain environmental conditions i.e. ventilation; lighting; structure; temperature; noise.

Teach the learner how to maintain the safety and security of the animals during cleaning. Explain to the learner about the importance of reporting difficulties to the relevant people, and how to provide clear and accurate information.

### **Learning outcome 3: Be able to work safely**

Teach the learner about the health and safety at work act, five freedoms, animal welfare act.

Teach the learner how to minimise environmental damage and how to dispose of organic and inorganic waste.

Teach the learner how to identify potential hazards and how to deal with them.

<b>Unit title</b>	Assist with preparation and the monitoring of livestock outdoors
<b>Unit reference number</b>	Y/502/4601
<b>Unit level</b>	1
<b>Unit credit value</b>	2

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Be able to assist with the preparation of outdoor sites for livestock</b>	1.1 Ensure the quantity and suitability of feed and water are appropriate for livestock requirements in accordance with instructions.
	1.2 Confirm boundaries as being safe and secure.
	1.3 Take the appropriate action where there are problems with the boundaries.
	1.4 Report to the appropriate person potential hazards to livestock.
<b>2. Be able to assist with the introduction, monitoring and maintenance of livestock on outdoor sites</b>	2.1 Assist with introduction of livestock to the outdoor site safely and correctly in accordance with instructions.
	2.2 Monitor the condition and number of the livestock in accordance with instructions, and report any changes to the appropriate person.
	2.3 Monitor the site and its boundaries to confirm their continuing suitability.
	2.4 Adjust the quality and quantity of feed and water in accordance with instructions.
	2.5 Accurately identify any problems with the site and report them to the appropriate person.
<b>3. Be able to work safely</b>	3.1 Maintain the health and safety of self and others throughout operations.

### **Learning outcome 1: Be able to assist with the preparation of outdoor sites for livestock**

Teach the learner about suitable feed and water appropriate for different types of livestock.

Teach the learner how to check boundaries and explain what they should be looking for and the action to take.

Explain to the learner the sorts of hazards they should be looking out for and the action to take.

### **Learning outcome 2: Be able to assist with the introduction, monitoring and maintenance of livestock on outdoor sites**

Teach the learner how to introduce livestock to an outdoor site. Explain to the learner the appropriate PPE.

The learner should be taught how to recognise signs of health, behaviour and appearance of livestock moved to an outdoor site.

Explain how to monitor the site after the livestock are moved to the site.

Teach the learner how to adjust quality and quantity of feed and water.

### **Learning outcome 3: Be able to work safely**

Teach the learner about the health and safety at work act, five freedoms, animal welfare act, the importance of correct PPE.

Teach the learner how to identify potential hazards and how to deal with them, how to carry out a simple risk assessment.

<b>Unit title</b>	Introduction to caring for horses
<b>Unit reference number</b>	H/600/9352
<b>Unit level</b>	2
<b>Unit credit value</b>	10

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Be able to handle horses</b>	1.1 Select and fit basic equipment required to handle and exercise horses.
	1.2 Carry out cleaning of handling and exercise equipment.
<b>2. Be able to carry out stable management routines</b>	2.1 Prepare and maintain accommodation for: <ul style="list-style-type: none"><li>• Stable kept horses</li><li>• Field kept horses</li></ul>

	2.2	Maintain a yard environment to include: <ul style="list-style-type: none"> <li>• Feed room</li> <li>• Tack room</li> <li>• Stables</li> <li>• Field</li> <li>• Muck heap</li> </ul>
<b>3 Be able to demonstrate care routines for horses</b>	3.1	Carry out a full health check on a horse to include: <ul style="list-style-type: none"> <li>• Body condition</li> <li>• Hoof condition</li> </ul>
	3.2	Groom a horse to include one from: <ul style="list-style-type: none"> <li>• Pulling</li> <li>• Trimming</li> <li>• Plaiting</li> </ul>
	3.3	Bathe and dry a horse.
<b>4 Know the feeding requirements of horses</b>	4.1	Identify the dietary requirements of horses.
	4.2	Describe the methods available to feed and water horses in stables and fields.

### **Learning outcome 1: Be able to handle horses**

Teach the learner how to fit a head collar, snaffle bridle, general purpose saddle, running martingale and brushing boots. Teach the learner how to handle the horse and equipment correctly to ensure the safety of the horse and the learner.

Demonstrate to the learner how to clean handling and exercise equipment for the horse.

### **Learning outcome 2: Be able to carry out stable management routines**

Teach the learner how to prepare a stable and maintain its condition suitable for the horse.

Explain the different methods for disposing of organic and inorganic waste.

Teach the learner how to carry out a field check for horses. How to identify field suitability, weeds/poisonous plants/rubbish.

Teach the learner about the different types of shelter available within a field. How to ensure water provision is maintained, why it is important to ensure good quality/condition of grass and gate way.

Teach the learner about different types of parasitic infestations to horses on grassland and how to control them.

Teach the learner how to use the correct tools to clean and tidy the following areas; feed room; tack room; stables; field; muck heap.



### **Learning outcome 3: Be able to demonstrate care routines for horses**

Teach the learner how to carry out health checks on a horse using suitable restraint methods. The following areas should be included:

- behaviour;
- appearance;
- stance;
- appetite;
- coat;
- bodily function;
- movement;
- taking and recording pulse and respiration.

Advise the learner on which illnesses/injuries will require the vet and when a horse needs to see a farrier.

Teach the learner what should be in a full grooming kit and know how to use them. Teach the learner the different requirements for grooming a field/stable kept horse before and after exercise.

Teach the learner how to pull a mane, trim a mane and plait a mane.

Show the learner appropriate equipment for bathing/drying horses and applying a barrier to the heel. Teach the learner how to bath and dry a horse.

### **Learning outcome 4: Know the feeding requirements of horses**

Explain to the learner the importance of water in the horse's diet. Teach the learner that the diet of a horse makes up 2.5% of horse's body weight. Teach the learner that concentrated feed ratios to forage will vary according to the horse.

Teach the learner about different types of forage and the reasons for feeding them.

Teach the learner about suitable methods of weighing horse's.

Teach the learner about the difference between feeding single and groups of horses in a stable and field.

<b>Unit title</b>	Fit and remove horse clothing
<b>Unit reference number</b>	T/600/3488
<b>Unit level</b>	2
<b>Unit credit value</b>	2

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Be able to fit and remove horse clothing</b>	1.1 Select and apply stable/protective bandages with protective padding as required maintaining safety and security of self and horse throughout.
	1.2 Select and apply tail bandage.
	1.3 Check comfort and safety of bandages to ensure they are fit for purpose.
	1.4 Remove roll and store bandages as appropriate.
	1.5 Select and fit suitable rugs according to instructions.
	1.6 Remove fold and store rugs according to organisational requirements.
<b>2. Be able to work safely</b>	2.1 Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with codes of practice and any additional requirements.
<b>3. Know how to fit and remove horse clothing</b>	3.1 Explain the reasons for applying stable/protective/tail bandages.
	3.2 Describe the dangers of unsafe bandaging.
	3.3 Describe a range of different types of rugs and their applications for: <ul style="list-style-type: none"> <li>• Indoor rugs</li> <li>• Outdoor rugs</li> </ul>
	3.4 Describe the principles of fitting and measuring rugs.
	3.5 Explain the effects of ill-fitting rugs.
	3.6 Explain the importance of cleaning and storing rugs and bandages in good condition.
<b>4. Know the current health and safety legislation</b>	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.

### **Learning outcome 1: Be able to fit and remove horse clothing**

Teach the learner how to apply stable/protective bandages with protective padding. Teach the learner how to apply tail bandages. Teach the learner how to remove, roll and store bandages.

Teach the learner how to select and fit suitable rugs for different purposes and remove, fold and store rugs.

### **Learning outcome 2: Be able to work safely**

Teach the learner about the importance of maintaining health and safety of the horse, the learner and those around them. Teach the learner about the importance of storing all equipment neatly and correctly when not in use.

Teach the learner about the implication of bandages being applied for too long to horses.

### **Learning outcome 3: Know how to fit and remove horse clothing**

Explain to the learner the reasons why stable/protective/tail bandages are applied to horses.

Explain to the learner about the dangers of unsafe bandaging.

Explain to the learner about the range of rugs and their application for indoor and outdoor.

Explain to the learner how to fit and measure rugs and the impact of ill-fitting rugs.

Explain to the learner the importance of cleaning and storing rugs and bandages in good condition.

### **Learning outcome 4: Know the current health and safety legislation**

Teach the learner about the health and safety at work act, animal welfare act, awareness of the dangers to self when applying rugs and bandages.

<b>Unit title</b>	Handle animals
<b>Unit reference number</b>	J/502/1466
<b>Unit level</b>	2
<b>Unit credit value</b>	2

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
<b>1. Be able to handle animals</b>	1.1 Approach and handle animals in a manner that: <ul style="list-style-type: none"> <li>• minimises stress</li> <li>• takes into account the species</li> <li>• takes into account the animal's current temperament</li> <li>• takes into account known behaviour patterns</li> </ul>

	1.2 Monitor the animal's behaviour and its response to handling, noting any significant changes and take the appropriate action if required.
<b>2. Be able to work safely</b>	2.1 Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements.
	2.2 Wear the appropriate personal protective equipment.
<b>3. Know how to handle animals</b>	3.1 State how and where to obtain information about the temperament and the usual behaviour patterns of animals.
	3.2 Describe safe and effective methods of handling animals.
	3.3 Explain why it is important to monitor an animal's response to handling.
	3.4 Describe negative responses to handling and to whom these should be reported and the consequences of not doing so.
	3.5 Describe the different factors that can affect an animal's behaviour and what to do if these are observed.
	3.6 Describe how to deal with any contingencies which may arise, before approaching the animal.
	3.7 Describe the limits of responsibility in handling animals and what to do if assistance is required.
<b>4. Know relevant health and safety legislation</b>	4.1 Outline the current health and safety legislation, animal welfare legislation, codes of practice and any additional requirements.

### **Learning outcome 1: Be able to handle animals**

Teach the learner how to handle animals in a manner which minimises stress. Teach the learner how handle animals according to their species. Teach the learner how to recognise different behaviours and temperaments of animals prior, during and after handling.

### **Learning outcome 2: Be able to work safely**

Teach the learner about the health and safety at work act, the animal welfare act, the five freedoms. Explain to the learner about the importance of PPE and the different types.

### **Learning outcome 3: Know how to handle animals**

Explain to the learner where they can obtain information about the temperament and behaviour of different animals, this could be from local vets, websites, species specialists and animal owners.

Teach the learner the different methods for handling animals. Explain to the learner the importance of monitoring the animal's response the handling and who to report this to.

Explain to the learner the different factors which could affect the animal's behaviour and what to do if they observe them.

Explain to the learner the importance of contingency planning.

#### **Learning outcome 4: Know relevant health and safety legislation**

Teach the learner about the health and safety at work act, animal welfare act, any species relevant codes of practice and the five freedoms.

<b>Unit title</b>	Provide feed and water to animals
<b>Unit reference number</b>	D/502/1473
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Be able to provide feed and water to animals</b>	1.1 Select the correct feed according to the animals' feeding plan.
	1.2 Prepare feed correctly and hygienically.
	1.3 Provide feed in a manner which gives each animal the opportunity to obtain its food and maintains its health and welfare.
	1.4 Supply clean, fresh water to the animals according to their needs.
	1.5 Provide clear and accurate information for recording purposes.
<b>2. Be able to select, use and maintain relevant equipment</b>	2.1 Select appropriate equipment for this area of work.
	2.2 Prepare, maintain and store equipment in a safe and effective working condition.
<b>3. Be able to work safely</b>	3.1 Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements.
	3.2 Dispose of waste safely and correctly.
<b>4. Know how to provide feed and water to animals</b>	4.1 Describe the purpose of a feeding plan.
	4.2 Describe different types of feed and feed quality for 3 different purposes.
	4.3 Outline the importance of providing fresh water to animals.
	4.4 Describe normal feeding and drinking behaviour of animals and how to identify signs of abnormality.
	4.5 Outline correct storage and use of equipment and feedstuffs.
	4.6 Describe potential difficulties and risks that may arise during the feeding process and who to report them to.

	4.7	Identify the types of records required and explain the importance of accurate record keeping.
<b>5. Know relevant health and safety legislation</b>	5.1	Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements.
	5.2	Describe the correct methods for disposing of waste.
<b>6. Know the types of equipment required and how to maintain them</b>	6.1	Describe the equipment which will be required for the activity.
	6.2	Describe the methods of cleaning and maintaining the range of equipment hygienically.

### **Learning outcome 1: Be able to provide feed and water to animals**

Teach the learner about feeding plans relevant to different animal species.

Teach the learner how to select and prepare appropriate equipment to carry out the feeding of animals. Show the learner how to select the appropriate food and how to prepare the food according to the animal species, life stages.

Explain to the learner about the importance of ensuring no cross contamination of water and that the containers are clean and contain no algae.

Teach the learner how to complete a feeding chart.

Explain to the learner about the different methods of disposing of organic and inorganic waste.

### **Learning outcome 2: Be able to select, use and maintain relevant equipment**

Teach the learner about the types of equipment appropriate for the particular area of work. Explain to the learner about species specific equipment.

### **Learning outcome 3: Be able to work safely**

Teach the learner about the health and safety at work act, the animal welfare act, five freedoms, any species codes of practice and the importance of washing hands when completed the job.

Show the learner the different methods of disposing of organic and inorganic waste.

#### **Learning outcome 4: Know how to provide feed and water to animals**

Explain to the learner how to interpret animal feeding plans. Explain how the animal feeding plan monitors ratios, appropriate feeding times, amounts of feed, types of feed, life stages, specific nutritional requirements.

Explain to the learner about the importance of providing fresh water and the significance of bacteria, germs, passing on diseases/illness, health and hygiene, animal welfare, animal performance.

Explain to the learner about normal feeding and drinking behaviour of animals and how to identify signs of abnormality.

Explain to the learner about the importance of enduring feedstuff is dry, secure, rodent proof, easy access and correctly stacked.

#### **Learning outcome 5: Know relevant health and safety legislation**

Teach the learner about the health and safety at work act, animal welfare act, five freedoms, any species codes of practice and the importance of washing their hands when completed.

Teach the learner about different methods of disposing of organic and inorganic waste.

#### **Learning outcome 6: Know the types of equipment required and how to maintain them**

Explain to the learner about the different types of equipment required for specific task when feeding and water animals.

Explain to the learner the importance of cleaning and maintaining equipment and the different cleaning methods depending on the specific task.

<b>Unit title</b>	Moving animals between locations
<b>Unit reference number</b>	K/502/1539
<b>Unit level</b>	2
<b>Unit credit value</b>	2

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
<b>1. Be able to move animals between locations</b>	1.1 Select the animal to be moved, and approach it in a manner which is likely to minimise stress.
	1.2 Prepare the route for the movement of animals.
	1.3 Check that the new location is safe, secure and suitable for the animal's requirements.
	1.4 Move the animal to its new location in an appropriate way and pace whilst maintaining

	the well-being of the animal or other animals in the vicinity.
	1.5 Establish the animal in the new location consistent with instructions.
	1.6 Provide clear and accurate information for recording purposes.
<b>2. Be able to work safely and minimise environmental damage</b>	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.
	2.2 Wear appropriate protective clothing.
<b>3. Know how to move animals between locations</b>	3.1 Describe the reasons for moving animals.
	3.2 Describe how to identify the animals to be moved.
	3.3 Describe how the animal's health status and behaviour may affect the movement process.
	3.4 Describe the importance of approaching animals in a manner which minimises stress.
	3.5 Describe the risks inherent in moving animals and how they can be minimised.
	3.6 Describe how to assess the safety, security and suitability of the new location.
	3.7 Describe how to select appropriate methods for moving animals based on the following <ul style="list-style-type: none"> <li>• their health</li> <li>• environmental conditions</li> </ul>
	3.8 Describe how to establish animals once they have been moved.
	3.9 Describe how to identify problems and to whom they should be reported.
<b>4. Know relevant health and safety legislation and environmental good practice</b>	4.1 Outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements relating to animal welfare legislation.
<b>5. Know how to maintain accurate records</b>	5.1 Identify the types of records required and state the importance of accurate record keeping.

