

ENVIRONMENTAL & LAND-BASED STUDIES

LEO BOON AND
ROGER THOMAS
LEVEL 2 DIPLOMA
STUDENT HANDBOOK



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STUDENT HANDBOOK LEVEL 2 DIPLOMA IN ENVIRONMENTAL & LAND-BASED STUDIES

Student's name:

Unique learner number:

Date started the Level 2 Diploma:

Consortium:

School or college name:

School or college address :

Tutor's name:

This handbook is for you, the student. It takes you through the Diploma in Environmental and Land-based Studies unit by unit, explaining what you need to do. It was written to help you understand and enjoy your course. Filling in the forms as you go along will help you track your progress. We hope this student handbook will inspire you, and put you on the road to success.

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ABOUT THE DIPLOMA

The Diploma in Environmental and Land-based Studies is a new, exciting and inspiring qualification. You'll gain knowledge and experience, and begin to explore the skills needed to build a career in the sector. The eight units that make up the qualification provide opportunities for you to learn about many areas – from the conservation of species to the pros and cons of different energy sources. You'll learn about the nutrition, growth, breeding and handling of plants and animals, as well as the ways in which we use land for the production of food – and just for having fun.

WHERE DO YOU START?

A good place to start is with some key terms used in the Diploma. (There's a list of key words on page 7.) 'Principal Learning' is the knowledge and skills you'll gain as you complete the eight units. At the same time you'll also be developing your 'Personal, Learning and Thinking Skills' (PLTS). These are the skills we all need to work independently, think creatively, learn from feedback, share with others, take responsibility and get involved in our communities. All these skills can help you move ahead in the job world, as well as developing your abilities to the fullest.

Top – Farming is key to the UK economy and requires a specialised workforce. Middle – Both stunning flower displays and food crops have to be tended by highly skilled gardeners. Bottom – To raise livestock you need to follow all the rules that safeguard the animals' welfare.



Image © John Deere

Image © Giles Barnard



Image © iStock/alohaspirit



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CAREERS IN THE ENVIRONMENTAL AND LAND-BASED SECTOR

There are many varied and exciting careers within the Environmental and Land-based sector. Here are some of the different options you could consider.



Forestry, woodland and game management

Woodland and forests in the UK are used for the production of timber, and also for leisure activities. Planting and caring for the trees is essential. Another important role is gamekeeping, which is becoming more structured and commercial.



Equestrian and farriery

Commercial stables and equestrian centres are found throughout the UK. They cater for lots of different needs, from competition yards to breeding or riding schools. Farriers are very specialised workers who are needed for the care of horses.



Fisheries and aquatics

Fish are produced commercially for food in the UK and coarse/game fisheries are provided for leisure fishing. Other businesses using sea or fresh water as a resource also need specialist staff to care for the animals and plants.



Crop and livestock husbandry

Farming covers large areas of land in the UK and produces a wide range of plants and animals for food and other purposes. There will always be a need for people to work in this important area.



Machinery repair and service

Commercial mowing machines, tractors, combine harvesters and chainsaws all need to be serviced and maintained. This can be done by someone employed in a Land-based business, or by a specialist repair firm or manufacturer.



Environment and conservation management

Most people think that it's important to care for our environment and to conserve the plants and animals that live in it. Working to protect these areas and provide access for the public can offer a really interesting mix of roles.



Floristry

A highly skilled area – knowledge of flowers and plants together with artistic flair is an ideal combination for work in retail floristry. There is a florist on almost every high street.



Greenkeeping and sports turf management

Looking after the turf and ensuring that the playing surface is of top quality is crucial for many sports. There could also be opportunities to play on the turf you look after!



Animal care and veterinary nursing

There is a wide range of job opportunities within this popular area. These include veterinary services, the RSPCA, kennels and catteries, zoos and wildlife centres.



Above and below – Britain's Royal Parks contain many species of native plants and animals, including deer and herons, and must be managed by staff who know about the parks' ecosystems.

WHAT'S THE BEST WAY OF WORKING?

