

ENVIRONMENTAL AND LAND-BASED STUDIES

Unit 2: Working in the environmental and land-based sector



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Sample scheme of work

This is an example of a scheme of work. You can adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory workshops to support learners who have/need additional learning time.

This unit is assessed through a centre set and marked assignment, which will be externally moderated. A sample assignment brief is available online at www.diplomainfo.org.uk

Total GLH	60
Delivery model	Based on teaching two-hour sessions.
Aim	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • identify the range of opportunities for work within the ELB sector and how these can be affected by external pressures • gain an awareness of health and safety and other legislative requirements within the sector • develop methods to evaluate personal and workplace skills in preparation for employment.
Notes	<p>When booking guest speakers you will need to give a detailed guide on the aspects of their industry job role/specification that you would like covered in their talk/activities to ensure full coverage of all learning outcomes for a range of businesses within the industry.</p> <p>Each learner should have an industry mentor so that they can ask questions in relation to aspects of the mentor's job role. These mentors should have no direct contact with the learner and all communication should be through the lecturer; for this purpose an email account would be beneficial. Mentors should be from an area of the sector that interests the learner.</p> <p>The three functional skills units for ICT (use ICT appropriately, find and select information, and develop, present and communicate information) are abbreviated as follows: Use ICT, F&S ICT and DPC ICT.</p>

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Resources and other comments
1 Introduction to the unit	<p>The aim of this session is to introduce learners to the types of businesses and jobs within the environmental and land-based industry.</p> <p>Working in groups, ask learners to list as many businesses as they can think of within the ELB industry. This should be a timed activity. Display all the businesses the learners have identified on the board.</p> <p>Working individually, learners then need to identify the business type and job role from visuals on a slide show.</p> <p>Ask learners to select an area within the industry that particularly interests them and document why. They will then need to research the job opportunities within that area of the industry. Their research should include the average salary, and the skills set and qualifications required.</p>	AC1a	TW1, 3 CT1	Use ICT 1.1–1.3, 3.1, 3.2 R1 W1 M1–4, 10, 12	2	<p>Resources required: SMART Board, PowerPoint, a projector, video clips and photos.</p> <p>This is preparation for assessment of LO1.</p>
2 Industry representative	<p>Arrange a visit to or from an industry representative, such as someone working in the agricultural livestock industry. S/he should identify the job roles within this industry specifically.</p> <p>Learners need to be prepared to ask questions and analyse job roles. After this session they will compose their first contact with their chosen industry mentor.</p>	LO1–4	IE4, 6 CT2 RL5 EP1	SL1 W1, 3	2	<p>Resources required: dependent on the guest speaker.</p> <p>This is preparation for the assessment of LO1, 4 and possibly LO3.</p> <p>Tutor to ensure guest speaker is well briefed to cover all aspects of this unit and link into other learning outcomes that are relevant to their job role.</p>

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3 Introduction to health and safety	<p>Outline the legislation that governs general work practice, ie the Health and Safety at Work Act.</p> <p>Explain the cost of ignoring health and safety to both the employer and employee.</p> <p>Share and discuss scenarios from different industries.</p>	AC2a, b	SM1 CT3, 4 IE3, 4	SL1 W1 R1 Use ICT 1.1–1.5 F&S ICT 2.1, 2.2	2	<p>Resources required: SMART Board.</p> <p>Useful websites: www.healthandsafetytips.co.uk/Revision_Pages</p> <p>Institute of Occupational Safety and Health: www.iosh.co.uk</p> <p>Health and Safety Executive: www.hse.gov.uk</p> <p>Safelearner: www.safelearner.info</p>
4 COSHH and RIDDOR	<p>Discuss COSHH and identify the substances within the ELB industry that would require a COSHH risk assessment.</p> <p>Ask learners to complete COSHH paperwork for a set scenario and the risk assessment that should have accompanied the substance initially.</p> <p>Outline RIDDOR and explain the types of instances where paperwork for RIDDOR would be completed.</p> <p>Ensure learners understand reportable diseases and incidences. Learners to find case studies on the HSE website and identify the incident and actions necessary.</p>	AC2a, b	EP1 CT1	SL1 W1 R1 Use ICT 1.1–1.3 F&S ICT 2.1	2	<p>Resources required: SMART Board, PowerPoint, a projector, and health and safety forms.</p>