### **Learning outcome 1: Be able to move animals between locations**

Teach the learner about appropriate PPE and equipment required for moving animals between locations. Teach the learner how to check the route for hazards, ensure security. Teach the learners how to check that the location is safe, secure and suitable for the animal.

Teach learner how to move the animal safely.

Show the learner how to establish the animal in their new location, i.e. access to water, feed, suitable bedding, securely locked/fenced.



## **Learning outcome 2: Be able to work safely and minimise environmental damage**

Ensure the learner works to current health and safety legislations, animal welfare acts, the five freedoms and any specific species codes of practice when moving animals.

Show the learner the appropriate PPE to wear when moving animals between locations.

## **Learning outcome 3: Know how to move animals between locations**

Explain to the learner the different reasons why they may need to move animals between locations, for example isolation, stage of life cycle, illness, need for larger area, need to monitor or in order to maintain the accommodation.

Explain to the learner how to identify the animals which require moving, for example they may be ready to give birth, identify those which are ill.

Explain the importance of taking note of the animal's health status and behaviour as this may affect the movement, i.e. they may be slow; may bolt; protective as they have young.

Explain to the learner how to approach a learner to minimise stress.

Explain to the learner to different types of risks when moving animals and how to minimise them, i.e. stress; injury to self; injury to animals.

Explain to the learner how to select the appropriate method for moving animals.

Explain to the learner how to establish the animals once they are moved.

Explain to the learner the importance of reporting any problems.

## **Learning outcome 4: Know relevant health and safety legislation and environmental good practice**

Teach the learner about the health and safety at work act, the animal welfare act, five freedoms and any species relevant codes of practice.

## **Learning outcome 5: Know how to maintain accurate records**

Explain the importance maintaining site records, stock monitoring records, movement records.

<b>Unit title</b>	Introduction to crop systems
<b>Unit reference number</b>	Y/502/5134
<b>Unit level</b>	1
<b>Unit credit value</b>	6

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Identify soil types and perform simple soil tests</b>	1.1 Identify light, medium and heavy soil types.
	1.2 Carry out simple soil tests, including pH.
	1.3 List the basic characteristics of light, medium and heavy soils, and essential features of their management.
	1.4 State the tillage requirements for sowing most agricultural crops and the mechanical cultivations that are commonly used.
	1.5 State why the correct tillage, level and consolidation are important.
	1.6 State the soil/weather conditions when it is not appropriate for cultivations.
	1.7 List the basic health and safety precautions required for mechanical cultivation of land for sowing with agricultural crops.
<b>2. Identify a range of crops, common weeds and crop diseases</b>	2.1 Identify a range of crops, from vegetative growth, seed heads and seeds.
	2.2 Identify common weeds and their control measures for selected crops.
	2.3 Identify the common diseases and their control measures for selected crops.
	2.4 List the harmful effects of weeds and diseases.
<b>3. Produce crop calendars for named crops</b>	3.1 Produce basic crop calendars for named crops showing key husbandry features.
	3.2 Assist with harvesting and storage checks necessary to maintain product quality.
	3.3 State the factors affecting product quality during storage.

### **Learning outcome 1: Identify soil types and perform simple soil tests**

Show the learner how to identify soil types. Show to learner how to identify soil types using the spit and rub methods. When showing the learner use a variety of soil types to demonstrate.

Explain to the learner the different characteristics of soil; light, medium and heavy.

Show the learner how to carry out pH soil tests.

Show the learner the different tilling and consolidation requirements dependant on the seed type and explain the importance of this for maximum contact between seed and soil for transfer of water and nutrients.

Explain to the learner the importance of level seedbeds for even germination and growth.

Explain to the learner the appropriate soil/weather conditions to carry out cultivation.

Explain to the learner the importance of maintaining health and safety when preparing soil for cultivation.

Show the learner the correct PPE to wear when prepare soil and cultivating.

Show the learner how to carry out a risk assessment prior to soil preparation and cultivation.

### **Learning outcome 2: Identify a range of crops, common weeds and crop diseases**

Show the learner how to identify a range of crops using vegetative growth, seed heads and seeds.

Show the learner how to identify common weeds and demonstrate different control methods.

Show the learner how to identify crop diseases and demonstrate different control methods.

Explain to the learner the harmful effects of weeds and diseases to the crops.

### **Learning outcome 3: Produce crop calendars for named crops**

The learner should be shown how to produce a crop calendar for a range of crops.

Demonstrate to the learner the different husbandry features for winter and spring grown crops, i.e. cultivation methods; seeding methods; crop nutrition; protection from weeds, pests and diseases; harvesting period and method.

Show the learner how to identify crops which are ready for harvesting and storage.  
Demonstrate the harvesting methods and storage methods for different types of crops.

The learner should be shown the different factors affecting crop quality during storage i.e. quality of crop entering storage; time in storage; pest/vermin infestation; storage facility.

<b>Unit title</b>	Assist with agricultural crop production
<b>Unit reference number</b>	R/600/9377
<b>Unit level</b>	2
<b>Unit credit value</b>	10

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Know agricultural crops and their growth stages</b>	1.1 Identify common agricultural crops at different stages of growth.
	1.2 Describe the importance of photosynthesis, water and nutrients to the healthy growth of crops.
<b>2. Know common crop weeds, pests and diseases</b>	2.1 Identify common weeds, pests and diseases for specified crops including cereals, root crops and forage crops.
	2.2 Outline the significance of weeds, pests and diseases for specified crops including cereals, root crops and forage crops.
<b>3. Understand how crops are efficiently grown and harvested</b>	3.1 Discuss factors that affect establishment, growth and yield of a specified crop.
	3.2 Explain commonly used methods of harvesting and storing specified crops, including cereals, root crops and forage crops.
<b>4. Be able to assist with growing, harvesting and storage of agricultural crops</b>	4.1 Assist in the selection, preparation, use and maintenance of crop cultivation machinery
	4.2 Grow and monitor agricultural crops.
	4.3 Explain the harvest and storage of crops.

### **Learning outcome 1: Know agricultural crops and their growth stages**

The learner should be taught how to identify crops at different stages of growth. Teach the learner about growth Scales for example Zadok growth scale for cereals.

Teach the learner about Photosynthesis and its importance to the healthy growth of the crops.

### **Learning outcome 2: Know common crop weeds, pests and diseases**

Teach the learner how to identify weeds, pests and diseases affecting cereals, roots and forage crops.

Ensure that the learner understands the significance of weeds, pests and diseases on crop growth, yield and quality, financial affects.

Teach the learner about crop rotation and how this can counter the effect of some of these problems.

### Learning outcome 3: Understand how crops are efficiently grown and harvested

Teach the learner about the factors which affect crop growth and yield such as soil type; site location – topography; climate; crop rotation etc.

Teach the learner about the different methods of harvesting and storage for different types of crops. Cereals – combine harvester, grain store, grain bin. Root Crops – specialist root lifting machinery, stored in field clamps, stored in controlled environments. Forage crops – Harvester, balers, bale wrappers, storage in clamps, wrapped bales, crop dried bales in barn storage.

### Learning outcome 4: Be able to assist with growing, harvesting and storage of agricultural crops

Demonstrate to the learner how to select and prepare appropriate machinery suitable for crop cultivation.

Demonstrate to the learner how to use appropriate machinery suitable for crop cultivation.

Demonstrate to the learner how to maintain machinery suitable for crop cultivation.

Demonstrate to the learner how to grow crops from seed, how to monitor growth and harvest once ready.

Explain to the learner the importance of monitoring crops for pests, weeds and diseases.

Explain how to store different types of crops.

<b>Unit title</b>	Assist with the maintenance of grass surfaces
<b>Unit reference number</b>	D/502/4177
<b>Unit level</b>	1
<b>Unit credit value</b>	3

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Be able to assist with maintaining grass surfaces</b>	1.1 Ensure that conditions and the surface are suitable for maintenance in accordance with instruction.
	1.2 Ensure that the tools and equipment being used are appropriate to the conditions and the surfaces being maintained.
	1.3 Use appropriate methods for maintaining grass surfaces safely and in accordance with instructions.
	1.4 Carry out the work so that the grass height and edges meet requirements.

	1.5	Report any problems as soon as possible to the appropriate person.
	1.6	Minimise any damage to grass, features, services and wildlife on the site.
	1.7	Dispose of grass cuttings correctly.
	1.8	Leave the site in a clean and tidy condition.
	1.9	Clean and store tools and equipment promptly and securely.
<b>2. Be able to work safely</b>	2.1	Maintain the health and safety of self and others at all times.
	2.2	Select, prepare and use tools and equipment safely, efficiently, and correctly.

### **Learning outcome 1: Be able to assist with maintaining grass surfaces**

Teach the learner the importance of walking the site prior to cutting to remove object or potential hazards. Teach the learner the importance of checking slopes on site which may be hazardous in poor weather conditions.

Teach the learner the importance of carrying a risk assessment for the site.

Teach the learner how to select and prepare the correct tools and equipment for different types of surfaces.

Show the learner how to cut the grass safely using appropriate methods to meet the height and edge requirements.

Teach the learner how to minimise damage to grass features, services and wildlife.

Teach the learner about composting and how to dispose of grass cuttings correctly.

Ensure the learner knows how to leave the site clean and tidy, removing any rubbish found during the cutting process, collecting tools and any fuel cans and ensuring grass cuttings are disposed of correctly.

Teach the learner how to clean and check tools and equipment after use and ensuring fuel cans are stored securely.

### **Learning outcome 2: Be able to work safely**

The learner should be taught about the health and safety act, how to erect warning signs. What type of PPE should be worn for each task. How to set up exclusion zones.

Demonstrate to the learner how to carry out pre-start checks of appropriate equipment.

<b>Unit title</b>	Prepare and cultivate sites ready for planting crops
<b>Unit reference number</b>	A/502/0251
<b>Unit level</b>	2
<b>Unit credit value</b>	4

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Be able to select, use and maintain equipment and tools for preparing sites</b>	1.1 Select appropriate tools and equipment for this area of work.
	1.2 Use tools and equipment according to instructions.
	1.3 Prepare, maintain and store tools and equipment in a safe and effective working condition.
<b>2. Be able to prepare sites for cultivation and planting</b>	2.1 Identify site to be prepared for cultivation and planting.
	2.2 Prepare the site by removing any waste from previous crop.
<b>3. Be able to carry out site cultivations</b>	3.1 Carry out cultivation to achieve the required ground conditions to meet the requirements of the crop covering. <ul style="list-style-type: none"> <li>• correct depth</li> <li>• soil condition</li> <li>• area covered</li> </ul>
	3.2 Report conditions of cultivation clearly and accurately to the appropriate person.
<b>4. Be able to work safely and minimise environmental damage</b>	4.1 Work in a way which promotes health and safety, is consistent with current legislation, codes of practice and any additional requirements.
	4.2 Dispose of waste safely and correctly.
<b>5. Know the types of equipment required and how to maintain them</b>	5.1 Describe the equipment which will be necessary for prepare sites for cultivation and planting crops.
	5.2 Describe the methods of maintaining the equipment used.
	5.3 Explain the correct methods of adjusting the equipment during use.
<b>6. Know the methods for preparing sites ready for cultivation</b>	6.1 Describe the methods and reasons for preparing sites ready for cultivation.
<b>7. Understand how to cultivate sites</b>	7.1 Explain the different methods of cultivating sites reflecting the following: <ul style="list-style-type: none"> <li>• previous use of the site</li> <li>• soil conditions</li> <li>• existing structures</li> <li>• weather conditions</li> <li>• the crop to be planted</li> </ul>

	7.2	Explain the ground conditions which are required for effective planting to take place eg depth, and soil condition.
	7.3	State the importance of reporting the right information required for recording purposes.
<b>8. Know the current health and safety legislation and environmental good practice</b>	8.1	Outline the current health and safety legislation, codes of practice and any additional requirements.
	8.2	Describe how environmental damage can be minimised.
	8.3	Describe the correct methods for disposing of organic and inorganic waste.

**Learning outcome 1: Be able to select, use and maintain equipment and tools for preparing sites**

The learner should be taught how to select, prepare and maintain appropriate tools and equipment for preparing and cultivating sites ready for planting different types of crops.

**Learning outcome 2: Be able to prepare sites for cultivation and planting**

Teach the learner about different types of sites requiring cultivation and planting – soil type, topography, previous crop planting.

Teach the learner methods for removing any waste from previous crops which are not detrimental to preparation of the next crop.

**Learning outcome 3: Be able to carry out site cultivations**

The learner should be taught how to use various cultivation methods to prepare sites ready for planting crops.

Teach the learner how to identify if conditions are not appropriate for cultivation – dry, to wet, tools and incorrect.

**Learning outcome 4: Be able to work safely and minimise environmental damage**

The learner should be taught about the health and safety act, how to erect warning signs. What type of PPE should be worn for each task. How to set up exclusion zones.

The learner should be taught about how to dispose of organic and inorganic waste.

Ensure that the learner knows about cleaning/washing machines in the designated area.

**Learning outcome 5: Know the types of equipment required and how to maintain them**

Teach the learner about the different types of equipment for cultivation and planting and the different soil and crop types they are suitable for.



Explain to the learner how to use the correct tools to adjust the equipment during use.

The learner should be taught how to maintain the equipment after each activity or routine/out of season maintenance.

### **Learning outcome 6: Know the methods for preparing sites ready for cultivation**

Ensure the learner understands the importance of freeing the site of all obstacles and previous crop residue. Describe to the learner the different methods of clearing the site.

### **Learning outcome 7: Understand how to cultivate sites**

Explain to the learner the different methods of cultivating sites, considering these five areas, previous use of the site, soil conditions, existing structures, weather conditions, crops to be planted.

Primary cultivation methods could be subsoiling, ploughing, disc harrow and heavy cultivators. Secondary cultivation could be light disc harrows, min tillage trains, power harrow, spring tine cultivators, Cambridge rolls.

The five areas for consideration when cultivating a site will influence the cultivation methods used to create a suitable seedbed.

Explain to the learner about the ground conditions required for effective planting. For small seeds they should be sown at a depth of 10mm or for grass under sowing and direct drilling of OSR. Explain that the soil should be firmed using Cambridge rolls.

Explain to the learner that for medium seeds, they should be sown at a depth of 25mm and firmed using Cambridge rolls.

Explain to the learner that for large seeds they can be sown directly into plough or heavily cultivated ground and that no rolling is required.

Explain to the learner that soil conditions should be warm and moist, with good drainage and structure.

Explain to the learner the importance of accurate record keeping assisting with costings and future cropping programmes.

### **Learning outcome 8: Know the current health and safety legislation and environmental good practice**

Explain to the learner about the health and safety at work act, risk assessments, the PPE which should be worn and applied, how to manual handle, how to check and maintain tools and equipment, lifting operations and lifting equipment regulations, the countryside and wildlife act 1981.

Explain to the learner the importance of minimising environmental damage and how to do this.

Explain to the learner how to dispose of organic and inorganic waste.

