

## ENVIRONMENTAL AND LAND-BASED STUDIES

### Unit 6: Plants and animals: safe working practices and relevant legislation



## Environmental and Land-based Studies

### Level 3 Unit 6: Plants and animals: safe working practices and relevant legislation

#### 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 an examination set and marked by AQA–City & Guilds.

<b>Total GLH</b>	60
<b>Delivery model</b>	Based on teaching three-hour sessions.
<b>Aim</b>	This unit will at look how the ELB industries ensure safe working practices when working with plants and animals, the methods used to minimise hazards, and how they identify and manage risks. It will also consider the impact on business success of health and safety.
<b>Notes</b>	<p>This unit should run alongside the learners' work experience.</p> <p>Useful websites: <a href="http://www.hse.gov.uk">www.hse.gov.uk</a>, <a href="http://www.defra.gov.uk">www.defra.gov.uk</a></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&amp;S ICT and DPC ICT.</p>

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Resources and other comments
<p><b>1</b> Introduction to unit</p> <p>Industry update on recent incidents that have occurred</p>	<p>The tutor should lead a class discussion on the subjects that will be covered in this unit.</p> <p>The tutor should present a recent incident with regards to safe working practice that is sector-related and explain what impacts this would have had on the company, its safety audits and any wider impacts it may have.</p> <p>All learners to be given at random an industry within the ELB sector. They must then research and find details of a recent accident, disease, illness, welfare problem or hazardous situation.</p> <p>Learners must produce a summary of the incident, what legislation has been violated and the impacts this has had at personal levels, to the company, on the risk management controls in place, and any wider impacts.</p>	<p>AC1b</p> <p>AC2b</p>	<p>SM1</p> <p>IE4</p>	<p>Use ICT</p> <p>F&amp;S ICT</p> <p>DPC ICT</p> <p>SL</p>	<p>3</p>	
<p><b>2</b> Hazards, risk and the importance of a well managed safety audit system.</p>	<p>Learners should give presentations on the incidents they researched in the previous week and their impacts.</p> <p>Define the terms 'hazard' and 'risk'. Follow with a group discussion on the importance of an enterprise having rigorous and regular safety audits.</p>	<p>AC1b</p> <p>AC2b</p>	<p>TW6</p>	<p>DPC ICT</p>	<p>3</p>	

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Resources and other comments
<p><b>3</b> Introduction to risk registers</p>	<p>Learners should search the HSE website for safety factors related to the ELB enterprise in which they are completing their work experience.</p> <p>Define in relation to a health and safety walk round an enterprise issues that could fall into one of the follow three categories:</p> <ul style="list-style-type: none"> <li>a) immediate action</li> <li>b) poor understanding of health and safety</li> <li>c) a deliberate breach of health and safety.</li> </ul> <p>Using a multimedia presentation, learners must complete a virtual walk-through of a business incident. They should include:</p> <ul style="list-style-type: none"> <li>a) one that requires immediate action</li> <li>b) one that demonstrates a poor understanding of health and safety</li> <li>c) one that is a deliberate breach of health and safety.</li> </ul> <p>Learners must complete a Health and Safety walk for the teaching area and student common rooms. They should then produce a report with recommendations to improve health and safety.</p> <p>Learners should compose a letter to their work experience supervisor requesting permission to complete a safety audit and be given access to the required information to achieve this.</p>	<p>AC1b, c</p> <p>AC2a</p>	<p>SM2</p> <p>EP1–3</p>	<p>Use ICT</p> <p>F&amp;S ICT</p> <p>DPC ICT</p> <p>SL</p>	<p>3</p>	
<p><b>4</b> Methodology for a health and safety audit</p>	<p>Invite a guest speaker from the local council to explain the steps taken to complete an audit of an ELB enterprise.</p>	<p>AC2a, b</p>	<p>EP1–3</p>	<p>DPC ICT</p> <p>SL</p>	<p>3</p>	

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<b>5</b> Risk assessment	<p>Define the term 'risk assessment'.</p> <p>Discuss how to complete the paperwork required for a risk assessment.</p> <p>Learners must complete a risk assessment for a given activity.</p> <p>Define 'COSHH' and outline the legislation. Follow with a group discussion about COSHH risk assessment, and what substance requires a COSHH risk assessment.</p> <p>Learners must complete a COSHH risk assessment for a substance found within the area of study.</p>	AC2a, b	CT2  SM2	SL  W	3	
<b>6</b> Safety audit	Learners should complete the safety audit of their work experience placement.	AC2a, b  AC4a	SM2, 3  EP2, 3	W	3	
<b>7</b> Review of safety audit	Learners must review the safety audit completed along with all relevant documentation and policies for their work experience placement. They should produce a report detailing any recommended actions arising from the audit.	AC4b, c	EP2, 3	W	3	
<b>8</b> Feedback to company on safety audit	Learners should review the report they produced from their audit with the relevant person at their work experience placement to discuss the implications this may have on the company and working practice.	AC2a  AC3a  AC4b, c	EP4	SL  W	3	