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5 Health and safety risk assessments	<p>Define the terms 'hazard' and 'risk'.</p> <p>Ask learners to perform a two-risk assessment for their practical sessions; one for the animal sessions and one for the plant sessions. Risk assessments should include all control measures and PPE requirements.</p> <p>Identify PPE and explain when to use it.</p>	AC2a, b	IE1, 4, 6 RL4, 6 EP1, 3, 4	W2–6 SL1	2	Resources required: projector, SMART Board, risk assessment forms and samples of PPE.
6 Industry representative	<p>Arrange a visit to or from an industry representative, such as a veterinary nurse. S/he should outline the job role.</p> <p>Learners need to be prepared to ask questions and analyse the job role. After this session they will compose another contact with their chosen industry mentor.</p>	LO1–4	IE4, 6 CT2 RL5 EP1	SL1 W1, 3	2	<p>This is preparation for assessment of LO1, 4 and possibly LO3.</p> <p>Resources required: dependent on the guest speaker.</p> <p>Tutor to ensure guest speaker is well briefed to cover all aspects of this unit and link into other learning outcomes that are relevant to their job role.</p>

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7 Hazard warning signs	<p>Identify a range of hazard warning signs that may be seen in the ELB industry, such as those for manual lifting, lone working and working at heights.</p> <p>Learners need to be able to identify their personal limits for manual lifting. Explain the correct manual lifting procedure and take part in short manual handling workshop.</p> <p>Follow with a group discussion on 'lone working', what is considered good practice and why this is important to employers and employees.</p> <p>As a group, discuss the HSE guidance for working at heights.</p>	AC2a, b	SM2 CT5 RL5	SL1 W1 Use ICT 1.1–1.3 F&S ICT 2.1	2	<p>Resources required: a DVD player, a projector, SMART Board and the internet.</p> <p>Useful website: My Work Experience, for games on hazard signs: www.my-work-experience.com/flash/healthandsafety/safetysiggame.asp</p>
8 Using tools safely	<p>Ask learners to identify tools that are used across the ELB industry and discuss methods for safe use. Link this to a practical session.</p> <p>For specific industries (link these to Unit 3 and Unit 4), ask learners to then produce a safe tool use guide.</p>	AC1c	TW1, 5 EP1, 4 RL4	W1–3, 5 SL1	2	Resources required: access to a practical area, SMART Board, tools and pictures of tools.
9 Business partnerships and/or services	<p>Recap session 1. This session should provide an overview of the partnerships and/or services that ELB businesses need to engage with in order to run daily.</p> <p>Ask learners to identify a career path that they may consider following. Learners should then state what other businesses are required to support their chosen career path and explain how these other businesses support or work in conjunction with that particular career path.</p> <p>Learners could present their thought processes in a comprehensive mind map. Follow with a group discussion and encourage learners to share their mind maps.</p>	AC3a, b	IE all CT all	R1, 2 Use ICT 1.1–1.4	2	Resources required: SMART Board, a computer, industry magazines and internet access.