<b>Unit title</b>	Establishing plants or seeds in soil
<b>Unit reference number</b>	A/502/1223
<b>Unit level</b>	2
<b>Unit credit value</b>	4

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Be able to select, use and maintain equipment</b>	1.1 Select appropriate equipment for this area of work.
	1.2 Use equipment according to instructions.
	1.3 Prepare, maintain and store equipment in a safe and effective working condition throughout.
<b>2. Be able to select and transport plants and seeds</b>	2.1 Select plants and or seeds as requested.
	2.2 Identify a representative sample of plants.
	2.3 Handle, prepare and transport plants and seeds in a way that maintains their health and condition.
<b>3. Be able to establish plants and or seeds in soil.</b>	3.1 Position and plant the plants and or seeds according to instructions/drawings.
	3.2 Provide aftercare to meet the planting specifications.
<b>4. Be able to work safely and minimise environmental damage</b>	4.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.
	4.2 Dispose of waste safely and correctly.
<b>5. Know the requirements for establishing healthy plants</b>	5.1 Describe how to prepare seeds and or plants in a way that is appropriate to the plant and conditions.
	5.2 State what pH is and how to test for it.
	5.3 Explain the importance of timing and seasonality on planting to encourage establishment and growth.
	5.4 Describe how to handle and transport plants in a way which minimises damage and maintains health.
	5.5 Explain the importance of planting seeds and or plants to the correct depth and position.
	5.6 Describe the aftercare needed to meet planting specifications covering: provision of water, nutrients, protection, support and initial pruning or cutting.
	5.7 Describe the different types of backfill materials relevant to different types of plants and situations.
	5.8 Describe the range of protection methods which may be used for different plants e.g. anti-desiccants, tree guards and shelters.

	5.9 Identify the types of records required and explain the importance of accurate record keeping.
<b>6. Know how to deal with damage and pollution</b>	6.1 State the correct methods of dealing with accidental damage and pollution.
	6.2 Describe how to minimise damage and unnecessary waste when working.
<b>7. Know the types of equipment required and how to maintain them</b>	7.1 Describe the equipment which will be necessary for establishing plants and seeds in soil.
	7.2 Describe methods of maintaining the equipment ready for use.
<b>8. Know the current health and safety legislation and environmental good practice</b>	8.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.

### **Learning outcome 1: Be able to select, use and maintain equipment**

Teach the learner how to select, prepare and use appropriate equipment for planting and establishing different types of plants.

Explain to the learner the importance of having tool and equipment manuals available.

Teach the learner how to maintain tools and equipment after use.

### **Learning outcome 2: Be able to select and transport plants and seeds**

Teach the learner how to identify and select appropriate plants or seeds for planting.

Teach the learner how to identify a representative sample of plants: how to use health plant for comparison, select out best match plants for even growth patterns, disregard/destroy irregular plants and dispose of in correct manner.

Teach the learner how to handle, prepare and transport plants and seeds to maintain their health and condition.

### **Learning outcome 3: Be able to establish plants and or seeds in soil**

The learner should be taught how to identify areas to be planted by following instructions/specifications.

Teach the learner how to use equipment and material to plan and mark out plots.

Teach the learner how to provide appropriate aftercare for different types of plants.

#### **Learning outcome 4: Be able to work safely and minimise environmental damage**

Teach the learner about the health and safety at work act.

Ensure the learner can use the correct PPE.

Teach the learner how to carry out a risk assessment.

Ensure the learner can dispose of organic and inorganic waste correctly.

#### **Learning outcome 5: Know the requirements for establishing healthy plants**

Teach the learner how to prepare different types of plants and seeds for different types of soil and times of year.

Ensure the learner knows how to pre-treat seeds.

Teach the learner about pH and how to test for pH levels in the soil.

The learner should be taught about the importance of timing and seasonality on planting to maximise yield.

The learner should be taught about the importance of planting seed and plants to the correct depth and position.

Describe to the learner the aftercare needed to meet planting specifications covering: provision of water, nutrients, protection, support and initial pruning or cutting.

Describe to the learner the different types of backfill materials relevant to different types of plants and situations.

The learner should be taught about the range of protection methods which may be used for different plants e.g. anti-desiccants, tree guards and shelters.

#### **Learning outcome 6: Know how to deal with damage and pollution**

Teach the learner about the different types of damage which might occur and how to deal with pollution incidents.

Teach the learner why pollution incidents should be reported to the Environmental Agency.

Teach the learner how to minimise damage and waste.

#### **Learning outcome 7: Know the types of equipment required and how to maintain them**

Describe to the learner about the different types of tools and equipment required to plant different types of plants and seeds.

Show the learner how to maintain the equipment and tools required to plant seeds and plants.

**Learning outcome 8: Know the current health and safety legislation and environmental good practice**

Describe to the learner the health and safety at work act.

Ensure the learner knows what types of PPE is required for planting seeds and plants.

Ensure the learner knows how to carry out risk assessments.

<b>Unit title</b>	Establishing crops or plants in growing medium
<b>Unit reference number</b>	F/502/0946
<b>Unit level</b>	2
<b>Unit credit value</b>	4

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Know how to prepare for setting out crops or plants</b>	1.1 Describe how to prepare the growing media for planting.
	1.2 Describe the types of growing media and their relationship to the crop / plant growth and development.
	1.3 State the indicators used to identify plant material that is unsuitable for planting.
<b>2. Know how to set out crops or plants</b>	2.1 Describe the methods of preparing plant material for planting.
	2.2 Describe how production requirements influence planting operations.
	2.3 State how the correct spacing, depth, orientation and firmness of crops / plants differ according to the production requirements.
	2.4 Describe the correct handling methods for crops and plants to maintain quality.
<b>3. Know how to establish crops/plants</b>	3.1 Describe the methods of establishing crops and plants.
	3.2 Describe the types of pests, diseases, weeds and environmental conditions which may affect production.
	3.3 Describe the types of protection used for pests, disease, weeds and environmental conditions.
	3.4 State the crops or plant requirements for nutrients and moisture in order to establish successfully.

<b>4. Know the types of equipment required and how to maintain them</b>	4.1	Describe the equipment which will be necessary for establishing crops and plants.
	4.2	Describe methods of maintaining the equipment ready for use.
<b>5. Know the current health and safety legislation and environmental good practice</b>	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.
	5.2	Describe the correct methods for disposing of organic and inorganic waste.
<b>6. Be able to set out crops or plants</b>	6.1	Prepare the growing medium ready for planting.
	6.2	Identify and reject plant material which is unsuitable for planting.
	6.3	Position the plants or crop in the growing medium in accordance with requirements.
	6.4	Handle plants or crop in a way which optimises growth and development and minimises damage
<b>7. Be able to establish crops or plants</b>	7.1	Use a suitable method of establishing the crops or plants.
	7.2	Apply suitable protection to the crops or plants.
<b>8. Be able to select, use and maintain equipment</b>	8.1	Select appropriate equipment for this area of work.
	8.2	Use equipment according to instructions.
	8.3	Prepare, maintain and store equipment in a safe and effective working condition throughout.
<b>9. Be able to work safely and minimise environmental damage</b>	9.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.
	9.2	Dispose of waste safely and correctly
	9.3	Provide accurate information for recording purposes.

### **Learning outcome 1: Know how to prepare for setting out crops or plants**

Teach the learner about the different types of growing media; peat, peat free soil, soil, nutrient, inert medium.

Ensure that the learner knows how to prepare growing media.

Explain to the learner the indicators used to identify unsuitability of plant material for planting.

### **Learning outcome 2: Know how to set out crops or plants**

Explain to the learner the different methods for preparing plant material. Describe to the learner how to handle plants and seeds.

Explain to the learner about the different depth, spacing, orientation and firmness requirement for different crops/plants.

Describe to the learner how production requirements can influence planting operations.

### **Learning outcome 3: Know how to establish crops/plants**

Explain to the learner the different methods of establishing crops and plants.

Describe to the learner the types of pests, diseases, weeds and environmental conditions which may affect production.

Ensure the learner knows about the different plant/crop protection methods available.

Ensure the learner knows about the different crop and plant requirements for nutrients and moisture

### **Learning outcome 4: Know the types of equipment required and how to maintain them**

Ensure the learner knows how to select the required equipment against the scale of planting.

Ensure the learner knows how to maintain the equipment.

### **Learning outcome 5: Know the current health and safety legislation and environmental good practice**

Explain to the learner about the health and safety at work act, risk assessments, the PPE which should be worn and applied, how to manual handle, how to check and maintain tools and equipment, lifting operations and lifting equipment regulations, the countryside and wildlife act 1981.

Explain to the learner the importance of minimising environmental damage and how to do this.

Explain to the learner how to dispose of organic and inorganic waste.

### **Learning outcome 6: Be able to set out crops or plants**

Demonstrate to the learner how to prepare the growing media.

Demonstrate to the learner how to mark out planting area.

Show the learner how to identify and reject unsuitable plant material.

Demonstrate the learner how to position the plant or crop in the growing medium.

### **Learning outcome 7: Be able to establish crops or plants**

Demonstrate to the learner suitable methods for establishing crops and plants according to the plant type.

Demonstrate to the learner how to use suitable protection against weeds, pests and diseases.

### **Learning outcome 8: Be able to select, use and maintain equipment**

Show the learner how to select and use the correct tools and equipment for the types of planting.

Demonstrate to the learner how to maintain tools and equipment after use.

### **Learning outcome 9: Be able to work safely and minimise environmental damage**

Explain to the learner the importance of following health and safety. That they wear the correct PPE for the task.

Show the learner how to carry out a risk assessment.

Show the learner how to dispose of organic and inorganic waste correctly.

<b>Unit title</b>	Plant crops
<b>Unit reference number</b>	T/502/0247
<b>Unit level</b>	2
<b>Unit credit value</b>	4

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Be able to prepare and plant crops</b>	1.1 Check planting material is available in the correct quantity and is suitable for use.
	1.2 Plant a crop in accordance with instructions.
<b>2. Be able to select, use and maintain equipment for planting crops</b>	2.1 Select appropriate equipment for this area of work.
	2.2 Use equipment according to instructions.
	2.3 Prepare, maintain and store equipment in a safe and effective working condition.
<b>3. Be able to work safely and minimise environmental damage</b>	3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.
	3.2 Carry out work in a manner which minimises environmental damage.
	3.3 Dispose of waste safely and correctly.



<b>4. Know how to prepare plant materials</b>	4.1	Describe the importance of checking the quantity and quality of plant material required for planting.
	4.2	Describe the methods of protecting the plant material from physical deterioration
<b>5. Know how to plant crops</b>	5.1	Describe the methods of planting crops and the reasons why crops must be planted at specific times.
	5.2	Explain how the conditions (weather, soil) effect planting.
	5.3	State the types of problems which may occur during planting and who these should be reported to.
	5.4	State the acceptable commercial speeds for planting.
	5.5	Explain the effect which density and depth will have on plant growth.
	5.6	List the information required for recording purposes
<b>6. Know the types of equipment required and how to maintain them</b>	6.1	Describe the methods of, and reasons for preparing the equipment covering inspections, adjustments and cleaning.
	6.2	Describe the types of equipment required of planting crops
<b>7. Know the relevant health and safety legislation and environmental good practice</b>	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.
	7.2	Describe how environmental damage can be minimised.
	7.3	Describe the correct methods for disposing of organic and inorganic waste

### **Learning outcome 1: Be able to prepare and plant crops**

The learner should be shown how to check the material to be planted for availability, quantity and suitability.

Demonstrate to the learner how to follow instructions/specifications when planting a crop.

### **Learning outcome 2: Be able to select, use and maintain equipment for planting crops**

Demonstrate to the learner how to select appropriate equipment relevant to the planting requirements.

Show the learner how to maintain the equipment after use.

### **Learning outcome 3: Be able to work safely and minimise environmental damage**

Explain to the learner the importance of working in a safe manner and following health and safety procedures.

Ensure the learner can use the appropriate PPE.

Demonstrate to the learner how to carry out a risk assessment prior to task.

Ensure the learner knows how to dispose of organic and inorganic waste.

### **Learning outcome 4: Know how to prepare plant materials**

Ensure the learner understands the importance of checking plant quality and quantity and that they understand how to ensure correct plant quantity to fulfill seed/plant rate over area to be planted.

The learner should also know how to check plant quality to ensure even and high percentage germination.

Demonstrate to the learner how to handle plants to prevent damage.

Explain to the learner the different methods of protecting the plant material from deterioration.

### **Learning outcome 5: Know how to plant crops**

Explain to the learner the methods of planting crops and the reasons why they are planted at specific times of years.

Explain to the learner how conditions effect planting and the types of problems which may occur during planting and who these should be reported to.

Explain to the learner the acceptable commercial speeds for planting for different types of plants/crops.

Explain to the learner the effect which density and depth will have on plant growth.

### **Learning outcome 6: Know the types of equipment required and how to maintain them**

Describe to the learner the types of equipment required for planting; small seeds – seeds can be blown onto surface and harrowed into soil; cereal seeds – conventional seed drill; root crops – single space drills; potatoes – potato planter.

Describe to the learner the methods of and reasons for preparing the equipment used for planting, covering inspections, adjustments and cleaning.

## Learning outcome 7: Know the relevant health and safety legislation and environmental good practice

Explain to the learner about the health and safety at work act, risk assessments, the PPE which should be worn and applied, how to manual handle, how to check and maintain tools and equipment, lifting operations and lifting equipment regulations, the countryside and wildlife act 1981.

Explain to the learner the importance of minimising environmental damage and how to do this.

Explain to the learner how to dispose of organic and inorganic waste.

<b>Unit title</b>	Use and maintain non-powered and hand-held powered tools and equipment
<b>Unit reference number</b>	K/502/0438
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Be able to use and maintain non-powered and hand-held powered tools and equipment</b>	1.1 Ensure that the equipment is safe and in good working order.
	1.2 Select and use the correct personal protective clothing and equipment.
	1.3 Set up and use the equipment and machinery in accordance with the manufacturer's instructions and legal regulatory requirements.
	1.4 Maintain non-powered and hand-held equipment in accordance with manufacturer's instructions.
	1.5 Identify any problems with the equipment and take appropriate action.
	1.6 Clean and store equipment correctly after use.
<b>2. Be able to work safely and minimise environmental damage</b>	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.
	2.2 Carry out work in a manner which minimises environmental damage.
	2.3 Dispose of waste safely and correctly.
<b>3. Know how to use and maintain the tools and equipment</b>	3.1 Explain the importance of using equipment in line with manufacturers' instructions.
	3.2 Describe the pre-operational checks and the methods of maintaining the equipment for use.

	3.3	List the main hazards and risks associated with using the equipment.
	3.4	Describe the types of problems that may occur with the equipment and how to deal with each of these correctly.
	3.5	State the types of protective clothing and the reasons why it must be worn.
<b>4. Know the current health and safety legislation and good environmental practice</b>	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements.
	4.2	Describe how environmental damage can be minimised.

### **Learning outcome 1: Be able to use and maintain non- powered and hand-held powered tools and equipment**

Demonstrate to the learner how to use and maintain non-powered and hand-held powered tools and equipment. Show the learner how to complete checks, how to follow manufacturer instructions.

Demonstrate to the learner the different types of PPE and the reasons why it must be worn.

Demonstrate to the learner how to identify problems with tools and equipment.

Show the learner how to clean and where to store the tools and equipment after use.

### **Learning outcome 2: Be able to work safely and minimise environmental damage**

Explain to the learner about the health and safety at work act, risk assessments, the PPE which should be worn and applied, how to manual handle, how to check and maintain tools and equipment, lifting operations and lifting equipment regulations, the countryside and wildlife act 1981.

Explain to the learner the importance of minimising environmental damage and how to do this.