The Diploma is designed to give you a broad introduction to the Environmental and Land-based sector. There will probably be some units that you are more excited by than others at the start, but as you complete the Diploma course you may change your mind! You'll need to do your own research on topics and keep records of what you discover in each unit. You may want to build a glossary of new terms as you go along.

When you finish a unit, you'll want to get feedback from others and consider for yourself what went right and what you would do differently next time. The Diploma stresses a three-step way of working: plan, do, review. Your tutor will help you find a way of capturing all three steps.

WHAT WILL YOU DO?

Your course will be made up of different activities both inside and outside the classroom, which your tutor will guide you through. There's no set order for the eight units; your tutor will decide how and when you complete them, and may even cover two at the same time. This Handbook has a short introduction to each unit. There's also a table that shows you how you'll be marked, and a 'Tracking your marks' form where your tutor can record the marks you received. A Personal, Learning and Thinking Skills form allows you to rate your skills before and after you complete the unit.

You'll develop your functional skills in English, Mathematics and ICT (technology and computer skills) while you do your Diploma work. For the full Diploma you'll need to achieve a Level 2 qualification for each functional skill.

You'll also complete a project of your choice – this Handbook offers pointers for making the right start. You'll have a chance to spend some time on Additional and Specialist Learning – which you can use to add extra skills or go deeper into your main interest.

Last but not least, you'll have the opportunity to get work experience in the Environmental and Land-based sector and see what the work is really like. This Handbook gives you some tips for making the most of work experience.

For a full list of Diploma activities at a glance, see pages 9–10. You can tick them off as you complete them.



USEFUL WORDS

Assessment criteria The specific things you have to do or achieve in order to gain marks.

Controlled assessment An internal assessment with specific requirements for setting, taking and marking your tasks.

Evaluation Critical consideration that is given to the success of a project or piece of work.

Evidence Research and reference material and finished work, collated and used to support and present findings.

Feedback Critical and constructive response to your work.

Functional Skills These include English, Mathematics and ICT (technology and computer skills). You'll need to achieve a Level 2 qualification for each of these.

Learning outcomes The aims and objectives of each unit.

Personal, Learning and Thinking Skills Skills that you will develop in the Diploma that will help you in work situations and in everyday life.

Project The project is a compulsory part of the Diploma. It should either complement and develop the Principal Learning or support your progression and development.

Principal Learning For the Diploma this is made up of the units you will do, focusing on different aspects of Environmental and Land-based studies and the Personal, Learning and Thinking Skills you'll develop.

Transferable skills Employment skills that can be used in lots of different jobs and in other industries.

Right – important new sources of energy like wind power and biofuels are transforming our landscape, and could offer greener alternatives to traditional sources such as coal.





ARE THERE SUPPORT MATERIALS?

Your tutor will suggest books and websites to help you with your Diploma work. Also, each unit in this book lists some websites for you to look at. You might want to keep a list of the most useful websites.

Good support resources to start with include Lantra, the Sector Skills Council for the Environmental and Land-based sector, www.lantra.co.uk; DEFRA, the UK government Department for Environment, Farming and Rural Affairs, www.defra.gov.uk; and the Farming and Wildlife Advisory Group, www.fwag.org.uk.

WHERE WILL IT LEAD?

The Diploma introduces different ways of learning and a broader range of subjects within one qualification than have been taught before. It can open many doors for you. You may want to progress by going on to the Level 3 Diploma. You could take up A levels, a vocational qualification or other study, or an apprenticeship. Or you could move out into the world of work with the confidence, knowledge and skills that you've gained in your Level 2 Diploma.

Left – A wildlife ranger holds a young red kite. Below – Three osprey chicks wait to be weighed, ringed and measured. Monitoring wildlife helps to protect species and their habitats.



TRACK YOUR PROGRESS

Level 2 Diploma in Environmental and Land-based Studies

This form was created for you, the student, to keep your own work record.

Student's name: _____

Unique learner number: _____

Centre name: _____

Consortium: _____

You can use this form to track your progress as you complete various parts of the Diploma.