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10 Industry representative	<p>Arrange a visit to or from an industry representative, such as someone who works with police dogs or horses. S/he should identify the job roles within this industry. If the guest speaker is well prepared, all the learning outcomes can be covered.</p> <p>Learners need to be prepared to ask questions and analyse job roles. After this session they will compose another contact with their chosen industry mentor.</p>	LO1–4	IE4, 6 CT2 RL5 EP1	SL1 W1, 3	2	<p>This is preparation for assessment of LO1, 4 and possibly LO3.</p> <p>Resources required: dependent on the guest speaker.</p>
11 Job roles	<p>Learners now need to consider what job roles, both internal and external, would be required to facilitate their business.</p> <p>Working in small groups, for a given business, ask learners to state the job roles required and then to place these roles into a structured hierarchy.</p> <p>Learners then must identify the differences in the skills required throughout the hierarchy.</p> <p>Learners also need to be able to identify all the contacts that this business would require to stay viable.</p>	AC1a–c	IE2 CT2,4 SM2	W3, 5, 6 Use ICT 1.1–1.4, 3.1, 3.2 F&S ICT 1.1, 2.1, 3.2 DPC ICT 1.1, 1.2, 3.2	2	Resources required: SMART Board, a computer, industry magazines, adverts offering courses suitable for a professional's continuing personal development.
12 Industry representative	<p>Arrange a visit to or from an industry representative, such as a parks keeper. S/he should outline the job role. If the guest speaker is well prepared, all the learning outcomes can be covered.</p> <p>Learners need to be prepared to ask questions and analyse the job role. After this session they will compose another contact with their chosen industry mentor.</p>	LO1–4	IE4, 6 CT2 RL5 EP1	SL1 W1, 3	2	Resources required: dependent on the guest speaker.

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13 Does geography affect the location of businesses?	<p>Learners need to identify whether there are any geographical patterns to the distributions of ELB businesses</p> <p>Learners should compile data that reflect the distributions of ELB enterprises. This must include mathematical calculation but should be presented in a visual format. Learners need to be able to outline reasons for the geographical differences using maps of the UK. Using the differences established, learners should evaluate the effects that this will have on the employment needs in the ELB job market in these areas.</p>	AC3a, b	TW1, 2 EP5, 6	W2, 3 M2 Use ICT 1.1–1.4 F&S ICT 1.1 DPC ICT 1.1, 1.2	2	Links to Unit 1: Environmental influences upon ecosystems and environmental and land-based production enterprises.
14/15 Does geography affect the location of businesses? (continued)	<p>Divide the class into groups of three. As teams, they will take on the role of an investor in a new company. They will need to produce a plan for a business of their choice.</p> <p>The plan must explain their reasons for the choice of location (eg land types, purchase or rent of land/property, ease of resource access, competition and consumers).</p> <p>Learners will then present their proposals in a <i>Dragons' Den</i> style format.</p>	AC3a, b	EP5 IE all CT1, 5	W2, 3 SL1 Use ICT 1.1–1.4 F&S ICT 1.1, 2.1–2.3 DPC ICT 1.1–1.4, 3.2	4	Resources required: maps, individual computers and internet access.

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16 Effects of the economy on a business	<p>Provide an overview of the effects of different economic climates on the ELB industry and how these changes affect consumers, producers, employees and employers.</p> <p>Discuss how the strength of the pound affects the industry.</p> <p>Ask learners to suggest trends that affect consumer purchasing and the domino effect this has on ELB enterprise (eg organic produce, the distance of travel for produce).</p>	AC3a, b	IE1, 3, 4 CT2, 3	SL1 W2, 4–6	2	Resources required: SMART Board, a projector, paper and pens.
17 Industry representative	<p>Arrange a visit to or from an industry representative, such as someone from the arable agricultural industry. S/he should identify the job roles within this industry specifically.</p> <p>Learners need to be prepared to ask questions and analyse job roles. After this session learners will again make contact with their chosen industry mentor.</p>	LO1–4	IE4, 6 CT2 RL5 EP1	SL1 W1, 3	2	Resources required: dependent on the guest speaker. Tutor to ensure guest speaker is well brief to cover all aspects of this unit and link into other learning outcomes that are relevant to their job role.
18 Effects of the economy on a business (continued)	<p>Explain the effects of fuel prices on the ELB industry.</p> <p>Discuss the cost of energy sources and factors to consider when investigating possible alternatives.</p> <p>Learners should identify a local ELB enterprise and look at how fuel and energy prices affect the business. Learners must then recommend alternatives.</p>	AC3a, b	IE1, 3, 4 CT2, 3	SL1 W2 M1, 2 Use ICT 1.1–1.3	2	Resources required: SMART Board and a projector. Links to Unit 6: The importance of a sustainable environment to society.