Explain to the learner how to dispose of organic and inorganic waste.

### **Learning outcome 3: Know how to use and maintain the tools and equipment**

Explain to the learner the importance of using and maintaining tools and equipment in accordance with manufacturer instructions

Explain to the learners how to carry out pre-operational checks.

Explain to the learner the types of problems that may occur with the equipment and how to deal with each of these correctly.

Explain to the learner the hazards and risks associated with using tools and equipment.

Explain to the learner types of PPE required to complete the task.

**Learning outcome 4: Know the current health and safety legislation and good environmental practice**

Explain to the learner about the health and safety at work act, risk assessments, the PPE which should be worn and applied, how to manual handle, how to check and maintain tools and equipment, lifting operations and lifting equipment regulations, the countryside and wildlife act 1981.

Explain to the learner the importance of minimising environmental damage and how to do this.

<b>Unit title</b>	Use and maintain pedestrian controlled powered equipment
<b>Unit reference number</b>	R/502/0434
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Be able to use and maintain pedestrian controlled powered equipment</b>	1.1 Ensure the pedestrian-controlled power equipment is safe and in good working order.
	1.2 Use equipment according to manufacturer's instructions and legal regulatory requirements.
	1.3 Clean and store equipment correctly after use.
	1.4 Maintain pedestrian controlled power equipment in accordance with manufacturer's instructions.
	1.5 Select and use the appropriate personal protective clothing and equipment.
	1.6 Identify any problems with the equipment and take the correct action.
<b>2. Be able to work safely and minimise environmental damage</b>	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.
	2.2 Carry out work in a manner which minimises environmental damage.
	2.3 Dispose of waste safely and correctly.
<b>3. Know how to use and maintain pedestrian</b>	3.1 List the main hazards and risks associated with using the pedestrian controlled powered equipment and describe appropriate action.

<b>controlled powered equipment</b>	3.2	Explain the importance of operating equipment in line with manufacturer's instructions.
	3.3	Describe methods of checking and maintaining the equipment for use covering: <ul style="list-style-type: none"> <li>• correct pre-use checks</li> <li>• correct start-up procedure</li> <li>• use appropriate work method</li> <li>• correct stopping procedure</li> <li>• correct post-use maintenance</li> <li>• reporting problems to the appropriate person</li> </ul>
<b>4. Know the operating principles of powered equipment</b>	4.1	Explain the operating differences between two and four-stroke engines.
	4.2	Explain the principles of operating lines of drive – clutch, v-belts, chains.
	4.3	Describe the basic differences between petrol and diesel engines.
<b>5. Know the current health and safety legislation and environmental practice</b>	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements.
	5.2	Describe how environmental damage can be minimised.
	5.3	Describe the correct methods for disposing of organic and inorganic waste.

### **Learning outcome 1: Be able to use and maintain pedestrian controlled powered equipment**

Demonstrate to the learner how to place equipment into safe working order. Show them how to ensure wheels/rollers are secure, tyres are in a good condition and inflated, on/off controls are functioning, roller seats are in good condition, cutting units are secure, fuel levels are adequate, engine oils are within limits, hydraulic oils are within limits, engine air filter are clean, all sites requiring lubrication are lubricated and that there is no damage to cutting units.

Teach the learner how to use the equipment correctly, appropriate gears, throttle adjustment.

Show the learner how to clean and store equipment after use, disposing of waste safely and correctly.

Demonstrate to the learner how to carry out maintenance in accordance with manufacturer's instructions.

Demonstrate to the learner the PPE required for using pedestrian controlled powered equipment.

## **Learning outcome 2: Be able to work safely and minimise environmental damage**

Demonstrate to the learner how to carry out risk assessments, how to erect warning signs.

Demonstrate to the learner which type of PPE is required for this particular task.

Show the learner how to set up an exclusion zone.

Explain to the learner the importance of minimising environmental damage and how to do this.

Demonstrate to the learner how to dispose of organic and inorganic waste safely.

## **Learning outcome 3: Know how to use and maintain pedestrian controlled powered equipment**

Explain to the learner the types of hazards associated with using pedestrian controlled powered equipment; working on slopes, overhanging branches, surface debris, underground obstructions, people, animals, soft ground, ditches and waterways.

Explain to the learner the methods for maintaining equipment.

## **Learning outcome 4: Know the operating principles of powered equipment**

Teach the learner the difference between a two and four stroke engine.

Teach the learner about the operating differences between a two and four stroke engine.

Teach the learner the difference between a petrol and diesel engine.

Teach the learner the principles of operating lines of drive – clutch, v-belt and chains.

## **Learning outcome 5: Know the current health and safety legislation and environmental practice**

Explain to the learner about the health and safety at work act, risk assessments, the PPE which should be worn and applied, how to manual handle, how to check and maintain tools and equipment, lifting operations and lifting equipment regulations, the countryside and wildlife act 1981.

Explain to the learner the importance of minimising environmental damage and how to do this.

Explain to the learner the methods for disposing of organic and inorganic waste.

<b>Unit title</b>	Use and maintain chippers and/or shredders
<b>Unit reference number</b>	T/502/0443
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Be able to use and maintain chippers and / or shredders</b>	1.1 Make sure that the chippers and / or shredders are in safe and good working order.
	1.2 Select and use the correct personal protective clothing and equipment.
	1.3 Set up and use the chippers and or shredders in accordance with the manufacturer's instructions and legal requirements.
	1.4 Maintain chippers and / or shredders in accordance with manufacturer's instructions.
	1.5 Identify any problems with the chippers and/or shredders and take the correct action.
	1.6 Clean and store the equipment correctly after use.
<b>2. Be able to work safely and minimise environmental damage</b>	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.
	2.2 Carry out work in a manner which minimises environmental damage.
	2.3 Dispose of waste safely and correctly.
<b>3. Know how to use and maintain chippers and/or shredders</b>	3.1 List the main hazards and risks associated with using chippers and / or shredders and action to be taken.
	3.2 Explain the importance of operating equipment in line with manufacturer's instructions.
	3.3 Describe methods of preparing and maintaining the equipment for use covering: <ul style="list-style-type: none"> <li>• correct pre-use checks</li> <li>• correct start-up procedure</li> <li>• use appropriate work method</li> <li>• correct stopping procedure</li> <li>• correct post-use maintenance</li> <li>• reporting problems to the appropriate person</li> </ul>
	3.4 Describe the types of problems that may occur with the equipment and describe how to deal with each of these correctly



	3.5	Describe types of protective clothing and explain why it must be worn.
<b>4. Know the current health and safety legislation and environmental good practice</b>	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements.
	4.2	Describe how environmental damage can be minimised.

### **Learning outcome 1: Be able to use and maintain chippers and / or shredders**

Demonstrate to the learner how to make sure the chipper and/or shredder are in good working conditions. Show the learner how to follow manufacturer instructions when setting up, using and maintaining the chipper and/or shredder.

Show the learner how to identify problems with the chipper and/or shredder; how to identify blocked out feed shoot, blunt/stopped in feed rollers, incorrectly set anvil, damaged guards.

Show the learner how to clean and where to store equipment after use.

### **Learning outcome 2: Be able to work safely and minimise environmental damage**

Demonstrate to the learner how to work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements. Show the learner how to carry out work in a manner which minimises environmental damage

Show the learner how to dispose of organic and inorganic waste safely and correctly

### **Learning outcome 3: Know how to use and maintain chippers and/or shredders**

Teach the learner about the hazards and risks associated with using chippers and or shredders.

Explain to the learner the importance of following manufacturer instruction when using and maintaining the chipper and/or shredder.

Explain to the learner the different methods for preparing and maintaining the chipper and/or shredder.

Teach the learner about correct PPE for use when operating chipper and/or shredder.

### **Learning outcome 4: Know the current health and safety legislation and environmental good practice**

Explain to the learner about the health and safety at work act, risk assessments, the PPE which should be worn and applied, how to manual handle, how to check and maintain tools and equipment, lifting operations and lifting equipment regulations, the countryside and wildlife act 1981.

Explain to the learner the importance of minimising environmental damage and how to do this.

Explain to the learner the methods for disposing of organic and inorganic waste.

<b>Unit title</b>	Prepare and operate a tractor and attachments
<b>Unit reference number</b>	A/504/3867
<b>Unit level</b>	2
<b>Unit credit value</b>	5

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Know the key components and operator controls on a tractor</b>	1.1 Name the key components that make up the build of a modern tractor.
	1.2 Identify and explain the purpose of all controls and instruments of a modern tractor.
<b>2. Know the relevant legislation and codes of practice for tractor driving</b>	2.1 Outline the relevant legislation and codes of practice that apply to tractor driving.
	2.2 Describe the ways in which the tractor should be manoeuvred safely in different weather and ground conditions.
<b>3. Be able to carry out simple maintenance tasks and settings to a tractor</b>	3.1 Carry out pre-start checks and adjustments.
	3.2 Carry out pre-operational maintenance tasks prior to undertaking tractor driving operations.
	3.3 Prepare the tractor to accept a range of selected attachments.
<b>4. Be able to operate tractor and attachments</b>	4.1 Drive a tractor safely and appropriately.
	4.2 Safely hitch selected attachments to a tractor.
	4.3 Operate a tractor and attachments safely to meet given objectives.
	4.4 Prepare tractor for storage ensuring it is ready for future use.
	4.5 Leave unattached implement in a safe state and ready for future use

### **Learning outcome 1: Know the key components and operator controls on a tractor**

Teach the learner about all the component and operator part of a tractor. Explain to the learner the purpose for all the controls and instruments on a tractor.

## **Learning outcome 2: Know the relevant legislation and codes of practice for tractor driving**

Teach the learner about the health and safety at work Act 174. Explain to the learner about relevant road traffic laws relating to licensing, towing weights and speeds of Agricultural machines. Explain to the learner about LOLER 98 requirements for loaders and the importance of having an awareness of overhead hazards i.e. power lines.

Explain to the learner the different types of manoeuvres for different weather and ground conditions.

## **Learning outcome 3: Be able to carry out simple maintenance tasks and settings to a tractor**

Demonstrate to the learner how to carry out pre-start checks and adjustments.

Demonstrate to the learner how to carry out pre-operational maintenance task.

Demonstrate to the learner how to make sure the tractor is ready to accept a range of implements.

## **Learning outcome 4: Be able to operate tractor and attachments**

Teach the learner how to drive a tractor safely by using appropriate gears, disengaging the hand-break, being visually aware, driving at the correct speed, braking correctly.

Teach the learner how to hitch different attachments to include 3-point linkage and trailers.

Demonstrate to the learner how to operate a tractor with attachments.

Teach the learner how to clean and where to store the tractor and attachments.

<b>Unit title</b>	Operate an all-terrain vehicle
<b>Unit reference number</b>	F/600/6362
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Be able to carry out pre-use safety checks and operations</b>	1.1 Describe the function of all controls.
	1.2 Carry out activities to make daily pre-use checks on the ATV.
	1.3 Describe legal and safety requirements.
	1.4 Outline the factors to be considered when operating an ATV on various terrain.

	1.5	Describe how to operate an ATV that is laden on various terrain.
<b>2. Be able to operate and ride/drive the ATV</b>	2.1	Ride/drive the ATV around a specified course.
	2.2	Describe the procedures for cleaning and inspecting the ATV and reasons for cleaning.

### **Learning outcome 1: Be able to carry out pre-use safety checks and operations**

Teach the learner about the functions of the controls on the all-terrain vehicle.

Demonstrate to the learner how to carry out pre-start checks on the all-terrain vehicle.

Teach the learner about the importance of legal and safety requirements; comply with road vehicle lighting requirements, road registered and taxed, approved for use on the road, minimum of third party insurance, rider has suitable License to ride on the road, do not exceed 20mph, children under 13 not permitted to ride on an ATV; do not carry passengers

Teach the learner about the types of PPE relevant to driving an ATV.

Teach the learner about the factors which need to be considered when driving an ATV laden and un-laden on different terrain.

### **Learning outcome 2: Be able to operate and ride/drive the ATV**

Teach the learner how to ride/drive an ATV, carry out pre-start checks, demonstrate correct starting procedures, how to assess the terrain prior to use, how to select correct gear and speed, the importance of visual observation, how to park and brake.

Demonstrate to the learner how to clean and inspect the ATV after use.

<b>Unit title</b>	Encourage involvement in recycling
<b>Unit reference number</b>	H/502/3189
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Be able to promote recycling to others</b>	1.1 Promote recycling to at least two of the following groups: <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Visitors</li> <li>• Children and young people</li> <li>• Volunteers</li> <li>• Community/environmental groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Local businesses</li> </ul>
	<p>1.2 Promote the reduction, reuse and recycling of at least three of the following materials:</p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Card</li> <li>• Glass</li> <li>• Plastic</li> <li>• Aluminium</li> <li>• Other metals</li> <li>• Compostable materials</li> <li>• Textiles</li> <li>• Electrical goods</li> <li>• Wood</li> <li>• Furniture</li> </ul>
	<p>1.3 Use appropriate methods to communicate information on recycling</p> <ul style="list-style-type: none"> <li>• Verbal</li> <li>• Personal note</li> <li>• Leaflets</li> <li>• Newsletter</li> <li>• Stickers</li> </ul>
	<p>1.4 Encourage others to understand that reduction, reuse and recycling are part of the sustainable use of the planet's resource.</p>
<b>2. Understand the need to encourage and involve people in recycling</b>	<p>2.1 Explain the importance of the sustainable use of the planet's resources.</p>
	<p>2.2 Explain the 'Reduce, Reuse, Recycle' waste management hierarchy.</p>
	<p>2.3 Outline the roles of local and national authorities in meeting national and local recycling targets.</p>
	<p>2.4 Explain the range of different methods that may be used in recycling.</p>
<b>3. Know the implications of this work in respect of health and safety, waste legislation and regulations</b>	<p>3.1 Describe the implications for this work of health and safety, environmental and waste legislation and regulations.</p>

### Learning outcome 1: Be able to promote recycling to others

Demonstrate the different methods of promoting recycling to others to suit the different types of audiences.

Explain to the learner the importance of recycling, reusing and reducing the use of, paper, card, glass, plastic, aluminum, other metals, compostable materials, textiles, electrical goods, wood and furniture.

## **Learning outcome 2: Understand the need to encourage and involve people in recycling**

Explain to the learner the importance of sustaining our planets resources as at some point they will run out, it will start to effect wildlife number and diversity and it will start to affect the quality of human life through the increase in smug, sea level rising.

Explain to the learner why Reduce, Reuse and Recycle are written in this order. We need to try to reduce resources where possible first, reuse what we can and then where possible recycle.

Explain to the learner the role of local and national authorities in meeting recycling targets.

Explain to the learner the different methods that may be used in recycling.

## **Learning outcome 3: Know the implications of this work in respect of health and safety, waste legislation and regulations**

Explain to the learner the importance of following health and safety requirements when handling material for recycling. Explain to the learner the pollution risks. Explain to the learner about the importance of wearing the correct PPE. How to deal with hazardous materials safely.