Principal Learning, including Personal, Learning and Thinking Skills (PLTS)	Tick when successfully completed	Date dd/mm/yy
Unit 1 – Environmental influences upon ecosystems	<input type="checkbox"/>	
Unit 2 – Working in the Environmental and Land-based sector	<input type="checkbox"/>	
Unit 3 – Plant management and care	<input type="checkbox"/>	
Unit 4 – Animal management and care	<input type="checkbox"/>	
Unit 5 – Plants and animals: their role in society	<input type="checkbox"/>	
Unit 6 – The importance of a sustainable environment to society	<input type="checkbox"/>	
Unit 7 – Monitoring the environment	<input type="checkbox"/>	
Unit 8 – Sources and uses of energy	<input type="checkbox"/>	

All marks are provisional until moderation is completed.

Project, including PLTS	Tick when successfully completed	Date dd/mm/yy
Title: _____	<input type="checkbox"/>	

Continued on next page.

Functional Skills qualifications	Tick when successfully completed	Date dd/mm/yy
English	<input type="checkbox"/>	
Mathematics	<input type="checkbox"/>	
ICT	<input type="checkbox"/>	

Additional and Specialist Learning (180 guided learning hours required). List courses or other options and hours below	Tick when successfully completed	Date dd/mm/yy
1 Number of hours	<input type="checkbox"/>	
2 Number of hours	<input type="checkbox"/>	
3 Number of hours	<input type="checkbox"/>	

Work experience (minimum 10 days)	Tick when successfully completed	Date dd/mm/yy
Employer 1 Number of days	<input type="checkbox"/>	
Employer 2 Number of days	<input type="checkbox"/>	



WORKING IN THE ENVIRONMENTAL AND LAND-BASED SECTOR



There are lots of different professions within the Environmental and Land-based sector that give you the opportunity to work outdoors.



The Environmental and Land-based sector is made up of a wide variety of industries. Such a broad range gives individuals the opportunity to engage in a wide variety of jobs. Many of the roles involve being in an outside environment – this is one of the main attractions for people working in the sector.

In this unit you'll learn about the various job roles and find out about the skills and attributes that you would need to fill them successfully. You'll also be given the chance to review your own skills and ambitions in the sector.

When you're looking into the various jobs, it's important to understand how people are protected under Health and Safety legislation and guidelines, and how there are 'duty of care' obligations for different roles. You should also try to find out how to use any tools and equipment appropriately that you might be required to use.

If you're considering eventually finding a job in one of the sector industries, whether it be in farming, horticulture, caring for animals, forestry, gamekeeping, fish farming, machinery repair, equestrian, farriery or floristry, or in a related industry such as energy, you need to be aware of the external pressures that can affect the job market, too.

Finally, you'll be able to research a selection of roles that you think you would enjoy and which match your own skills and attributes. The next step is to learn how to prepare an application for a role you would like to try.



Top – Many florists choose to run their own businesses. Middle – New recruits receive training in machine maintenance with manufacturer John Deere. Bottom – Maintenance professionals must be aware of their Health and safety responsibilities.

Image © iStock/Catherine Yeulet

Image © John Deere

Image © Lantra



GETTING STARTED

For this unit you'll investigate the many employment opportunities within the Environment and Land-based sector. Try to think about all the different areas – even ones you might not have previously considered. You might want to make a chart of the different types of businesses and organisations involved in the sector – from self-employed workers to big business and local government – and note how they differ in their approach and how well they can react to external pressures.

Some of the job roles involve using tools and machinery safely. Think about keeping a log of good working practice to help you throughout the course.

Read the learning outcomes below and discuss your work plan with your teacher. Before you start, have a look at the Personal, Learning and Thinking Skills form on page 35. Rate yourself from 1–5 (with 5 being the highest) on how good you think your skills are. When you finish this unit, go back and rate yourself again. Did you improve?

Image © iStock/John Krajewski

WHAT YOU MUST DO

This unit has four learning outcomes. You will:

- 1** understand the requirements of jobs in the Environmental and Land-based sector
- 2** know the responsibilities that Environmental and Land-based organisations have to their employees
- 3** understand how external pressures affect the job market in the Environmental and Land-based sector
- 4** be able to apply for a job within the Environmental and Land-based sector

Above – Changes in attitudes to food production have led to a boom in organic farming. Vegetables are often supplied direct to the customer's home in boxes from local producers.