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19/20 Other external pressures	<p>This session should look at global warming and how far the food in our supermarkets has travelled.</p> <p>Explain the principle of global warming and ask learners to evaluate the effects of global warming on ELB businesses.</p> <p>For a selected business, ask learners to state any practices that may contribute to global warming.</p> <p>Then arrange a trip to a local store, such as The Co-op, to identify how far food has travelled and what proportion is British.</p> <p>Discuss the carbon footprint.</p>	AC3a, b	TW all EP all	SL1 W2	4	<p>Resources required: SMART Board, a projector and any resources required for the learners' presentations.</p> <p>Links to Unit 6: The importance of a sustainable environment to society.</p>
21 Other external pressures (continued)	<p>Outline the differences between food produced organically and that produced using pesticides. Describe the effects of pesticides on the food chain (eg the effect on condor eggshells).</p> <p>Discuss the effect of pesticides on water tables and the impact on the food chain.</p> <p>Ask learners to list examples of intensive production within the ELB industry and then to state the possible alternatives to these intensive production methods.</p> <p>As a group, outline the strengths and weaknesses of both types of production.</p> <p>Discuss Brent Geese and monies given to farmers to allow them to rest on the land.</p> <p>Research data from the condor egg shell study and water table surveys should be available as a discussion aid.</p>	AC3a, b	CT1, 2	R1 Use ICT 1.1–1.3 F&S ICT 1.1, 2.1, 2.3 SL1	2	<p>Resources required: SMART Board.</p> <p>Links to Unit 1: Environmental influences upon ecosystems and environmental and land-based production enterprises.</p>

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22 Legislation and codes of practice	<p>Discuss codes of practice commonly seen within the workplace. Define what is meant by 'duty of care'.</p> <p>Using scenarios of working situations, ask learners to identify whether the actions shown in the scenarios would be good or poor practice. For those identified as poor practice, learners then need to state who is at fault.</p> <p>Discuss where codes of practice meet the minimum requirements used and analyse the reasons for this.</p>	AC2c	CT2 IE4 TW2	W2 R1 SL1	2	<p>Resources required: journals, Industry-specific magazines, computer access, SMART Board and a projector.</p> <p>Focus on the horticultural aspects in this session.</p>
23 Legislation and codes of practice (continued)	<p>Outline the basic principles of the Animal Welfare Act 2006 and describe how these are enforced.</p> <p>For a range of given situations, ask learners to suggest examples of how the animal's welfare may be maintained in relation to:</p> <ul style="list-style-type: none"> • freedom from thirst and hunger • freedom from pain • freedom from injury or disease • freedom from fear and distress • freedom to express natural behaviour. <p>As a group, discuss any common care failings demonstrated by owners.</p> <p>Outline the transport regulations for both national and international travel.</p> <p>For a range of given situations, ask learners to explain how they can abide by the regulations and also maintain the animal's welfare.</p>	AC2a, c	TW1, 2, 4 IE3, 6	SL1 W2, 4-6	2	<p>Resources required: a DVD player, video clips, photos, newspaper clippings, news stories, SMART Board and a projector.</p>