<b>Unit title</b>	Prepare to undertake and report on a field survey
<b>Unit reference number</b>	T/502/3276
<b>Unit level</b>	2
<b>Unit credit value</b>	4

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Know how to collect and record data for field surveys</b>	1.1 Outline how to collect and record data for three of the following field surveys: <ul style="list-style-type: none"> <li>• Plants</li> <li>• Animals</li> <li>• People</li> <li>• Physical features</li> <li>• Habitat types</li> <li>• Access networks</li> </ul>
	1.2 State the role and responsibilities in relation to survey activities.
	1.3 Outline the range of survey techniques available, their advantages and disadvantages and principles of use.
	1.4 Describe primary and secondary sources of data, their advantages and disadvantages and principles of use.
	1.5 Describe effective means of recording the data collected.
	1.6 Describe the actions to take if there is difficulty in obtaining data.
	1.7 Describe the environmental importance of the field survey area(s) and the potential impact of work on the site.
	1.8 Describe actions that may be necessary in cases of incidental damage to habitat, wildlife and landscape.
<b>2. Know how to report on field surveys</b>	2.1 Outline the required content of a report.
	2.2 Describe different ways of presenting information in a way appropriate to the intended user.
	2.3 Describe potential uses of field survey reports.
	2.4 Outline different methods of communicating clearly.
	2.5 Specify the timescale within which reporting must take place and the reasons for this.

## Learning outcome 1: Know how to collect and record data for field surveys

Describe to the learner the types of survey that could be used for plants, animals and habitat types, describing their advantages and disadvantages. How the data collected in each type of survey could be recorded. The importance of knowing the roles and responsibilities of anyone carrying out a field survey. What actions to take if any difficulties are experienced when obtaining data.

Explain to the learner why survey areas might be environmentally important

Explain to the learner the advantages and disadvantages of using primary and secondary data.

## Learning outcome 2: Know how to report on field surveys

Explain to the learner the importance of ascertaining the required content of the field survey report. The different ways of presenting information from a field survey report. The potential uses of field survey reports. Different methods of communicating clearly. The timescale within which reporting must take place, and why.

<b>Unit title</b>	Conduct and report on a field survey for animals
<b>Unit reference number</b>	F/502/3278
<b>Unit level</b>	2
<b>Unit credit value</b>	4

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Collect and record field survey data for animals</b>	1.1 Undertake a field survey for animals.
	1.2 Select and use survey techniques in accordance with the survey specification.
	1.3 Collect primary and secondary data that meets the requirements of the survey specification.
	1.4 Record all data legibly, fully and in the format specified.
	1.5 Take the appropriate prompt action where data cannot be obtained in accordance with the specification.
<b>2. Be able to work safely and minimise environmental damage</b>	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.
	2.2 Carry out work in a manner which minimises environmental damage.
<b>3. Report on the field survey for animals</b>	3.1 Produce accurate, legible and complete reports which contain the necessary supporting data.



	3.2 Respond to requests for further clarification and explanation of reports clearly and accurately.
	3.3 Report within the required timescale and in accordance with organisational procedure.

### **Learning outcome 1: Collect and record field survey data for animals**

Teach the learner how to confirm the purpose of the field survey. Demonstrate to the learner how to choose the most suitable survey techniques for the species to be surveyed. Show the learner how to collect primary and secondary data to meet the survey specification. Show the learner how to record data in the required format.

### **Learning outcome 2: Be able to work safely and minimise environmental damage**

Explain to the learner the importance of working safely, wearing the correct PPE, carry out a risk assessment.

Explain the learner how to reduce environmental damage.

### **Learning outcome 3: Report on the field survey for animals**

Demonstrate to the learner how to produce reports on the findings from the field survey.

<b>Unit title</b>	Conduct and report on a field survey for habitat types
<b>Unit reference number</b>	F/502/3281
<b>Unit level</b>	2
<b>Unit credit value</b>	4

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Collect and record field survey data for habitat types</b>	1.1 Undertake a field survey for habitat types.
	1.2 Select and use survey techniques in accordance with the survey specification.
	1.3 Collect primary and secondary data that meets the requirements of the survey specification.
	1.4 Record all data legibly, fully and in the format specified.
	1.5 Take the appropriate prompt action where data cannot be obtained in accordance with the specification.
<b>2. Be able to work safely and minimise environmental damage</b>	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.

	2.2	Carry out work in a manner which minimises environmental damage.
<b>3. Report on the field survey for habitat types</b>	3.1	Produce accurate, legible and complete reports which contain the necessary supporting data.
	3.2	Respond to requests for further clarification and explanation of reports clearly and accurately.
	3.3	Report within the required timescale and in accordance with organisational procedure.

### **Learning outcome 1: Collect and record field survey data for habitat types**

Teach the learner how to confirm the purpose of the field survey. Demonstrate to the learner how to choose the most suitable survey techniques for the species to be surveyed. Show the learner how to collect primary and secondary data to meet the survey specification. Show the learner how to record data in the required format.

### **Learning outcome 2: Be able to work safely and minimise environmental damage**

Explain to the learner the importance of working safely, wearing the correct PPE, carry out a risk assessment.

Explain the learner how to reduce environmental damage.

### **Learning outcome 3: Report on the field survey for habitat types**

Demonstrate to the learner how to produce reports on the findings from the field survey.

<b>Unit title</b>	Identify tree species and their properties
<b>Unit reference number</b>	L/504/3694
<b>Unit level</b>	2
<b>Unit credit value</b>	5

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Be able to identify tree species and their properties</b>	1.1 Identify tree species that are grown in the UK in all seasons.
	1.2 Identify tree genre from samples.
	1.3 Identify plant species associated with growing trees.
<b>2. Understand the principals of tree identification</b>	2.1 Describe the principles of botanical classification and nomenclature.
	2.2 State how plant characteristics, can aid identification.
	2.3 Describe the different stages in plant and tree life cycles.

<b>3. Understand the planting of trees</b>	3.1 Describe the preferred growing conditions of different tree species.
	3.2 State the landscape use of different tree species.
<b>4. Understand the attributes of trees</b>	4.1 State the timber use of different tree species.
	4.2 State the effects of the properties of different woods on tree work and site selection.

### **Learning outcome 1: Be able to identify tree species and their properties**

Teach the learner how to identify common tree species. Teach the learner the botanical names. Demonstrate to the learner how to use sources of information to help identify trees.

Show the learner how to use tree characteristics to assist with identifying the trees.

Teach the learner how to identify plant species linked to growing trees.

### **Learning outcome 2: Understand the principals of tree identification**

Explain to the learner the principles of botanical classification and nomenclature.

Explain to the learner how plant characteristics can aid tree identification.

Explain to the learner the different stages of plant and tree life cycles.

### **Learning outcome 3: Understand the planting of trees**

Describe to the learner the preferred growing conditions of different trees.

Describe to the learner the landscape use of different tree species.

### **Learning outcome 4: Understand the attributes of trees**

Describe to the learner the timber use of different tree species.

Describe to the learner how different wood types can affect tree work and site selection.

<b>Unit title</b>	Farm conservation
<b>Unit reference number</b>	D/502/4440
<b>Unit level</b>	1
<b>Unit credit value</b>	3

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Know the meaning of conservation</b>	1.1 Give three examples of what is meant by conservation.
	1.2 Identify two different examples of conservation activity.
	1.3 Identify what is meant by farm conservation.
<b>2. Understand some of the benefits of conservation</b>	2.1 Identify three benefits of conservation in a farm environment.
	2.2 Identify how habitat opportunities may have conservation value using two examples of different types of habitat.
<b>3. Know the impact of farming upon the environment</b>	3.1 Identify the impact of fertilisers upon the environment.
	3.2 Suggest an action that could be taken to minimise the impact of fertilisers upon the environment.
	3.3 Identify the impact of pest control upon the environment.
	3.4 Suggest an action that could be taken to minimise the impact of pest control upon the environment.
	3.5 Identify the impact of manure and effluent upon the environment.
	3.6 Identify the impact of farm machinery upon the environment.
<b>4. Recognise opportunities for conservation on the farm</b>	4.1 Identify the different elements that should be contained within a farm conservation plan.
<b>5. Recognise the benefits of farm conservation</b>	5.1 Identify at least five different benefits of a farm conservation plan.
<b>6. Know how to access further information about farm conservation</b>	6.1 Identify where to access further information and advice about farm conservation.

### **Learning outcome 1: Know the meaning of conservation**

Explain to the learner the different concepts of conservation – conserve, protect and restore habitat and wildlife.

Describe to the learner the different types of conservation activity.

Describe to the learner what is meant by farm conservation.

## **Learning outcome 2: Understand some of the benefits of conservation**

Explain to the learner the benefits of conservation on a farm.

Explain to the learner how habitat opportunities may have conservation value.

## **Learning outcome 3: Know the impact of farming upon the environment**

Describe to the learner what impact fertilisers have on the environment. Explain to the learner the types of action that can be taken to minimise the impact of fertilisers on the environment.

Describe to the learner what impact pest control has on the environment. Explain to the learner the types of action that can be taken to minimise the impact of pest control on the environment.

Describe to the learner what impact manure and effluent has on the environment. Explain to the learner the types of action that can be taken to minimise the impact of manure and effluent has on the environment.

Describe to the learner what impact farm machinery has on the environment. Explain to the learner the types of action that can be taken to minimise the impact of farm machinery has on the environment.

## **Learning outcome 4: Recognise opportunities for conservation on the farm**

Explain to the learner the different elements which should be contained within a farm conservation plan.

Demonstrate to the learner how to produce a farm conservation plan.

## **Learning outcome 5: Recognise the benefits of farm conservation**

Describe to the learner the benefits of having a farm conservation plan. Explain that it can halt species and habitat decline, increase the number of species, restore, enhance and protect existing habitats, create new habitats for target wildlife, gives access to grant funding.

## **Learning outcome 6: Know how to access further information about farm conservation**

Explain to the learner about the various information available from different sources on farm conservation.

<b>Unit title</b>	Hedgerow planting
<b>Unit reference number</b>	K/502/3744
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Know about hedges and their history</b>	1.1 Describe why boundary markers first became important.
	1.2 Identify why live hedges were first planted.
	1.3 Explain what the statute regulation prevents.
<b>2. Know about hedgerow types and their function</b>	2.1 Identify four types of hedgerow and their main characteristics.
	2.2 Identify four species of hedgerow.
	2.3 Give advantages and disadvantages for the following hedgerow functions: <ul style="list-style-type: none"> <li>• Shading</li> <li>• Shelter</li> <li>• Vermin, weeds and disease</li> <li>• Wildlife</li> <li>• Hedge produce</li> <li>• Agriculture</li> <li>• Barriers</li> </ul>
	2.4 Discuss the positive and negative issues relating to hedgerow trees.
<b>3. Understand about the loss of hedgerows</b>	3.1 Identify two major factors that have impacted upon hedgerows.
<b>4. Know about hedgerow management options</b>	4.1 Identify the advantages and disadvantages of: <ul style="list-style-type: none"> <li>• Hand trimming</li> <li>• Tractor mounted trimmers</li> </ul>
	4.2 Identify where laying and coppicing are appropriate.
	4.3 Describe the practice of either laying or coppicing.
<b>5. Know about hedgerow creation and aftercare</b>	5.1 Identify three generic rules for planting hedgerow.
	5.2 Identify the optimum season for hedgerow creation.
	5.3 Describe two ways the bed can be prepared
	5.4 Identify marking out and planting patterns.
	5.5 Identify one planting method.
	5.6 Discuss the advantages and disadvantages of planting: <ul style="list-style-type: none"> <li>• on top of a bank</li> <li>• on the side of a bank or on a ledge at the foot of a bank.</li> </ul>
	5.7 Describe ways a new hedge can be managed.
	5.8 Describe two ways of routinely caring for the hedge once it is established.

### **Learning outcome 1: Know about hedges and their history**

Explain to the learner about boundary markers and why they became important. Explain to the learner about the enclosure act, boundaries between land owners, mark parish boundaries and mark monastic boundaries.

Explain to the learner why live hedges were first used for boundaries.

Explain to the learner about the statute regulation which prevent removal, up-rooting, destroying. Explain that not all hedges are protected and that it will depend on the ability to determine the age of hedge.

### **Learning outcome 2: Know about hedgerow types and their function**

Describe to the learner the types of hedges and their main characteristics. Explain to the learner how to identify species of hedge.

Describe the positive and negative issues of hedgerow and hedgerow trees.

### **Learning outcome 3: Understand about the loss of hedgerows**

Teach the learner about the factors which impact upon hedgerows.

### **Learning outcome 4: Know about hedgerow management options**

Explain to the learner the advantages and disadvantages of hand trimming and tractor mounted trimmers on hedgerows.

Explain to the learner the practice of laying and coppicing and where they would be appropriate.

### **Learning outcome 5: Know about hedgerow creation and aftercare**

Explain to the learner the generic rules for planting hedgerows.

Describe to the learner the optimum season for creating hedgerows.

Describe to the learner how to prepare the bed, mark out and plant the hedge according to the pattern.

Describe to the learner the different planting methods for planting hedges.

Describe to the learner the advantages and disadvantages of planting on top of a bank and on the side of a bank or on a ledge at the foot of a bank.

Describe to the learner the ways a new hedge can be managed and routinely cared for once established.

<b>Unit title</b>	Introduction to dry-stone walling
<b>Unit reference number</b>	T/502/3746
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Know the health and safety issues in relation to dry-stone walling</b>	1.1 Describe own responsibilities under the current and relevant legislation.
	1.2 State three items of PPE (Personal Protective Equipment) and state why they are important.
	1.3 Give reasons for not breaking small stones in the hand.
	1.4 Give reasons to avoid working in very wet conditions.
	1.5 Explain why to leave a clear gap between the walls and walling material.
<b>2. Know a range of hand tools used for walling and how to care for them</b>	2.1 Describe the uses of a walling hammer, sledge hammer, lump hammer, iron bar, mattock or pick.
	2.2 Describe the care needed for hand tools.
	2.3 Identify the importance of sharp, correct tools.
	2.4 Describe the consequences of using blunt or damaged tools.
	2.5 Identify why tools should be cleaned.
<b>3. Understand the history and general principles of dry-stone walling</b>	3.1 Describe the basic history of dry-stone walls.
	3.2 Describe where materials were originally gathered from to build dry-stone walls.
	3.3 Explain the benefits of dry-stone walls.
	3.4 Explain why walls may be left derelict or pulled down.
<b>4. Know the characteristics of dry-stone walling reflecting geology</b>	4.1 Describe the characteristics of two local styles of dry-stone wall.
	4.2 Identify if the local style is coursed or random.
	4.3 Name two types of regional dry-stone wall.
<b>5. Know how to deal with faults in dry-stone walls and about gapping and stripping down</b>	5.1 Explain what to do where there are faults in a fallen wall.
	5.2 Describe the types of stone that are taken out.
	5.3 Explain the importance of recovering all stone from the wall.
<b>6. Know the technical elements of how a dry-stone wall is made up</b>	6.1 Illustrate where you would find coping and through stones.
	6.2 Identify a common walling stone.
	6.3 State the importance of sound foundations.
	6.4 State the importance of reviewing work undertaken.



<b>7. Know about removing vegetation</b>	7.1 Discuss the benefits of removing vegetation before rebuilding a dry-stone wall.
<b>8. Know different features of a dry-stone wall</b>	8.1 Describe two dry-stone wall features.
<b>9. Understand the wildlife value of dry-stone walls</b>	9.1 Describe a range of the benefits dry-stone walls may provide for wildlife.
<b>10. Know the benefits of walls versus banks, hedges and fences</b>	10.1 Compare positive and negative reasons why walls may be more beneficial than banks or hedges.
	10.2 Compare positive and negative reasons why walls may be more beneficial than fences.
<b>11. Understand the use of concrete and mortar</b>	11.1 Describe the reasons concrete or mortar is sometimes used.
	11.2 Explain the drawbacks of using mortar in dry-stone walls.
<b>12. Know how to prevent decay of stonework</b>	12.1 Describe how decay of stonework can be prevented.

### **Learning outcome 1: Know the health and safety issues in relation to dry-stone walling**

Explain to the learner about the Health and Safety at Work Act 1974, the importance of using correct PPE for the task, First Aid, Lone Worker and Manual Handling.