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Resources and other comments
<b>9</b> Health and Safety at Work Act	<p>Define the term 'duty of care'.</p> <p>Learners must research and summarise the Health and Safety at Work Act.</p> <p>Learners should create a thought shower to outline what obligations they think the following roles have for health and safety within the workplace: employer and employee.</p> <p>Conduct a group discussion to clarify these and ensure the information put together by the learners is factually correct.</p>	AC1a	SM2  CT2, 4	Use ICT  F&S ICT	3	
<b>10</b> Special considerations when working in the ELB for health and safety	<p>Using the HSE website, learners should be given a specific area that will have special consideration for and safe use of: pesticides, rodenticides on farms and holdings, veterinary medicines by farmers and other animal handlers, all-terrain vehicles (ATVs) in agriculture and forestry, forage harvesters, combine harvesters, agricultural mowers, work equipment.</p> <p>Learners must present the findings of their research to the rest of the group.</p>	AC1a  AC2b	SM2  EP2  IE6	Use ICT  F&S ICT  DPC ICT  SL	3	When handing out topics, the tutor should try to ensure the topic is relevant to the learner's work experience.
<b>11</b> Animal Welfare Act	<p>Conduct a group discussion on the reasons for the Animal Welfare Act and outline the general points.</p> <p>Learners must summarise the Animal Welfare Act in any format.</p> <p>Using a range of given ELB enterprises as scenarios, learners should discuss how the application of the Animal Welfare Act may differ in these situations.</p>	AC3a, c	EP1  CT4	SL  W	3	

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Resources and other comments
12 DEFRA	Invite guest speakers to discuss the roles of this government agency and how they impact directly on ELB enterprises. The talk should cover their roles when moving animals nationally and internationally.	AC1b, c AC3a–c	CT2	SL	3	
13 Animal transport	<p>Learners to thought shower the reasons animals may be transported.</p> <p>Learners must research all legislation that governs the transport/movement of animals.</p> <p>Follow with a class discussion to ensure the appropriate legislation has been identified.</p> <p>Learners should summarise the implication of each piece of legislation. This must then be applied to the following scenarios:</p> <ul style="list-style-type: none"> <li>• Cattle being moved across the UK, eg Devon to Scotland</li> <li>• Competition horse being transported from UK to Germany</li> <li>• Zoo animal being transported from developing country to the UK</li> </ul>	AC3a, c	IE3	Use ICT F&S ICT	3	

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Resources and other comments
14 CITES and FERA	<p>Conduct a group discussion to review the marked work on the laws relating to the transport of animals from the previous week.</p> <p>Two groups of learners should research into CITES and how this impacts on society.</p> <p>Two groups of learners to explain the role of DEFRA in ensuring food that is produced via the ELB sector is safe for consumption.</p> <p>Each group should then present their information to the rest of the class with suitable notes for each learner to take away.</p>	AC3a–c	TW1, 4	F&S ICT  DPC ICT	3	
15 FSA	<p>Invite guest speakers to discuss the roles of the government agency FSA and how they impact directly on ELB enterprises, including the agency's role in ensuring the monitoring of the movement of plant and animals intended for consumption.</p>	AC3b	CT2	SL  W	3	

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Resources and other comments
16 Plant transportation	<p>Learners should use a thought shower to highlight the reasons plants may be transported.</p> <p>Learners must research into all legislation that governs the transport/movement of plants.</p> <p>Follow with a class discussion to ensure the appropriate legislation has been identified.</p> <p>Learners should summarise the implication of each piece of legislation. This must then be applied to the following scenarios:</p> <ul style="list-style-type: none"> <li>• Food sources: Transportation of out of season vegetables to the UK for consumption</li> <li>• Flowers: import of foreign species for floral designs</li> <li>• Research: movement of plants to enable research data to be collected</li> </ul>	AC3a	TW1  CT1	Use ICT  F&S ICT  DPC ICT	3	
17 Unit revision	<p>Tutors to have in place a range of questions about different scenarios. Learners to rotate each station.</p> <p>Follow with a group discussion to get feedback on the revision tasks.</p>	All	CT2  SM2		3	
18 Mock exam					3	
19 Review of mock exam					3	
20 Exam					3	