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24 Industry representative	<p>Arrange a visit to or from an industry representative, such as an ecologist. S/he should identify the job roles within this industry specifically.</p> <p>Learners need to be prepared to ask questions and analyse job roles. After this session they will compose another contact with their chosen industry mentor.</p>	LO1–4	IE4, 6 CT2 RL5 EP1	SL1 W1, 3	2	<p>Resources required: dependent on the guest speaker.</p> <p>Tutor to ensure guest speaker is well briefed to cover all aspects of this unit and link into other learning outcomes that are relevant to their job role.</p>
25 Why be qualified	<p>Explain why having a qualification is important. Show learners how to identify and locate job advertisements relevant to specific industry sectors.</p> <p>From a selection of job adverts and specifications, ask learners to outline the skills required to fulfil a specific job role. They then need to state which of these would be essential and which would be desirable.</p> <p>Learners should then identify which roles they feel they could fulfil and state why. They need to be able to highlight any attributes or qualifications that they feel they would like to gain or develop.</p>	AC4a	IE1 CT1, 2	R1 W2, 4–6 Use ICT 1.1–1.3 F&S ICT 1.1, 2.1, 2.3	2	

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26 Employment	<p>This session should consider what employers are looking for and CPD.</p> <p>Explain the importance of CPD for staff and its benefits to a company.</p> <p>For a range of scenarios, ask learners to plan the CPD that would benefit both the individual and the business.</p> <p>Learners should then plan the development of their skills to ensure that they are prepared to fulfil their chosen job roles.</p> <p>Discuss how learners can ensure that their applications lead to interviews.</p>	AC4b, c	IE6 CT1,	Use ICT 1.1–1.3 F&S ICT 1.1, 2.1, 2.3	2	Resources required: scenario cards, job specifications, individual computer access, SMART Board and a projector.
27 Introduction to ethics	<p>This session should focus on business ethics and the consequences of unethical decisions. Define the term 'ethic'. Discuss how ethics affect our lives on a daily basis. Ask learners to identify the daily ethical decisions they make. Then ask them to outline a range of religious and cultural views that may affect a business.</p> <p>As a group, evaluate the potential effects of unethical decisions and analyse reactions to decisions within the industry.</p>	AC3c AC4c	IE5 CT4 EP6		2	Resources required: newspaper articles, and scenarios from a range of industries.

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28 Assessment	<p>Ask learners to produce a report on how external factors are affecting the ELB sector, eg competition, legislation, economic climate, technology. Learners should then state the fields within the ELB sector and choose one in which they wish to gain employment. They must identify the job roles within their chosen field.</p> <p>Learners will need to produce evidence of research into vacant positions that would be of interest to them, eg copies of job adverts and personal specifications, and identify the position they wish to apply for. Following this, learners should produce a list of the skills and attributes they would require for their chosen job role and for two other positions within the same company.</p> <p>They will need to supplement the above with pictures of the main tools and equipment that the people in those three roles use, and describe their purpose and usage along with the safety precautions.</p> <p>Learners need to identify common hazards that they may come across in the ELB sector and explain the health and safety measures that are already in place to protect them. Learners also need to demonstrate that they understand their 'duty of care' obligations for the three job roles.</p>	AC1a–c AC2a, c AC4b	SM2–4 IE2	W2, 4–6 R1 Use ICT 1.1–1.3 F&S ICT 1.1, 2.1, 2.3	2	This unit will be internally assessed via a written report and is to be no longer than six pages of A4 using a standard size font.

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29 Assessment (continued)	<p>Learners will need to analyse the skills and capabilities relevant to their chosen job vacancy and identify if they meet the requirements.</p> <p>Learners should explain how the skills they do not have yet could be developed to ensure that the employer will think they are suitable and outline how the employer can support their skills development.</p>	AC2b AC4a	SM2–4 RL1, 2 CT1	W2, 4–6	2	
30 Assessment (continued)	<p>Finally, learners should apply for their chosen job role. They must write a covering letter and send a CV along with any additional paperwork the position requires.</p> <p>Learners must also include a list of information that they need to gain further details during the interview and attach the job advertisement, description and person specification to the application.</p>	AC4c	SM2–4	W2, 4–6 ICT1.1–1.3 R5	2	