Explain to the learner the reasons for not breaking small stones in the hand.

Describe to the learner why it is important not to work in very wet weather when working on a dry-stone wall.

Explain to the learner why it is important to leave a clear gap between the walls and the walling materials.

### **Learning outcome 2: Know a range of hand tools used for walling and how to care for them**

Describe to the learner the uses of a walling hammer, sledge hammer, lump hammer, iron bar and a mattock or pick when creating or maintain dry-stone walls.

Describe to the learner how to care for the hand tools.

Describe to the learner the consequences of using blunt or damaged tools (specific injuries that could occur to self and others) and why it is important to have sharp, correct tools.

Explain to the learner how to identify which tools should be cleaned.

### **Learning outcome 3: Understand the history and general principles of dry-stone walling**

Explain to the learner that dry-stone walls have been used throughout history – Pre-historic times, Romans, 6<sup>th</sup> Century Anglo Saxons, 14<sup>th</sup>-16<sup>th</sup> Century enclosure. Explain to the learner how the 18-19<sup>th</sup> Century enclosures had a significant impact on the landscape, in that they created the rectilinear pattern of walls/hedges which created fields of 7-10 acres. Without this period of enclosure farm animal development (selective breeding) could not have taken place.

Describe to the learner where the stones were sources from to create the original dry-stone walls.

Explain to the learner the benefits of the dry-stone wall and why they may be left derelict or pulled down.

### **Learning outcome 4: Know the characteristics of dry-stone walling reflecting geology**

Describe to the learner the characteristics of different types of dry-stone walls.

### **Learning outcome 5: Know how to deal with faults in dry-stone walls and about gapping and stripping down**

Explain to the learner what to do when there is a fault with a dry-stone wall. Explain to the learner the types of stones which can be removed from a dry-stone wall and the importance of labelling on a diagram.

### **Learning outcome 6: Know the technical elements of how a dry-stone wall is made up**

Explain to the learner how to find a coping and through stone and how to identify a common walling stone.

Explain to the learner the importance of sound foundations for a dry-stone wall.

### **Learning outcome 7: Know about removing vegetation**

Describe to the learner the benefits of removing vegetation before rebuilding a dry-stone wall.

### **Learning outcome 8: Know different features of a dry-stone wall**

Describe to the learner the feature of a dry-stone wall.

### **Learning outcome 9: Understand the wildlife value of dry-stone walls**

Explain to the learner the benefits a dry-stone wall has on the wildlife.

### **Learning outcome 10: Know the benefits of walls versus banks, hedges and fences**

Describe to the learner the positive and negative reasons why a dry-stone wall may be more beneficial than banks, hedges and fences.

### **Learning outcome 11: Understand the use of concrete and mortar**

Describe to the learner the reasons why concrete and mortar are sometimes used in dry-stone walls. Explain the drawbacks of using mortar.

### **Learning outcome 12: Know how to prevent decay of stonework**

Explain to the learner how decay in stonework can be prevented.

<b>Unit title</b>	Construct and maintain boundaries
<b>Unit reference number</b>	R/504/0344
<b>Unit level</b>	2
<b>Unit credit value</b>	2

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Know how to construct or maintain boundaries</b>	1.1 State the tasks involved in constructing or maintaining boundaries.
<b>2. Be able to construct or maintain boundaries</b>	2.1 Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance.
	2.2 Carry out activities to construct or maintain boundaries.
	2.3 Dispose of waste and debris in accordance with health and safety guidance and site requirements.
	2.4 Leave the site clean and tidy.

### **Learning outcome 1: Know how to construct or maintain boundaries**

Describe to the learner the types of boundaries: sheep netting and wire, stock post and wire, post and rail, amenity, game and deer, rabbit, electric, hedge alive or dead.

Describe to the learner the types of boundary components: straining posts, intermediate post, wire, netting, rails, shrubs.

### **Learning outcome 2: Be able to construct or maintain boundaries**

Show the learner how to carry out and produce a risk assessment for the practical activities.

Demonstrate to the learner the correct PPE to be worn in line with the risk assessment.

Demonstrate to the learner how to carry out the construction or maintenance of boundaries using appropriate tools and equipment in a safe manner.

Explain to the learner how to dispose of waste and debris correctly and leave site clean and tidy.

<b>Unit title</b>	Environmental sustainability
<b>Unit reference number</b>	Y/602/1059
<b>Unit level</b>	2
<b>Unit credit value</b>	2

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
<b>1. Understand the basic concepts of sustainability</b>	1.1 Define the three strands of sustainable development.
	1.2 Define 'excess consumption' and the '3 planet lifestyle'.
	1.3 Define 'eco-footprint'.
	1.4 Describe the problems caused by non-sustainable lifestyles.
	1.5 Describe ways that individuals impact on the environment.
<b>2. Understand the importance of natural resources</b>	2.1 Describe natural resources and explain why they are important.
	2.2 Describe the sustainability issues related to natural resources.
<b>3. Understand the global environmental impacts of agriculture and industry and how they might be reduced</b>	3.1 Explain how goods and services are created and the difference between manufacturing, agriculture and service industries.
	3.2 Describe impacts of waste and how they might be reduced.
	3.3 Describe impacts of energy usage and how they might be reduced.
	3.4 Describe impacts of water usage and how they might be reduced.
	3.5 Describe impacts of transport usage and how they might be reduced.
<b>4. Understand the benefits of sustainable communities</b>	4.1 Explain what is meant by a sustainable community.
	4.2 Identify the needs of a sustainable community.
	4.3 Describe the local and global benefits of sustainable communities.

### **Learning outcome 1: Understand the basic concepts of sustainability**

Describe to the learner the three strands of sustainable development - Integrating economic, social and environmental considerations. Give the learner some example e.g. combined village pub and shop.

Explain to the learner what the term 'excess consumption' means, the term 'three planet lifestyle' refers too and the term 'eco-footprint'.

Describe to the learner the long-term problems caused by non-sustainable lifestyles and how individuals impact on the environment.

### **Learning outcome 2: Understand the importance of natural resources**

Describe to the learner the natural resources and explain why they are important.

Describe to the learner the sustainability issues related to natural resources.

### **Learning outcome 3: Understand the global environmental impacts of agriculture and industry and how they might be reduced**

Explain to the learner the difference between manufacturing, service industries and agriculture. Give the learner some example of each.

Describe to the learner the impact of waste, energy usage, water usage and transport usage and they can be reduced.

### **Learning outcome 4: Understand the benefits of sustainable communities**

Explain to the learner what a sustainable community is, what it needs to remain sustainable, and what the local and global benefits of a sustainable community are.

## 6 Level descriptors

This qualification has been accredited at Level 2, this means that upon achieving the qualification the learner can be relied upon to possess the skills or knowledge described below.

<b>Level</b>	<b>Knowledge Descriptor</b> <b>The learner has:</b>	<b>Skills Descriptor</b> <b>The learner can:</b>
<b>2</b>	The knowledge and understanding of facts, procedures and ideas in an area of study or field of work necessary to complete well-defined tasks and address straightforward problems. The ability to interpret relevant information and ideas. Awareness of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.

## 7 How is this qualification delivered?

In order to deliver this qualification, you will need to be a Lantra-approved provider. Details of how to become an approved provider are available by contacting our sales team, [sales@lantra.co.uk](mailto:sales@lantra.co.uk).

Approved providers should contact our quality and standards team to register for delivery of the qualification. It is important that providers are approved on a per-qualification basis as we are required to ensure that we have a quality-assurance strategy in place and because it ensures that providers receive the support they need. Upon scheme approval, you will receive the relevant documentation for delivery.

Learners must be registered via Quartzweb. Details of this process are available in the Quartzweb User Guide. Providers must submit the required information for learner registration. Learners should be registered for the qualification once they have been enrolled with the provider. Failure to register learners may prevent assessments from taking place. Sanctions may be imposed on providers if learners are not registered before the assessment takes place.

Where a provider is running a qualification well, Lantra may award Direct Claims Status (DCS), which enables certificates to be claimed in advance of external quality assurance taking place. Further details are available in section 7.5.5.

Learners will complete the necessary elements of the assessment and be assessed by the internal assessor. The provider will compile and send the assessment paperwork (Assessment Report Form, Certificate Claim Form, Learner Registration and Assessment Report Form) to Lantra for external quality assurance.

Providers are not required to send learner evidence to Lantra; this should be retained by the provider. However, Lantra reserves the right to request to see learner work as part of the quality assurance process, so this should be retained and filed so that it can be easily located.

## **7.1 Delivery in the UK**

The specification for this qualification is approved for delivery in the United Kingdom. Ofqual regulates the qualification in England, and it is accredited on the Regulated Qualifications Framework (RQF) and has the following qualification accreditation number (QAN) 600/6729/9.

Qualifications Wales regulate qualifications in Wales and the Council for the Curriculum, Examinations and Assessment (CCEA) regulate qualifications in Northern Ireland.

Regulated qualifications are subject to regular reviews to ensure their ongoing regulatory compliance and also to ensure that throughout the life cycle of the qualification the content remains relevant and current.

When the qualification is deemed no longer suitable, for example if technology has moved on and working practices are no longer relevant, Lantra will advise providers of a qualification end date. The end date marks the end of registrations. Any learners registered before this date will be allowed time to complete the qualification. For this qualification that period will stand as six months.

## **7.2 Who can deliver this qualification?**

Only approved Lantra providers can deliver this qualification. For information on becoming approved please contact Lantra via [sales@lantra.co.uk](mailto:sales@lantra.co.uk) or call on 02476 69 69 96.

### 7.3 Key safety-critical and technically critical aspects

The assessment requirements for the Lantra Awards Level 2 Certificate in Land-based Activities include the learner knowing and understand the importance of relevant health and safety legislation and animal welfare legislation.

Key safety-critical and technically critical aspects of the learning outcomes and assessment criteria have been identified (see below) to assist the assessor with assessment decisions during the observation of practical activities. If the learner is assessed to be at risk of not performing the activity to the required standard or risks the health and safety of themselves or others, the assessor may stop the assessment and use their professional judgement to either:

- Restart the assessment with the agreement of the learner, or
- State that the assessment has not been achieved and advise the learner that they will need to apply to be assessed at a later date following training.

Where safety is breached, the assessor must record the way in which the key safety-critical and/or technically critical aspects have been applied and the reasons for any subsequent decision to stop an assessment on the Assessment Report Form.

In order to achieve the qualification and certification learners will be assessed on and must achieve **all** of the learning outcomes in the mandatory unit and optional units taken.



<b>Unit title</b>	Assist with preparing and maintaining livestock accommodation
<b>Unit reference number</b>	J/502/4108
<b>Unit level</b>	1
<b>Unit credit value</b>	2

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1. Be able to assist with the preparation of livestock accommodation, under supervision	1.1. Prepare the necessary equipment and materials and maintain them ready for use. 1.2. Carry out cleaning routines in accordance with instructions. 1.3. Replace any ancillary materials and fittings when cleaning is complete in accordance with instructions. 1.4. Prepare accommodation so that it is safe, healthy and secure for livestock in accordance with instructions. 1.5. Ensure an adequate supply of clean, uncontaminated water is available.
2. Be able to maintain livestock accommodation, under supervision	2.1. Maintain accommodation in a healthy, safe and clean condition for livestock in accordance with instructions. 2.2. Adjust and replenish materials and supplies required by livestock as instructed instructions. 2.3. Monitor the health and well-being of livestock throughout operations. 2.4. Report any changes in the behaviour or condition of livestock to the appropriate person. 2.5. Clean and maintain equipment in a fit state for use and store safely and securely in an appropriate storage area.
3. Be able to work safely	3.1. Dispose of waste in a safe manner and place in accordance with instruction. 3.2. Identify any hazards correctly and report them to the appropriate person. 3.3. Maintain the health and safety of yourself and others throughout the process.

<b>Unit title</b>	Assist with preparation and the monitoring of livestock outdoors
<b>Unit reference number</b>	Y/502/4601
<b>Unit level</b>	1
<b>Unit credit value</b>	2

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1. Be able to assist with the preparation of outdoor sites for livestock	1.1 Ensure the quantity and suitability of feed and water are appropriate for livestock requirements in accordance with instructions. 1.2 Confirm boundaries as being safe and secure. 1.3 Take the appropriate action where there are problems with the boundaries. 1.4 Report to the appropriate person potential hazards to livestock.
2. Be able to assist with the introduction, monitoring and maintenance of livestock on outdoor sites.	2.1 Assist with introduction of livestock to the outdoor site safely and correctly in accordance with instructions. 2.2 Monitor the condition and number of the livestock in accordance with instructions, and report any changes to the appropriate person. 2.3 Monitor the site and its boundaries to confirm their continuing suitability. 2.4 Adjust the quality and quantity of feed and water in accordance with instructions. 2.5 Accurately identify any problems with the site and report them to the appropriate person.
3. Be able to work safely	3.1 Maintain the health and safety of self and others throughout operations.

<b>Unit title</b>	Farm Animal Health
<b>Unit reference number</b>	L/502/4546
<b>Unit level</b>	1
<b>Unit credit value</b>	4

Learning outcomes	Assessment criteria
4. Be able to move farm animals safely	4.1 Move farm animals from one place to another on foot or onto a vehicle.
5. Be able to assist in treating farm animals with appropriate veterinary medicines	5.1 Handle and restrain farm animals for inspection and treatment. 5.2 Assist in treating farm animals with veterinary medicines.
6. Be able to work safely with farm animals	6.1 Maintain a safe and tidy working environment. 6.2 Identify hazards while working with farm animals. 6.3 Identify risks while working with farm animals. 6.4 State how to minimise risks while working with farm animals.

<b>Unit title</b>	Establishing crops or plants in growing medium
<b>Unit reference number</b>	F/502/0946
<b>Unit level</b>	2
<b>Unit credit value</b>	4

Learning outcomes	Assessment criteria
2. Be able to select, use and maintain equipment	2.1 Select appropriate equipment for this area of work. 2.2 Use equipment according to instructions. 2.3 Prepare, maintain and store equipment in a safe and effective working condition throughout.
3. Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements. 3.2 Dispose of waste safely and correctly 3.3 Provide accurate information for recording purposes.

<b>Unit title</b>	Fit and remove horse clothing
<b>Unit reference number</b>	T/600/3488
<b>Unit level</b>	2
<b>Unit credit value</b>	2

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1. Be able to fit and remove horse clothing	1.1 Select and apply stable/protective bandages with protective padding as required maintaining safety and security of self and horse throughout. 1.2 Select and apply tail bandage. 1.3 Check comfort and safety of bandages to ensure they are fit for purpose. 1.4 Remove roll and store bandages as appropriate. 1.5 Select and fit suitable rugs according to instructions. 1.6 Remove fold and store rugs according to organisational requirements.
2. Be able to work safely	2.1. Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with codes of practice and any additional requirements.