Below – Being a good teamworker is essential for success in many roles within the Environmental and Land-based sector.

Image © Lantra





STUDENT STORY EMILY

This unit gave me an important opportunity to consider what I wanted to do after completing my Diploma. When I started the course I thought I wanted to become a veterinary nurse as I have always had a lot of pets at home and I really enjoy taking care of them.

During this unit we visited the local RSPCA hospital/rescue centre and it was here that I realised that this was an area I was really interested in. The manager of the centre emphasised the importance of developing our PLTS and also our Functional Skills. He said that as there are a number of people working at the centre it was crucial that all staff had good teamwork skills. He told us how all the animals were tracked on the RSPCA computers and all staff were expected to be able to use them, so we needed to work on our ICT skills, too.

After the visit I made sure to look regularly at the RSPCA website and arranged to get their newsletter sent to my house. It was in the newsletter that I saw a Saturday job advertised in my local centre. I took great care in writing my application and included as much relevant information about my skills and interest in the role as I could. I'm now working in the centre and I love every minute of it.

Below – A worker in an animal rescue centre holds a hedgehog. In this role you would need to deal with many different people as well as helping the animals.





USEFUL WORDS

Curriculum Vitae (CV) A document containing a summary of all your qualifications, interests and work experience. It should be structured carefully, with no spelling mistakes, and be updated throughout your working life.

Duty of care The responsibility of all individuals, employers and organisations to maintain a standard of reasonable care, eg follow Health and Safety practices.

Environmental impact The effect that people, animals and plants have on the natural environment. This may include the way resources are used and whether they add to pollution and waste.

External pressures Factors that people working in the sector cannot control. These include global weather conditions, competition and economic factors, such as the price of food or a growing population.

Hazard Something with the potential to cause harm, eg any machinery used on a farm.

WHAT YOU MUST PRODUCE

You must produce evidence that you have achieved these outcomes. During this assignment, you must produce and keep:

- 1 an investigation into employment opportunities, including a record of your research, any supporting data and a report of your conclusions
- 2 evidence of preparation of an application for a job within the sector, including an assessment of your strengths and skills, a review of possible job opportunities and a job application form

SUPPORT MATERIALS FOR UNIT 2

Your teacher can recommend a variety of books and websites.

Some websites you might find useful for this unit include Natural England, www.naturalengland.org.uk; the Forestry Commission, www.forestry.gov.uk; the UK Environment Agency, www.environment-agency.gov.uk; and Lantra, www.lantra.co.uk. For more general advice on good working practice look at the website of the Health and Safety executive, www.hse.gov.uk.

You will also find job opportunities in some of the specialist journals that relate to specific industries, such as *Horse and Hound*, *Greenkeeping International*, *Farmers Weekly*, *Veterinary Nurse*, *Horticulture Week* and *The Florist*.

Remember to take every opportunity to ask about jobs and working in the sector when you go out on visits or talk to people who work in the industry. The people you meet will tell you that it is a fantastic working life.



Top – Many farms continue to use traditional methods, especially in organic farming. Above – Health and safety is extremely important for businesses that manage potentially dangerous animals.



STUDENT STORY TOM

I'm mad about all sports, and my uncle has a small farm where I really enjoy fishing in the river that flows along his boundary. It was because I love being outside that I decided that this Diploma was right for me. This unit was really important because we looked at a wide range of jobs in all sorts of industries. At the beginning I was tempted by gamekeeping and I also considered something in fisheries or aquatics.

Then we went on a class visit to the local football ground to meet the head groundsman. He took us onto the pitch and spoke passionately about the types of grass and how the condition of the pitch was making such a difference to the team's performance (the team are doing really well in National League 3). I didn't really believe him until he called over one of the players, who showed us how he took the free kicks and told us that the condition of the pitch really helped the ball move in the air. From that point on I was hooked.