<b>Unit title</b>	Handle animals
<b>Unit reference number</b>	J/502/1466
<b>Unit level</b>	2
<b>Unit credit value</b>	2

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1. Be able to handle animals	<p>1.1 Approach and handle animals in a manner that:</p> <ul style="list-style-type: none"> <li>• minimises stress</li> <li>• takes into account the species</li> <li>• takes into account the animal's current temperament</li> <li>• takes into account known behaviour patterns</li> </ul> <p>1.2 Monitor the animal's behaviour and its response to handling, noting any significant changes and take the appropriate action if required.</p>
2. Be able to work safely	<p>2.1. Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements.</p> <p>2.2. Wear the appropriate personal protective equipment.</p>

<b>Unit title</b>	Introduction to caring for horses
<b>Unit reference number</b>	H/600/9352
<b>Unit level</b>	2
<b>Unit credit value</b>	10

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1. Be able to handle horses	<p>1.1. Select and fit basic equipment required to handle and exercise horses.</p> <p>1.2. Carry out cleaning of handling and exercise equipment.</p>
2. Be able to carry out stable management routines	<p>2.1. Prepare and maintain accommodation for:</p> <ul style="list-style-type: none"> <li>• Stable kept horses</li> <li>• Field kept horses</li> </ul> <p>2.2. Maintain a yard environment to include:</p> <ul style="list-style-type: none"> <li>• Feed room</li> <li>• Tack room</li> <li>• Stables</li> <li>• Field</li> <li>• Muck heap</li> </ul>
3. Be able to demonstrate care routines for horses	<p>3.1. Carry out a full health check on a horse to include:</p> <ul style="list-style-type: none"> <li>• Body condition</li> <li>• Hoof condition</li> </ul> <p>3.2. Groom a horse to include one from:</p> <ul style="list-style-type: none"> <li>• Pulling</li> <li>• Trimming</li> <li>• Plaiting</li> </ul> <p>3.3. Bathe and dry a horse.</p>

<b>Unit title</b>	Maintain animal accommodation
<b>Unit reference number</b>	Y/502/1522
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1. Be able to maintain animal accommodation	<p>1.1. Assess the condition of the animal and accommodation before maintaining covering:</p> <ul style="list-style-type: none"> <li>• the suitability of accommodation to the animal concerned</li> <li>• allowing the necessary freedom of movement</li> <li>• minimising animal stress</li> </ul> <p>1.2. Wear the appropriate protective clothing during cleaning and maintaining.</p> <p>1.3. Carry out cleaning routines according to the animal accommodation and specification.</p> <p>1.4. Replace any necessary materials and fittings correctly when cleaning is complete.</p> <p>1.5. Monitor and maintain environmental conditions to promote the health and welfare of animals:</p> <ul style="list-style-type: none"> <li>• ventilation</li> <li>• light</li> <li>• structure</li> <li>• temperature</li> <li>• noise</li> </ul> <p>1.6. Maintain the safety and security of the animals during cleaning operations.</p> <p>1.7. Report any difficulties to the relevant person if necessary.</p> <p>1.8. Provide clear and accurate information for recording purposes.</p>
2. Be able to work safely and minimise environmental damage	<p>2.1. Work in a way which maintains health and safety and is consistent with animal welfare legislation, codes of practice and any additional requirements.</p> <p>2.2. Carry out work in a manner which minimises environmental damage.</p> <p>2.3. Dispose of waste safely and correctly.</p>

<b>Unit title</b>	Maintain animal accommodation
<b>Unit reference number</b>	k/502/1539
<b>Unit level</b>	2
<b>Unit credit value</b>	2

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1. Be able to move animals between locations	<p>1.1. Select the animal to be moved, and approach it in a manner which is likely to minimise stress.</p> <p>1.2. Prepare the route for the movement of animals.</p> <p>1.3. Check that the new location is safe, secure and suitable for the animal's requirements.</p> <p>1.4. Move the animal to its new location in an appropriate way and pace whilst maintaining the well-being of the animal or other animals in the vicinity.</p> <p>1.5. Establish the animal in the new location consistent with instructions.</p> <p>1.6. Provide clear and accurate information for recording purposes.</p>
2. Be able to work safely and minimise environmental damage	<p>2.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.</p> <p>2.2. Wear appropriate protective clothing.</p>



<b>Unit title</b>	Operate an all-terrain vehicle (ATV)
<b>Unit reference number</b>	F/600/6362
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1. Be able to carry out pre-use safety checks and operations	1.1. Describe the function of all controls. 1.2. Carry out activities to make daily pre-use checks on the ATV. 1.3. Describe legal and safety requirements. 1.4. Outline the factors to be considered when operating an ATV on various terrain. 1.5. Describe how to operate an ATV that is laden on various terrain.
2. Be able to operate and ride/drive the ATV	2.1. Ride/drive the ATV around a specified course. 2.2. Describe the procedures for cleaning and inspecting the ATV and reasons for cleaning.

<b>Unit title</b>	Plant crops
<b>Unit reference number</b>	T/502/0247
<b>Unit level</b>	2
<b>Unit credit value</b>	4

<b>Learning outcomes</b>	<b>Assessment criteria</b>
2. Be able to select, use and maintain equipment for planting crops	<p>2.1. Select appropriate equipment for this area of work.</p> <p>2.2. Use equipment according to instructions.</p> <p>2.3. Prepare, maintain and store equipment in a safe and effective working condition.</p>
3. Be able to work safely and minimise environmental damage	<p>3.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.</p> <p>3.2. Carry out work in a manner which minimises environmental damage.</p> <p>3.3. Dispose of waste safely and correctly</p>

<b>Unit title</b>	Prepare and cultivate sites ready for planting crops
<b>Unit reference number</b>	A/502/0251
<b>Unit level</b>	2
<b>Unit credit value</b>	4

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1. Be able to select, use and maintain equipment and tools for preparing sites	<p>1.1. Select appropriate tools and equipment for this area of work.</p> <p>1.2. Use tools and equipment according to instructions.</p> <p>1.3. Prepare, maintain and store tools and equipment in a safe and effective working condition.</p>
2. Be able to prepare sites for cultivation and planting	<p>2.1. Identify site to be prepared for cultivation and planting.</p> <p>2.2. Prepare the site by removing any waste from previous crop.</p>

<b>Learning outcomes</b>	<b>Assessment criteria</b>
3. Be able to carry out site cultivations	<p>3.1. Carry out cultivation to achieve the required ground conditions to meet the requirements of the crop covering.</p> <ul style="list-style-type: none"> <li>• correct depth</li> <li>• soil condition</li> <li>• area covered</li> </ul> <p>3.2. Report conditions of cultivation clearly and accurately to the appropriate person.</p>
4. Be able to work safely and minimise environmental damage	<p>4.1. Work in a way which promotes health and safety, is consistent with current legislation, codes of practice and any additional requirements.</p> <p>4.2. Dispose of waste safely and correctly.</p>

<b>Unit title</b>	Prepare and operate a tractor and attachments
<b>Unit reference number</b>	A/504/3867
<b>Unit level</b>	2
<b>Unit credit value</b>	5

<b>Learning outcomes</b>	<b>Assessment criteria</b>
3. Be able to carry out simple maintenance tasks and settings to a tractor	<p>3.1. Carry out pre-start checks and adjustments.</p> <p>3.2. Carry out pre-operational maintenance tasks prior to undertaking tractor driving operations.</p> <p>3.3. Prepare the tractor to accept a range of selected attachments.</p>
4. Be able to operate tractor and attachments	<p>4.1. Drive a tractor safely and appropriately.</p> <p>4.2. Safely hitch selected attachments to a tractor.</p> <p>4.3. Operate a tractor and attachments safely to meet given objectives.</p> <p>4.4. Prepare tractor for storage ensuring it is ready for future use.</p> <p>4.5. Leave unattached implement in a safe state and ready for future use.</p>

<b>Unit title</b>	Provide feed and water to animals
<b>Unit reference number</b>	D/502/1473
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1. Be able to provide feed and water to animals	1.1. Select the correct feed according to the animals' feeding plan. 1.2. Prepare feed correctly and hygienically. 1.3. Provide feed in a manner which gives each animal the opportunity to obtain its food and maintains its health and welfare. 1.4. Supply clean, fresh water to the animals according to their needs. 1.5. Provide clear and accurate information for recording purposes.
2. Be able to select, use and maintain relevant equipment	2.1. Select appropriate equipment for this area of work. 2.2. Prepare, maintain and store equipment in a safe and effective working condition.
3. Be able to work safely	3.1. Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements. 3.2. Dispose of waste safely and correctly.

<b>Unit title</b>	Use and maintain chippers and/or shredders
<b>Unit reference number</b>	T/502/0443
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1. Be able to use and maintain chippers and/or shredders	<p>1.1. Make sure that the chippers and/or shredders are in safe and good working order.</p> <p>1.2. Select and use the correct personal protective clothing and equipment.</p> <p>1.3. Set up and use the chippers and or shredders in accordance with the manufacturer's instructions and legal requirements.</p> <p>1.4. Maintain chippers and/or shredders in accordance with manufacturer's instructions.</p> <p>1.5. Identify any problems with the chippers and/or shredders and take the correct action.</p> <p>1.6. Clean and store the equipment correctly after use.</p>
2. Be able to work safely and minimise environmental damage	<p>2.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.</p> <p>2.2. Carry out work in a manner which minimises environmental damage.</p> <p>2.3. Dispose of waste safely and correctly.</p>

<b>Unit title</b>	Use and maintain non-powered and hand-held powered tools and equipment
<b>Unit reference number</b>	K/502/0438
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1. Be able to use and maintain non-powered and hand-held powered tools and equipment	1.1. Ensure that the equipment is safe and in good working order. 1.2. Select and use the correct personal protective clothing and equipment. 1.3. Set up and use the equipment and machinery in accordance with the manufacturer's instructions and legal regulatory requirements. 1.4. Maintain non-powered and hand-held equipment in accordance with manufacturer's instructions. 1.5. Identify any problems with the equipment and take appropriate action. 1.6. Clean and store equipment correctly after use.
2. Be able to work safely and minimise environmental damage	2.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements. 2.2. Carry out work in a manner which minimises environmental damage. 2.3. Dispose of waste safely and correctly.

<b>Unit title</b>	Use and maintain pedestrian controlled powered equipment
<b>Unit reference number</b>	R/502/0434
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1. Be able to use and maintain pedestrian controlled powered equipment	<p>1.1. Ensure the pedestrian-controlled power equipment is safe and in good working order.</p> <p>1.2. Use equipment according to manufacturer's instructions and legal regulatory requirements.</p> <p>1.3. Clean and store equipment correctly after use.</p> <p>1.4. Maintain pedestrian controlled power equipment in accordance with manufacturer's instructions.</p> <p>1.5. Select and use the appropriate personal protective clothing and equipment.</p> <p>1.6. Identify any problems with the equipment and take the correct action.</p>
2. Be able to work safely and minimise environmental damage	<p>2.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.</p> <p>2.2. Carry out work in a manner which minimises environmental damage.</p> <p>2.3. Dispose of waste safely and correctly.</p>

## 7.4 Provider resources

Learners will require access to specific physical resources for training purposes and to demonstrate competence, these may include:

- an appropriate area to allow the safe and secure handling of equids and animals
- equid and animal handling and restraint equipment appropriate to the animals to be worked with
- personal protective equipment
- equipment and materials for the hygiene and bio-security of the working area and equipment
- waste disposal equipment
- an appropriate area to allow safe and secure handling of appropriate equipment for the specific task (ATV, tractors, pedestrian powered vehicles, chippers and shredders etc)

The units of assessment will need to be checked to see what will be assessed under each assessment criteria, ensuring learners have access to the right equipment to meet assessment requirements.

## 7.5 Quality assurance and certification

### 7.5.1 Quality assurance of assessment decisions

This qualification is internally assessed and externally quality assured. This means that providers will need to appoint qualification assessors to assess learners and complete assessment paperwork. Where you have more than one assessor you will need to carry out internal standardisation of each assessor to ensure that they can apply the assessment criteria consistently and accurately. An internal quality assurer (IQA) will need to be appointed, and they will need to sample assessment decisions across the assessors. It is also a requirement that regular standardisation activity is carried out with assessors. The IQA will be responsible for putting this programme into place. Lantra would expect Internal standardisation to take place on a regular basis at least every month or two.

An external quality assurer (EQA) will be appointed to the provider and this person will be responsible for sample checking assessors' assessment recommendations. This will be at a rate of 10% of the cohort. The EQA will produce a sampling record detailing which work they will want to see. It is important to note that although the EQA will view only a sample of work, they may wish to widen the sample. Therefore, all learner work should be available for inspection.

Lantra operates both on site and postal external quality assurance for this qualification. You may not, therefore, always have a visit from an EQA, but a sample may be requested for despatch via post. The principle of quality assurance is the same either way. The EQA will review a sample of work and make a recommendation on the assessment decisions of the cohort as a whole.



Your EQA will contact you to make the necessary arrangements regarding the visit (date, venue etc.) or request the despatch of a sample of work.

Where the EQA is in agreement this decision will be communicated to Lantra and certificate claims will be processed. Where the EQA is not in agreement the reasons will be communicated to the provider with supportive feedback to help with future assessment decisions. This may result in the need for learners to retake the assessment.

Occasionally as part of Lantra's ongoing quality assurance strategy an EQA may be accompanied by either Lantra staff or another EQA. This is to ensure that the EQA is following the correct processes.

Where DCS is in place providers will be able to claim certificates before quality assurance has taken place.

Lantra will support providers when requirements are not met by developing action plans, providing recommendations and, where required, implementing sanctions.

### **7.5.2 Claiming certification**

Among the assessment documentation providers need to submit is a completed a Certificate Claim Form which allows Lantra to process the certificates following quality assurance approval. Where DCS is in place, the certificates will be issued prior to quality assurance taking place.

Once a learner has completed the assessment requirements and quality assurance has taken place certificates will be issued by Lantra for providers to distribute to individual learners.

### **7.5.3 Replacement certification**

If a learner loses the original certificate Card Lantra can issue a replacement. The learner will need to provide proof of identity (for example passport or driving licence) and the details of the provider they were registered with. Lantra will check all claims for replacement certificates against the original Certificate Claim Form. The provider may be contacted for authentication. The certificate will be marked as a replacement. A fee is payable for replacement certificates. Please contact Lantra for the current fee.

### **7.5.4 Direct Claims Status**

DCS enables providers to claim certification directly before external quality assurance has taken place. A claim for DCS can only be made after an external quality assurer (EQA) has conducted a visit, which may be approximately six months following approval to deliver the qualification and enough learners have been progressed by the provider.

Where an EQA decides a programme is running successfully and the provider has effective internal controls, recommendation may be made to award the provider DCS. Where this is granted the provider must retain all assessment evidence until the EQA has quality assured

the work as meeting national standards. DCS will be withdrawn if access is not given to completed learners' evidence where certificates have already been claimed.

Providers must operate a system which ensures all assessors assess to the required standard. The internal quality assurer (IQA) will be required to observe each assessor, retaining evidence of observations which must be made available during EQA visits. The EQA may wish to sample the process and observe assessors. If the EQA is not confident about the way in which the provider is operating they may recommend the suspension or withdrawal of DCS.

DCS does not mean that all claims are certificated without further quality assurance checks. Quality assurance of claims will still take place, and where this suggests that certificates have been incorrectly issued may lead to them being revoked. Providers are required to make all reasonable effort to recover certificates which have been revoked.

Should a provider be imposed with a Level 2 sanction, DCS will automatically be removed. Further information on sanctions can be found in the Provider Handbook.

## **7.6 Enquiries about results and appeals**

Lantra has an Enquiries about Results Policy and Appeals Procedure which can be used when a learner or provider has reason to believe there has been an error in either the administrative processes leading to an incorrect qualification award or there has been an issue in the assessment of the learner. Fees payable for enquiries about results will be refunded in full if the enquiry is upheld or if a learner's results are changed as a result of an enquiry.

Appeals can be made following the outcome of an enquiry about results if the learner/provider remains unhappy with the outcome or has further grounds to query the decision. Please note that appeals will not be accepted before a paid result enquiry has been conducted.

Providers must ensure that learner consent is obtained before an enquiry about a result is requested. Learners must be informed that assessment outcomes can change both positively and negatively

Please refer to the Provider Handbook for further details.

## **7.7 Malpractice and maladministration**

Where malpractice is suspected, especially where there is doubt on the integrity of the assessment process, Lantra will immediately suspend further certification claims whilst an investigation is carried out. The regulatory authorities will be notified of any investigations and their outcome.

The claimant will be required to provide information about the suspected malpractice and the circumstances surrounding the matter. Malpractice, if found, may result in sanctions being

imposed on the provider, certificates being revoked or even providers being barred from Lantra membership and reported to regulatory authorities.

Maladministration is linked to malpractice and can result in a malpractice investigation being launched. Maladministration could impact on the credibility of the assessment taking place or the outcomes achieved; for example, in the event of a failure to investigate suspected malpractice when asked to do so by Lantra.

Please refer to the Lantra Malpractice and Maladministration Policy for further details.

## **7.8 Recognition of prior learning**

Recognition of prior learning (RPL) is defined as “A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a qualification through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.”

It is important that providers make it clear to learners that the RPL process is associated with how the learner has acquired the required knowledge, understanding or skills; it does not mean the learner will be exempt from the assessment.

It is the responsibility of the assessor to decide if evidence provided by the learner is valid, reliable and current, and also meets the relevant assessment criteria. Where the assessor decides that the RPL does meet the assessment criteria, this must be clearly signposted in the tracking documentation.

It is recommended that providers refer to the Provider Handbook for further information on the implementation of RPL.

## **7.9 Safeguarding — young people and vulnerable adults**

This qualification can be offered to learners in the 14–19 age group, as well as learners aged 19+. The Health and Safety at Work Act 1974 requires employers to ensure the health, safety and welfare at work of their employees and providers to safeguard learners. Young people under the age of 18 and vulnerable adults can be exposed to risk when using work equipment due to immaturity, lack of experience or lack of awareness of existing or potential risks. Therefore, young people and vulnerable adults may need closer supervision.

For more information about young people at work, see Management of Health and Safety at Work Regulations 1999.

## 7.10 Additional requirements and reasonable adjustments

Providers are expected to make appropriate arrangements, including reasonable adjustments. These are detailed in the Equality and Diversity Policy within the provider Handbook, to ensure that learners with additional needs can access assessment wherever possible. The Equality and Diversity Policy covers alternative assessment arrangements which can be made for learners.

Reasonable adjustments must not, however, result in a change to the learning outcomes and assessment criteria. For example, within this qualification learners must understand product information, which includes being able to interpret product labels written in English.

A provider must apply to Lantra for reasonable adjustments using the **Reasonable Adjustments Request Form**. Lantra recommends reasonable adjustment requests be submitted no later than six weeks prior to the assessment taking place, to allow a decision on their suitability to be made before the assessment. However, Lantra recognises that this may not always be possible, and we will do our best to process requests received after this point. Please note that no reasonable adjustment should be implemented without the prior approval of Lantra.

## 8 What does a provider need to do?

### 8.1 Management support

Experience has shown that qualification programmes run more effectively when given support by senior management. This can be achieved by appointing a person from the senior management team or a designated Qualification Manager and ensuring they are given the authority to monitor the quality management systems for the programme and to implement any required changes. This role is separate from the required role of an IQA.

Management support can be demonstrated by ensuring that appropriate team members are allocated to the programme and given sufficient time and resources to carry out their roles effectively.

### 8.2 Provider records

Providers are required to retain learner records, which include the details listed below. Providers may already have their own systems which can be used to store records. If the necessary information is accessible and conforms to the requirements below, then no further records need to be created. Lantra does not prescribe the format in which records are kept.

Provider records must include:

- Data about individual learners, including any reasonable adjustments
- Assessment and action plans
- Learner registration
- Learner induction plan
- Achievement of units
- Feedback given to learners by assessors
- Evidence sampled by the IQA
- Feedback given to Assessors by the IQA
- Actions plans provided by the EQA.

All records must be stored securely to avoid being falsified or fraudulent claims being made. All assessment records must be retained by the provider for at least **three years** after the learner has completed the assessment. If the programme is subject to an EQA visit/ approval sign off, then the records should be retained for three years after this date. It is the responsibility of the provider to ensure that data is cleansed at the appropriate time.

There is no prescribed format for these records and providers may wish to incorporate them into documentation they already maintain within their own organisation. If the provider already works to quality management systems such as the Scottish Quality Management System (SQMS), the ISO 9001 series or is required to maintain records for government-funded training schemes, that documentation will almost certainly provide an adequate basis for assessor records.

Providers may also need to adhere to separate requirements, where appropriate, with regard to the retention of records such as funding applications. Please refer to the specific requirements of the funding agency.

### **8.3 Support for learners**

Learners will need to follow an induction programme when enrolled on the qualification. This should be designed around a particular element or unit of the qualification so that they become familiar with the way the qualification operates.

Many learners will already have pre-existing skills and knowledge. A system will need to be introduced to identify these skills and how evidence from prior achievements can be recorded — see section 7.8 Recognition of prior learning.

Throughout the programme tutors and/or instructors should aim to provide feedback to learners on how they are progressing through the qualification to ensure that on the day of the assessment they are ready for the requirements of the question paper and the practical assessment. Feedback should be positive, constructive and used for future planning.

Some providers will have staff working in education support; in others, assessors may offer this support. It is important for each learner to have appropriate guidance and be directed towards additional information as required. Guidance on career opportunities may also be appropriate.

Learners with particular characteristics may need additional support from the provider/instructor. Refer to Lantra's Equality and Diversity Policy for further information relating to reasonable adjustments/special considerations. Learners with certain protected characteristics should not be discriminated against or prohibited from assessment where adjustments can be made to the assessment evidence requirements which would allow them to demonstrate competence or knowledge in different ways.

Learners must be informed when they have been registered for a qualification. It is also a regulatory requirement that Lantra be informed if a learner later withdraws from a qualification. Providers must also ensure that learners are informed when they have been withdrawn from a qualification for any reason and retain evidence of this.

Learners will not be recognised by Lantra until they have been registered and Lantra will have no obligation to the learners if there is a problem with them completing the qualification, such as in the case that the provider ceases operations.

If for any reason a provider is not intending to renew their membership whilst they still have uncertified learners registered on a qualification, regulatory requirements stipulate that learner interests must be maintained. The provider may choose to transfer learners to another awarding organisation or the provider will still be required to complete the assessment of learners with Lantra and pay any fees due for quality assurance or certification.

## **9 Administration and other important information**

### **9.1 Administration process for registration and certification**

The Quartzweb User Guide contains instructions on how to register learners.

Learners may transfer registration from one unit/qualification to another provided they are both offered by Lantra. This will incur an administration fee. If the registration fee for the new qualification is higher than for the previous one, providers will be invoiced for the difference. No refunds will be made if the registration fee for the new qualification is lower. Learners transferring to a different provider must re-register with the new provider. Lantra may need to charge the learner's new provider an administration fee.

Learners must be informed when they have been registered for a qualification.

#### **9.1.1 Registering the learner**

Learners **must** be registered for a qualification before an assessment can take place. Please refer to the Quartzweb User Guide for details on how to register learners.

Each learner must give their surname/family name, first name, date of birth and postcode. The date of birth is important to distinguish between learners with the same name. Data on gender, ethnic origin and whether any reasonable adjustments have been requested are also required by the regulatory bodies so that achievements can be monitored for equal opportunities purposes and to ensure fair access to training and qualifications is achieved.

#### **9.1.2 Certificate claims**

Certificates can only be claimed for learners who are registered on Quartzweb. All certificate claims are checked against provider approval records and learner registration records (unless DCS is in place). Certificates will not be issued to learners who are not registered before the assessment takes place.

The learner name will appear on the certificate in the same way as it is entered on Quartzweb.

#### **9.1.3 Regulatory authorities**

Occasionally Ofqual (the qualification regulator) may visit providers and require access to premises, meetings, learner assessment records, internal verification records, documents, data, learners and staff. If providers refuse access, Lantra will be required to suspend all future certificate claims until the requirements of the regulatory visit have been satisfied.

## 9.2 Assessment strategy

For this qualification, an assessment guidance document is available which includes full details of the assessment requirements. Below is a summary of the assessment strategy which supports this qualification. The assessment guidance contains details on:

- Methods of assessment
- Types of evidence which may be suitable
- Key safety-critical and technically critical aspects.

Providers and assessors (and IQAs where appropriate) must ensure that they are familiar with the specifications and the requirements of the qualification.

Given the nature of the potentially hazardous work undertaken by operatives in the animal health and welfare sector, agricultural sector, horticultural sector, equine sector and trees and timber sector, the method used to assess whether the learner is occupationally competent is determined by legislation and the industry for which the qualification and relevant associated unit has been designed. This has been determined in collaboration with those who work in the industry and relevant professional bodies, and ensures that decisions which are made on competence are both valid and reliable.

Unit and qualification assessment requirements set out the scope of evidence required in terms of equipment, services, statutory regulations and industry standards and systems.

Methods of assessment:

- Observation of practical activities
- Verbal questioning

Assessment requirements:

- For practical observations competence must be demonstrated and evidenced
- The assessor may decide that further observations are required to ensure that all assessment criteria have been met
- Assessors must be capable of identifying when competence has been demonstrated by the learner based on their own professional judgement
- The evidence is sufficient when the assessor judges the requirements of the qualification have been met and competence has been demonstrated by the learner
- Although there are no formal limits set on the time taken to complete the qualification or the number of assessment opportunities provided, providers may wish to set guidelines for the length of time or amount of tuition offered to learners for financial or logistical reasons, taking into account the stated key safety-critical and technically critical aspects of the assessment. It is estimated that the practical assessment will take approximately two hours, depending on the learner.

Access to assessment:



- learners should not be put forward for an assessment until they are deemed ready to be assessed
- this can be evidenced by conducting an evaluation of the learner's previous training and experience
- this underpins the assumption that the learner has sufficient technical expertise, knowledge, skill and maturity to meet the assessment requirements.
- key considerations for evaluation of the learner's previous training and experience include;
  - animal interactions, handling and restraint
  - awareness of animal behaviour
  - use of machinery such as tractors, ATV's, chippers or shredders, non-powered and powered tools, pedestrian controlled power vehicles
  - seed and plant establishment, maintenance and harvesting
  - understanding of biosecurity and hygiene
  - health and safety considerations

### **9.3 Funding**

Approved qualifications may be eligible for funding from either the Education and Skills Funding Agency (ESFA) or the Skills Funding Agency (SFA), or equivalent bodies in Wales and Northern Ireland. The qualification is listed on The Ofqual Register of Regulated Qualifications and the Learning Records Service (LRS). Funding may be available to organisations which meet the requirements of the relevant agency.

In order for the funding to be linked to the learner, a Unique Learner Number (ULN) must be provided. This should be entered in the ULN field when registering the learner on Quartzweb. For information on how to obtain ULNs for your learners, please refer to the LRS guidance.

[www.gov.uk/government/publications/lrs-unique-learner-numbers](http://www.gov.uk/government/publications/lrs-unique-learner-numbers)

### **9.4 Feedback, compliments and complaints**

Lantra recognises that from time to time providers, learners, assessors and other personnel may have reason to provide feedback on a process, or have grounds for a complaint. We would also welcome compliments when aspects of our courses have been well received so that we can seek to implement best practice across our suite of products. The Lantra Feedback, Compliments and Complaints Procedure is published on the Lantra Awards website.

## Appendix 1 – Glossary of terms

Knowledge	Factual information that can be recalled as required. Individual can (for example) “identify” and/or “describe” key information relevant to the subject area.
Understanding	The application and extension of knowledge allowing organised thought, the generation of original ideas and critical thinking. Individual can (for example) “explain”, “analyse” and/or “evaluate”.
Skill	The application of knowledge and/or understanding in a practical context demonstrating practical competency. Individual can (for example) “operate”, “use” and/or “carry out”.
Learning outcome	How the learner will be changed by the learning/assessment process. That which the learner will, due to learning experiences, newly know, understand or be able to do.
Assessment criteria	Discrete criteria which holistically deliver on the promised objective of the qualification and which must all be evidenced to a unified (and/or graded) standard.
Breadth (exemplification)	Presents the provider with example-based teaching content which helps define the minimum required breadth of learning. Guides but does not prescribe. Learning should always be broader than any potential assessment.
Depth (amplification)	Presents the provider with required minimum teaching content and defines the depth of understanding required for the level and objective of the qualification.
Qualification objective	A succinct summation of the overarching development of the learner in terms of tangible work or further developmental opportunities available as a result of achieving this qualification.
Qualification aim	A succinct summation of why this qualification is of value to the learner (without reference to assessment).
Transferable	Knowledge, understanding or skills which can be applied beyond the context in which they were taught to benefit the learner in different job roles, industries, contexts and/or personal situations.
Assessment guidance	Guidance used to advise centres on a general level of expectation rather than to prescribe a definitive list of evidence.
Delivery guidance	Guidance which, without reference to assessment, illustrates opportunities for evidence which might: <ul style="list-style-type: none"> <li>• Be naturally generated through the learning process</li> <li>• Offer innovative examples of delivery gathered through centre/learner consultation</li> <li>• Minimise the burden of assessment on centres and learners.</li> </ul>
Guided learning hours (GLH)	Approximate number of hours under immediate guidance or supervision of a lecturer, supervisor, tutor or teacher.
Total qualification time (TQT)	Guided learning hours + directed study  An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment,

	which is directed by (but not under the immediate guidance or supervision of) an instructor, assessor, supervisor, tutor or teacher.
Arrangements for reasonable adjustments	Adjustments made to an assessment for a qualification so as to enable a learner with additional requirements to demonstrate his/her attainment to the level required.
Arrangements for special consideration	Special consideration might be given to a learner who has temporarily experienced: <ul style="list-style-type: none"> <li>• An illness or injury</li> <li>• Some other event outside of the learner's control which has had a material effect on the learner's ability to take an assessment or demonstrate his/her attainment.</li> </ul>
Recognition of prior learning	A method of assessment that considers whether a learner can demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

## Appendix 2 – Census ethnic group classifications (2011)

Please use the following code(s) to indicate ethnicity when completing the learner registration.

England and Wales		Northern Ireland		Scotland	
01	<b>White:</b> English/Welsh/Scottish/ Northern Irish/British	19	<b>White:</b> White	30	<b>White:</b> Scottish
02	Irish	20	Irish Traveller	31	British
03	Gypsy or Irish Traveller	21	<b>Asian/Asian British:</b> Indian	32	Irish
04	Any other White background	22	Pakistani	33	Any other White background
05	<b>Mixed/multiple ethnic groups</b> White and Black Caribbean	23	Bangladeshi	34	<b>Mixed:</b> Any mixed/multiple Ethnic background
06	White and Black African	24	Chinese		<b>Asian, Asian Scottish or Asian British:</b>
07	White and Asian	25	<b>Black, Black Irish or Black British:</b> Black Caribbean	35	Indian
08	Any other Mixed/multiple ethnic background	26	Black African	36	Pakistani
09	<b>Asian/Asian British:</b> Indian	27	Black other	37	Bangladeshi
10	Pakistani	28	<b>Mixed:</b> Mixed ethnic group	38	Chinese
11	Bangladeshi	29	<b>Other ethnic group:</b> Any other ethnic group	39	Any other Asian background
12	Chinese			40	<b>Black, Black Scottish or Black British:</b> Caribbean
13	Any other Asian background			41	African
14	<b>Black/African/Caribbean/ Black British:</b> African			42	Any other Black background
15	Caribbean			43	<b>Other ethnic group:</b> Any other ethnic group
16	Any other Black/African/ Caribbean background				
17	<b>Other ethnic group:</b> Arab				
18	Any other ethnic group				

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