I started working part-time on a golf course last summer. I enjoy it so much that I have started playing golf and am getting really good at it. My job is quite hard work but I don't mind that. Quite often I work on my own and I have to use my initiative as it is too far to walk back to ask my supervisor! I've received training on how to use most of the equipment and I have recently taken and passed my tractor driving certificate. I think my work in this unit was a real help in discovering which part of the Environmental and Land-based sector was right for me.



Having a well-maintained pitch is crucial to a football team's success.

Hints and tips

Find out which journal is relevant to the industry you're interested in and try to read it as often as possible. Often you'll find a copy in the local library.

Below – To keep the turf on golf courses in perfect condition, specialist equipment is needed, which staff must be trained to use.



HOW WILL YOU BE MARKED?

This table tells you how marks are given for each of the assessment criteria.



Learning outcome	Band 1 You	Band 2 You	Band 3 You
<p>1</p> <p>Understand the requirements of jobs in the Environmental and Land-based sector</p>	<p>0–5 marks</p> <p>Identify a limited range of enterprises in the Environmental and Land-based sector</p> <p>Describe some of the skills and attributes required with a limited degree of accuracy</p> <p>Outline the use of tools and equipment required for some Environmental and Land-based jobs, showing a limited knowledge of safety</p>	<p>6–10 marks</p> <p>Identify a range of enterprises in the Environmental and Land-based sector</p> <p>Accurately describe the skills and attributes required</p> <p>Outline the appropriate use of tools and equipment required for Environmental and Land-based jobs</p>	<p>11–15 marks</p> <p>Identify a comprehensive range of enterprises in the Environmental and Land-based sector</p> <p>Comprehensively describe the skills and attributes required with high degree of accuracy</p> <p>Outline comprehensively the safe and appropriate use of tools and equipment required for Environmental and Land-based jobs</p>
<p>2</p> <p>Know the responsibilities that Environmental and Land-based organisations have to their employees</p>	<p>0–5 marks</p> <p>Explain how some of the common hazards influencing the ways that Environmental and Land-based organisations protect the health and safety of people</p> <p>Explain how some Environmental and Land-based organisations support some employees' development</p> <p>Outline some of the duty of care obligations for some of the different jobs in the sector</p>	<p>6–10 marks</p> <p>Accurately explain how common hazards influence the ways that Environmental and Land-based organizations protect the health and safety of people</p> <p>Accurately explain how Environmental and Land-based organisations support employees' development</p> <p>Accurately outline duty of care obligations for different jobs in the sector</p>	<p>11–15 marks</p> <p>Explain, comprehensively and with consistent accuracy, how common hazards influence the ways that Environmental and Land-based organisations protect the health and safety of people</p> <p>Explain, comprehensively and with consistent accuracy, how Environmental and Land-based organisations support all employees' development</p> <p>Outline, comprehensively and with consistent accuracy, the duty of care obligations of different jobs, in the sector</p>

Image © Soil Association (right)

Image © Lantra (middle)

Image © RSPCA (left)

Continued on next page.

Learning outcome	Band 1 You	Band 2 You	Band 3 You
<p>3</p> <p>Understand how external pressures affect the job market in the Environmental and Land-based sector</p>	<p>0–5 marks</p> <p>Outline some external factors that affect the job market in the Environmental and Land-based sector</p> <p>Analyse how the Environmental and Land-based sector responds to external factors, showing limitations</p>	<p>6–10 marks</p> <p>Accurately outline some external factors that affect the job market in the Environmental and Land-based sector</p> <p>Analyse how the Environmental and Land-based sector is affected by external factors</p>	<p>11–15 marks</p> <p>Outline, accurately and in detail, external factors that affect the job market in the Environmental and Land-based sector</p> <p>Analyse with accuracy and detail how the Environmental and Land-based sector is affected by external factors</p>
<p>4</p> <p>Be able to apply for a job within the Environmental and Land-based sector</p>	<p>0–5 marks</p> <p>Assess some of your own skills and attributes to meet requirements for a specific job in the Environmental and Land-based sector, identifying some opportunities and some achievements</p> <p>Source a job for application from a limited range of employment opportunities</p> <p>Prepare an application for a job within the sector, showing limitations</p>	<p>6–10 marks</p> <p>Assess your own skills and attributes to meet requirements for a specific job in the Environmental and Land-based sector, identifying opportunities and achievements</p> <p>Source a suitable job for application from a range of employment opportunities</p> <p>Prepare an application for a job within the sector</p>	<p>11–15 marks</p> <p>Comprehensively and with consistent accuracy assess all your own skills and attributes to meet requirements for a specific job in the Environmental and Land-based sector, precisely identifying all the opportunities and achievements</p> <p>Source a highly suitable job for application from a comprehensive range of employment opportunities</p> <p>Prepare an accurate and detailed application for a job within the sector</p>

Hints and tips

Health and Safety is vital in any work environment. Remember that everyone shares the responsibility of making sure the workplace is safe.

TRACKING YOUR MARKS

Level 2 Diploma in Environmental and Land-based Studies

Unit 2: Working in the Environmental and Land-based sector

Student's name: _____

Unique learner number: _____

Centre name: _____

Consortium: _____

The four outcomes for Unit 2 are given below. The table shows the weighting for each and the maximum marks you can be awarded. Write your marks in the third column.

Learning outcome	Weighting	Maximum marks	Marks awarded by tutor
1 Understand the requirements of jobs in the Environmental and Land-based sector	25%	15	
2 Know the responsibilities that Environmental and Land-based organisations have to their employees	25%	15	
3 Understand how external pressures affect the job market in the Environmental and Land-based sector	25%	15	
4 Be able to apply for a job within the Environmental and Land-based sector	25%	15	
Total	100%	60	

All marks are provisional until moderation is completed.

Tutor's comments:

Student's comments:

Tutor's signature: _____

Date: _____

Student's signature: _____

Date: _____

PERSONAL, LEARNING AND THINKING SKILLS

The following skills are especially relevant to Unit 2. Ask your tutor to explain any you don't understand. Rate your skills before you do the unit and again afterwards. Did your skills develop?

SKILL	BEFORE DATE ___/___/___	AFTER DATE ___/___/___
-------	----------------------------	---------------------------

Rate your skills from 1 to 5 (5 being highest).

REFLECTIVE LEARNERS

Are you able to:

– assess yourself and others, identifying opportunities and achievements	1○ 2○ 3○ 4○ 5○	1○ 2○ 3○ 4○ 5○
– set goals with success criteria for your development and work	1○ 2○ 3○ 4○ 5○	1○ 2○ 3○ 4○ 5○
– review progress, acting on the outcomes	1○ 2○ 3○ 4○ 5○	1○ 2○ 3○ 4○ 5○
– invite feedback and deal positively with praise, setbacks and criticism	1○ 2○ 3○ 4○ 5○	1○ 2○ 3○ 4○ 5○
– evaluate experiences and learning to inform your future progress	1○ 2○ 3○ 4○ 5○	1○ 2○ 3○ 4○ 5○
– communicate learning in relevant ways for different audiences	1○ 2○ 3○ 4○ 5○	1○ 2○ 3○ 4○ 5○

Tutor's signature: _____

Date: _____

Student's signature: _____

Date: _____

Hints and tips

When you are looking at various job opportunities, try to keep an open mind and remember that this could be the first step on the career ladder.

FUNCTIONAL SKILLS

This form shows how you used English, Mathematics and ICT in your work for this unit.

ENGLISH

Tick if you developed your English skills in the following ways:

Speaking | Give one example:

Listening | Give one example:

Reading | Give one example:

Writing | Give one example:

MATHEMATICS

Tick if you developed your Mathematics skills in the following ways:

Representing situations | Give one example:

Analysing and processing | Give one example:

Interpreting and presenting results | Give one example:

ICT

Tick if you developed your ICT skills in the following ways:

Using any ICT system | Give one example:

Using ICT to find and select information | Give one example:

Using ICT to develop, present and/or communicate information | Give one example:

Tutor's signature: _____

Date: _____

Student's signature: _____

Date: _____